

BUSINESS ENGLISH READING AND WRITING SKILL IMPROVEMENT NEEDS OF THAI  
EMPLOYEES IN THEIR WORKPLACE

A MASTER'S PROJECT

BY

KANJANA SINGJUN



Presented in Partial Fulfillment of the Requirements for the  
Master of Arts in Business English for International Communication  
at Srinakharinwirot University

May 2018

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AN ABSTRACT  
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This research study was conducted to explore the Business English reading and writing skills improvement based on the needs of 28 Thai staff at their English-speaking workplace in Bangkok. These skills improvement needs investigated the perspectives of the Thai staff and their managers. The participants consisted of 28 Thai staff and 8 managers at a foreign industrial company in Bangkok. A questionnaire was used to collect the quantitative data from the participants on what the most important skill improvement needs of Business English reading and writing skills was required by 28 Thai staff at their English-speaking workplace in Bangkok, and based on the perspectives of Thai staff themselves and their managers. Regarding the perspectives of Thai staff, they required Business English reading skill improvement for setting a goal before reading at the "most" level of need. For the most important needs in Business English writing skill improvement, Thai staff suggested that writing email messages was the most important skill that they needed to develop. In terms of Thai staff managers, they did not agree that setting goals for Business English reading skills which needed to be improved by the Thai staff, but they suggested that the Thai staff should improve themselves in mostly analyzing facts and opinions. Furthermore, the Business English writing skills needed in the opinions of the managers who agreed that the Thai staff should develop writing email messages at a high level of need.

ความต้องการในการพัฒนาทักษะการอ่านและการเขียนภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงาน



บทคัดย่อ  
ของ  
กาญจนา สิงห์จันทร์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อการส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ

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งานวิจัยนี้จัดทำขึ้นเพื่อสำรวจความต้องการในการพัฒนาทักษะการอ่านและการเขียนภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยจำนวน 28 คนในที่ทำงานที่ใช้ภาษาอังกฤษในการทำงานซึ่งอยู่ในกรุงเทพฯ การสำรวจการพัฒนาทักษะเหล่านี้จัดทำขึ้นเพื่อสำรวจมุมมองของพนักงานชาวไทยและหัวหน้างานของพนักงานชาวไทย กลุ่มตัวอย่างของงานวิจัยคือพนักงานชาวไทยจำนวน 28 คน และหัวหน้างานของพนักงานชาวไทยจำนวน 8 คนซึ่งทำงานอยู่ที่บริษัทต่างชาติแห่งหนึ่งที่ประกอบธุรกิจเกี่ยวกับอุตสาหกรรมซึ่งอยู่ในกรุงเทพฯ แบบสอบถามถูกใช้เพื่อเก็บข้อมูลเชิงปริมาณจากกลุ่มตัวอย่างเกี่ยวกับทักษะการอ่านและการเขียนภาษาอังกฤษเชิงธุรกิจที่พนักงานชาวไทยจำนวน 28 คนของบริษัทที่ใช้ภาษาอังกฤษในการทำงานซึ่งอยู่ในกรุงเทพฯ มีความต้องการมากที่สุดโดยสำรวจจากมุมมองของพนักงานชาวไทยและหัวหน้างานของพนักงานชาวไทย จากมุมมองของพนักงานชาวไทยเอง พนักงานชาวไทยต้องการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจในด้านความต้องการรู้จุดมุ่งหมายก่อนอ่านมากที่สุดในระดับสูง สำหรับความต้องการในการพัฒนาทักษะการเขียนภาษาอังกฤษเชิงธุรกิจ พนักงานชาวไทยเห็นว่าการเขียนตอบจดหมายอิเล็กทรอนิกส์เป็นภาษาอังกฤษเป็นสิ่งที่ต้องการพัฒนามากที่สุด ทางด้านหัวหน้างานของพนักงานชาวไทย หัวหน้างานของพนักงานชาวไทยไม่เห็นด้วยว่าพนักงานชาวไทยต้องพัฒนาการรู้จุดมุ่งหมายก่อนอ่าน แต่เห็นว่าพนักงานชาวไทยควรพัฒนาตัวเองในเรื่องการแยกข้อเท็จจริงกับความคิดเห็นของผู้เขียนมากที่สุด สำหรับความต้องการในการพัฒนาทักษะการเขียนภาษาอังกฤษเชิงธุรกิจ หัวหน้างานของพนักงานชาวไทยเห็นด้วยว่าพนักงานชาวไทยควรพัฒนาตัวเองในเรื่องการเขียนตอบจดหมายอิเล็กทรอนิกส์เป็นภาษาอังกฤษมากที่สุดในระดับสูง

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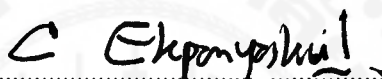
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"Business English Reading and Writing Skill Improvement Needs of Thai Employees in Their  
Workplace"

By

Kanjana Singjun

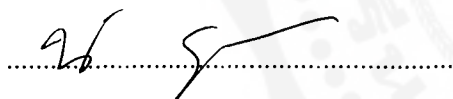
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..... Dean of Graduate School  
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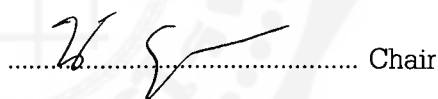
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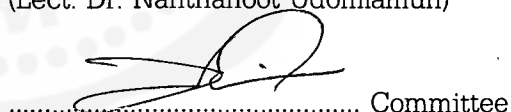


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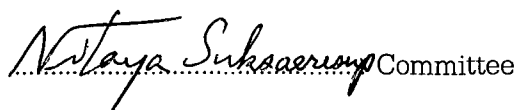
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## **CHAPTER I**

### **INTRODUCTION**

#### **Background of the Study**

Communication is commonly regarded not only as a process of sharing information, ideas, and feelings through the use of verbal language, but it is also a transaction that involves the physical and psychological acts of communicating. Communication is directly affected by what people think and know about one another. Now the world has been reshaped on account of cultural and technological forces. Communication skills are indicators of knowledge acquisition and application. If people understand cultural differences and prepare themselves to utilize them, they can develop themselves as an effective communicator (Hybels & Weaver, 2007). Due to factors including technological advances, globalization, economic growth and educational progress throughout the world, English language therefore becomes a tool for international communication (Ruiz-Garrido, Palmer-Silveira, & Fortanet-Gómez, 2010). Kaur and Clarke (2009) stated that companies are interested in conducting international business as a result of the global growth of markets and trade in the twenty-first century. These business owners decide to employ multilinguistic and multicultural people. Wilson (as cited in Kaur & Clarke, 2009) claimed that English language becomes increasingly important today in technologies, business, tourism and entertainment sectors. In addition, the importance of English language raises global usage of English in many fields of the workplace by people who speak other languages.

Communication is essential to every stage of one's career. No matter how influential ideas are, they are of no use if one cannot clearly express them. For example, engineers or financial staff must often share complex ideas with executives, customers, and colleagues. Entrepreneurs need to communicate with more audiences such as investors, bankers, and government regulators, employees, customers, and business partners. As a leader or a manager, communication skills are more important whereas technical skills are less important. To be successful in their job, employees must improve their skills for effective communication. Hence, learning to perform effective oral and written communication in any situation is one method enhancing them to be outstanding among competitors in the job market (Bovée & Thill, 2014).

Communication is essential to one's company because it helps one have close relationships with communities in the marketplace as well as influencing talking, perception, and trends; increasing productivity and faster problem solving; getting better financial results and higher profits for investors; perceiving earlier potential problems, from rising business costs to critical safety issues; making stronger decisions based on timely, reliable information; performing understanding and more persuasive marketing messages; and creating greater employee engagement with their work for higher employee satisfaction and lower employee turnover (Bovée & Thill, 2014). Employees of some companies are required to use English to communicate at their workplace. For example, managers have to communicate their organizations' performance and expectations to their employees and encourage employees to take ownership of their own performance and development ("Roles and responsibilities," n.d.).

Since 2015, Thailand has participated in the Asean Economic Community (AEC) and this requires Thailand to join in AEC's economic integration and human resource development for the purpose of creating a single market and production base and making ASEAN a highly competitive economic region, a region of equitable economic development, and a region fully integrated into the global economy with other countries of this community such as Myanmar, Laos, Vietnam, Malaysia, Indonesia, Singapore, Cambodia, Philippines, and Brunei. Regarding the key characteristics of AEC, it indicates human resources development and capacity building and recognition of professional qualifications and cooperation which result in free flow of goods, services, and skilled laborers who comply with international standards (Komintarachat, 2012). With this cooperation among members, they hope that the economy of the member countries is developed and citizens of different nations can communicate well with one another. According to Article 34 of the ASEAN Charter, English shall be the language for work. It can be seen that English is increasingly used by people in ASEAN member countries (Yotimart & Wongchai, 2014). Hence, English language has been widely used as a mean of communication (ASEAN Secretariat, 2014). Opened business and job opportunities among ASEAN member countries is a crucial factor that encourages people in these countries to improve their English proficiency (Aclan & Aziz, 2015).

The researcher was concerned with studying Thai employee's Business English reading and writing skills improvement needs at a foreign industrial company in Bangkok from the perspectives of Thai staff themselves and their managers. In this research, the framework from Rungprayoon (2011) and Aben Ahmed (2013) on English reading and writing skills improvement

needs was applied to analyze Business English reading and writing skills improvement needs of Thai staff from the perspectives of Thai staff themselves and their managers because this would be beneficial for the company of the study to prepare Business English reading and writing skills manuals, Business English reading and writing skills training or workshops.

### **Statement of the Problem**

The participants' company of this study is a subsidiary company owned by a non-Thai employer. This company imports business from headquarters in India to Thailand and exports industrial products to countries in South East Asia such as Singapore, Vietnam, Indonesia, Laos, Cambodia, Malaysia, Philippines, and countries in East Asia such as China and South Korea. This organization is a multinational workplace because it consists of Thai, and non-Thai members at the head office in Thailand and foreign employees at representative office in other countries including Vietnam, Indonesia and China. Both Thai and foreign employees have job responsibilities separated by departments such as Management, Sales and Marketing, Operations, Services, Accounts, Human Resource (HR) and Admin, Legal, and IT. Thai employees have to deal in English with foreign employees at head office, headquarters, and representative offices. In addition, they must use English language to communicate with people outside the organization such as foreign clients, foreign suppliers, and foreign vendors among South East Asia and East Asia. As stated by Thai employees of the organization, English reading and writing skills are usually used in the workplace apart from listening and

speaking skills. As a member of this workplace, it is necessary to perform effective communication in English for the purpose of career advancement. Additionally, Thai members are expected by the company to improve their skills in reading and writing when communicating in English language in order to perform job efficacy and help with the business growth of the organization.

Many studies have disclosed that Thai students perform reading ability in English language at a low level (Tamrackitkun, 2010). This implied that the level of English reading skill may be low as well. According to Rajprasit, Pratoomrat, Wang, Kulsiri, and Hemchua (2014), English language courses cannot help engineering students to have effective reading skills when working in their workplace. Sriussadaporn (2006) stated that Thai people encountered problems about main ideas when writing memos or reports. In addition, some of Thai employees are considered by their foreign supervisors to be unable to explain interesting ideas and organize them in English while performing oral and written English presentations. Likewise, Thai employees were criticized by Thai senior supervisors in that their English writing was sub- standard and that Thai employees often needed help in editing or rewriting the reports and memos before sending them to their foreign supervisors because it is difficult to understand the English of Thai employees. Therefore, the researcher has perceived a necessity to do a needs analysis of Business English reading and writing skills improvement of Thai staff in an industrial company located in Bangkok from the perspectives of the Thai staff themselves and their managers.

## **Purposes of the Study**

The purposes of the study are to:

1. Identify needs to improve Business English reading skill of Thai staff who work in an industrial company in Bangkok by the opinions of Thai staff themselves and their managers.
2. Identify needs to improve Business English writing skill of Thai staff who work in an industrial company in Bangkok by the opinions of Thai staff themselves and their managers.

## **Research Questions**

The researcher presents four research questions as follows:

1. What was the most needed Business English reading skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of Thai staff themselves?
2. What was the most needed Business English reading skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of the managers?
3. What was the most needed Business English writing skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of Thai staff themselves?

4. What was the most needed Business English writing skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of the managers?

### **Significance of the Study**

This research is intended to study Business English reading and writing skills improvement needs of 28 Thai staff at their English-speaking workplace in Bangkok to perceive the opinions of Thai staff themselves and their managers concerning Business English skills improvement needs when reading and writing during Thai staff work. The researcher hopes that this study will be beneficial for the company of this research in regards for providing English language manuals, English language trainings, and English language workshops for their Thai employees in order to improve their English reading and writing skills that lead to their work efficiency and the success of the company business.

### **Scope of the Study**

The researcher conducted the study of 28 Thai staff at their English-speaking industrial company in Bangkok as a consensus survey for the purpose of investigating Business English reading and writing skills improvement needs from the perspectives of Thai staff themselves and their managers.



## Definition of Terms

**Reading skill** refers to the ability to understand the meaning of written content when Thai staff work in their workplace.

**Reading skill improvement needs** refers to the needs to improve the ability to understand the meaning of written content when Thai staff work in their workplace.

**Writing skill** refers to the ability to express thoughts or opinions in written communication when Thai staff work in their workplace.

**Writing skill improvement needs** refers to the needs to improve the ability to express thinking or opinion in written communication when Thai staff work in their workplace.

**Perspectives** refers to the viewpoints of Thai staff themselves and their managers regarding to Thai staff's Business English reading and writing skills improvement needs in their workplace.

## Summary of the Chapter

This chapter described the background of the study and the definitions and the importance of English communication skills particularly in business fields and English-speaking workplaces. In addition, statement of the problem, purposes of the study, research questions, significance of the study, and scope of the study including definition of terms were

provided in this chapter. Furthermore, the conceptual framework of the study is explained in the content below.

### **The Conceptual Framework of the Study**

This research is intended to analyze needs for an improvement in Business English reading and writing skills of Thai staff in an industrial company located in Bangkok. Hence, Thai staff and the managers of this company indicated their perspectives upon Business English reading and writing skills improvement of Thai staff.

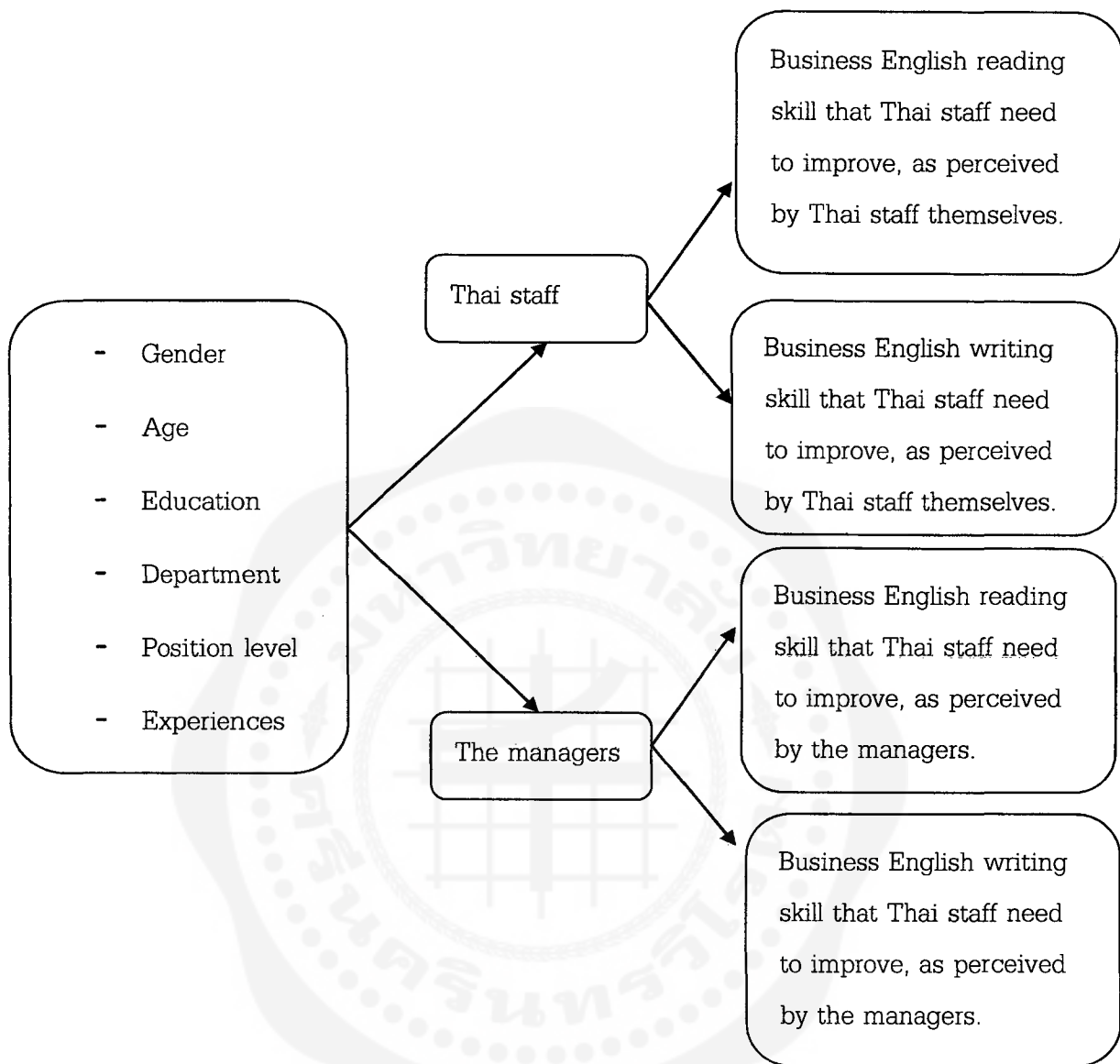


Figure 1 The Conceptual Framework of the Study

## **Organization of the Research Study**

The following contents are organized as below.

Chapter II presents the related literature that is reviewed concerning the research study. It is separated into a definition of needs analysis, a definition of English for Specific Purposes (ESP), a definition and the importance of Business English, and the discussion of related studies that are relevant to the study of Business English reading and writing skills improvement needs of non-native English speakers.

Chapter III presents the methodology of this research including research design, participants, instrument, data collection, and data analysis.

Chapter IV presents the results of the study concerning the demographic data and Business English reading and writing skills improvement needs of Thai staff at their workplace from the opinions of Thai staff themselves and their managers.

Chapter V presents discussion, the limitations and the implications and the recommendations of the study's investigation after the collation of the findings.

## **CHAPTER II**

### **LITERATURE REVIEW**

The researcher intended to study needs for English language reading and writing skills improvement of 28 Thai staff at a foreign industrial company in Bangkok from the perspectives of Thai staff themselves and their managers. The chapter is separated into five main parts:

1. Needs analysis.
2. English for Specific Purposes (ESP).
3. English language usage in international workplaces
4. Related studies.
5. Summary of the chapter

#### **Needs Analysis**

Hutchinson and Waters (1987) showed that the distinction between ESP and General English is an awareness of the need. For ESP course design, needs analysis is used to find needs for English communication. Likewise, Robinson (1991) claimed that an ESP course is based on a needs analysis to find as exactly as possible, what students have to do. Previously, 'target or end-of-course requirements' were particularly the main focus of the study of needs analysis. Later, the interest in needs analysis has changed to student's initial needs together with learning needs. Widdowson (1981) defined goal orientated needs as needs which learners use to evaluate or fulfill job requirements after the completion of courses. By its process-oriented meaning, needs are "what the learner needs to do to actually acquire the language" (as

cited in Robinson, 1991, p. 2). Mountford (1981) referred to needs as “what the user-institution or society at large, regards as necessary or desirable to be learnt from a programme of language instruction” (as cited in Robinson, 1991, p. 27). Robinson (1991) suggested that needs can be interpreted as lacks for the reason that “students do not know or cannot do in English” (p. 27).

Munby (1978) created the well-known work on needs analysis called the Communication Needs Processor (CNP). It was an equipment as a set of procedures with details to find target situation needs and it consisted of questions about important communication variables ranged by topic, participants, medium and so on to prove any group of learners' the target language needs. By the meaning in the language-centered approach, needs are being able to produce and understand the linguistic features of the target situation. A list of the linguistic features of the target situation was operated by the CNP (as cited in Hutchinson & Waters, 1987). Hutchinson and Waters (1987) stated about the analysis of target situation needs that the participants were asked about the target situation and the attitudes upon the situation in the learning process.

| Sample 'communication activities'     | Related 'micro-functions'                               | Language forms (productive)                                                                                              |
|---------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 7.1.1 Attending to customers' arrival | 7.1.1 1. intention<br>2. prohibit<br>3. direct<br>etc.  | I will bring the menu.<br>I am afraid we are full/closed.<br>Please follow me/Will you sit here please.                  |
| 7.1.2 Attending to customers' order   | 7.1.2 1. suggestive<br>2. advise<br>3. describe<br>etc. | May I suggest the ..... ?<br>(etc.)<br>May I recommend the ..... ?<br>(etc.)<br>You may find the .....<br>too hot/spicy. |
| 7.1.3 Serving the order,<br>etc.      | 7.1.3 1. question                                       | ..... for you, sir/madam?<br>The ..... ?                                                                                 |

Figure 2 A needs analysis using the CNP of Munby

Source: *English for Specific Purposes: A Learning-Centred Approach*, by T. Hutchinson and A. Waters, 1987, New York: The Press Syndicate of the University of Cambridge, p. 55.  
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Pilbeam (1979) thought that language training for business and industry depends on the language audit in order to practice a foreign language with role played in a commercial or industrial workplace. As the terms the success of specific jobs depends on the precise language skills needed, the auditor or analyst must respond what tasks or activities people do in their vocational situations such as meetings, presentations, or writing formal documents. In addition, the auditor or analyst has to find required level of language performance for these tasks (as cited in Robinson, 1991). Schroder (1981) explained that there were "four techniques for investigating needs: the questionnaire, the detailed interview, participating observation, and

press ads” (as cited in Robinson, 1991, p. 45). Hutchinson and Waters (1987) agreed that methods among questionnaires, interviews, observation, data collection, and informal consultations with sponsors, learners and others are mostly and frequently used more than one type relevant to the time and resources available to gather information about needs. The questionnaire is one of techniques to investigate needs (Robinson, 1991). Richterich and Chancerel (1980) claimed that respondents of a questionnaire must confirm their understanding of the questions in the questionnaire and endorse the analysis of the questionnaire (as cited in Robinson, 1991). Carrier (1983) suggested that a questionnaire should be prepared and checked by computer (as cited in Robinson, 1991). Lonnfors (1987) was mainly concerned that the questionnaire should be understandable for ordinary people (as cited in Robinson, 1991). Robinson (1991) stated that a questionnaire is beneficial due to its ease of communicative delivery to a large population.

Wannapok (2004) suggested “needs analysis as a key factor and an integral part of English for specific purpose (ESP) for the study of researchers, course designers, material developers, testers, evaluators, and classroom teachers for many years” (as cited in Prachanant, 2012, p. 2). Similarly, Widowson referred to needs analysis as “the learner’s study or job requirements to demonstrate at the end of their language course” (as cited in Prachanant, 2012, p. 2).



## **English for Specific Purposes (ESP)**

English is required to be learned due to the international trends of technology and commerce. In a target situation, an ESP course was purposed to provoke adequate function of learners by using the language they have learned. Hence, the ESP course should be firstly preceded by the identification of the target situation. For the next step in the process, a rigorous analysis of the linguistic features of the target situation, that is, needs analysis or target situation analysis has to be continued to form the syllabus of the ESP course (Hutchinson & Waters, 1987). Munby (1978) explained target situation analysis as communication purposes, communicative setting, the means of communication, language skills, functions, structures and so on of the learners' needs detailed into a profile (as cited in Hutchinson & Waters, 1987). According to Chitravelu (1980), there is an argument that reading skills are not relevant to specific language because it is universal and academic. In addition, "ESP is one branch of EFL (English as a Foreign Language) and ESL (English as a Second Language)" (Hutchinson & Waters, 1987, p. 18). Hutchinson and Waters (1987) would rather present what ESP is not. First of all, "ESP is not a matter of teaching *specialised varieties* of English" (p. 18) because it is not a special or different form of the language. Secondly, "ESP is not a matter of Science words and grammar for Scientists, Hotel words and grammar for Hotel staff and so on" (p. 18) because when comparing ESP to the tree, there are many leaves and branches "supported by a complex underlying structure" (p. 18) and some of them are hidden from view. Lastly, "ESP is not different in kind from any other form of language teaching" (p. 18) because the processes of learning ESP are not different from those of learning General

English. Therefore, ESP was concluded that “it is an approach to language learning, which is based on learner need” (p. 18).

According to Robinson (1991), professional knowledge or information like economics, physics, nursing or catering is defined as English for Specific Purposes (ESP) which may need authentic materials about situational work like texts, recorded discussions, interviews, or lectures. Hence, to succeed in studying in ESP, it is necessary to use advices and materials from specialists. ESP is ‘normally goal directed’, it means that students learn English in order to study or work in the future rather than interesting in the English language. Thus, it is implied that the content of English course focuses on professional topics and activities. But it is argued that all students have not the same purpose in studying English for their work or study area only, they may want to practice English in general fields.

English for Specific Purposes (ESP) mean specialized English languages used by professionals or specialists for communication and knowledge (Ruiz-Garrido et al., 2010). There are many arguments about the definition of ESP. Barnard and Zemach (as cited in Wisniewska, 2011) insisted that ESP means the teaching of students to learn English language for using in workplace or education with common type by selecting content relevant to the learner’s needs. On the contrary, Dudley-Evans and St John (as cited in Wisniewska, 2011) argued that the teaching of ESP stem from English Language Teaching (ELT) by the teaching of needs analysis, text analysis, and effective communication in the learner’s study or work situation. Wisniewska (2011) revised books about issues of ESP and concluded that English language should be taught in the dimension of situational and professional usage. It referred to

the adaptation of English language to occupational circumstances by special tools to teach the learner specific vocabulary, for example. Due to lack of neither effective materials on the way of ESP nor ESP textbooks, analysis of ESP knowledge is required as a crucial study in order to let professionals evaluate their English language communication skills needs. The learner can gain advantages from this evaluation. For one benefit, they can identify themselves gaps in their skills in English communication. For another benefit, they can have the chance for professional knowledge practices. The objective of ESP is to help learners to have the success in specific situations where they involve. At the beginning, competence gaps in specific areas, required level of knowledge, and ways to achieve competence gaps will be studied by need analysis. Therefore, there may be various choices of language skills, functions and topics taught in ESP courses (Wisniewska, 2011). Kaur and Clarke (2009) insisted that the learners can acquire adequate knowledge of English communication in any situations by study ESP course.

Due to the fact that an ESP course is based on learner's need (Hutchinson & Waters, 1987), Business English is an important part of ESP course which meets the needs of students who learn Business English for the communication in workplace (Lai, 2001). The implication of the word 'Business English' is a discrete form of the language that exists (Robinson, 1991). Pickett (1989) demonstrated that another meaning of Business English is an ergolect or work language upon that lexis and transaction, rarely relevant to grammar (as cited in Robinson, 1991). Pickett (1989) added that Business English is distinct from other ergolect due to its technical language and general public language, not totally concerned intra-group communication (as cited in Robinson, 1991). Johns (1987) pointed out that there are not

sufficient studies in business language (as cited in Robinson, 1991). Williams (1988) claimed that it is found an important issue that there is a difference between the language taught in textbooks and the language used in real life. Therefore, what is needed is more real data about the language used in different situations before teaching (as cited in Robinson, 1991).

Richard (1999) claimed that communicative competence consists of four kinds of language knowledge: knowledge of the grammar and vocabulary; knowledge of the rules of speaking in different types of speech events; knowledge of speaking in different types of speech acts; and knowledge of appropriate using language. In addition, it is necessary to perceive the total context when interpreting spoken sentences. Language proficiency is the ability classified by the level of skill of a person who can use and understand a language (Fungchomchoei, 2005).

Rungprayoon (2011) stated that the readers can understand the text if they have proficiency in reading skill such as setting goal, using patterns of organization, previewing, skimming, scanning, understanding of topics, main ideas, and supporting details, making interpretations, speed reading, paraphrasing, using background knowledge, creating an outline, analyzing facts and opinions, predicting, making inferences, and summarizing.

## **1. Reading**

### **1.1 Setting goal**

If the goal of reading is only the pleasure, it is not necessary to deeply investigate the author's motives, language choice, or structure. The reader may read quickly

and get a total effect from what they read. Conversely, the reader may react and interact with the text by 'active reading'. For example, reading the same text more than one time, or verifying its details. More than being pleased, the readers discover understanding of the overall effect of the text. Active reading consists of establishment of a context, identification of the structure, emphasis of key ideas, and response to the material. Firstly, the context is established in its opening sentences to answer questions like what it happens, who is involved, or the reason why it occurs. This is purposed to let the reader know background and the importance of the text. Secondly, the structure of the text is identified in three parts: introduction (to know the main idea and direction), body (to support or illustrate the main idea), and conclusion (to restate the main idea). Thirdly, important ideas are focused to understand the writer's point completely by searching for words like crucial, vital, or important including specific names, dates, statistics, distances, conditions, amounts, and key details. Additionally, the readers should especially seek for topic sentences of each paragraph. Lastly, the reader should respond to the material by asking the thinking about the text and the reason about that thinking for better comprehension. The readers can react more than one time to generate some points or aspects from the reading (Kelly, 2008).

## 1.2 Patterns of organization

Nimnual (2013) stated that to understand text organization, the reader has to understand four basic patterns of text organization as well for better comprehension such as listing, sequence, comparison and contrast, and cause and effect. For the first pattern, listing is a series of random supporting facts or details with equal value and order. For the second

pattern, details of sequence pattern are arranged by order of the time found in historical or biographical texts or by order of a process found in experimental or directional texts. For the third pattern, comparison is shown only similarities or similarities and differences but contrast is presented only differences. For the final pattern, cause and effect are purposed to find the causes that have the effect to event or condition that often appear in history texts, science texts, and novels. Patterns of organization can be generally identified by the use of signal words or transitions.

### 1.3 Previewing

According to Brown and Hood (2002), thinking about the kind of information after looking at headings before reading a text is a good idea. Jeffries and Mikulecky (2009) defined previewing is the way to look at something rapidly to get the information before reading it. Previewing can be used when reading the headlines in a newspaper, a letter by the words on the envelope, or the front and back cover of a book. Basically, this skill is advantageous in deciding which book or article to read. In addition, the reader can generate ideas after previewing a passage, and considering the topic. As a result, this helps the reader better understand and read faster. Asking questions about the text is the process of previewing such as what is read, for what purpose to read, and what information is need to be sought. There are more questions such as what kind of passage is it, the author of the passage and the reader that the author intended to send the message to, the main idea of the text, the length of the text, the difficulty or the easiness of the reading, the interest and the benefit of the information, and the expectation of further information.

### 1.4 Skimming

Brown and Hood (2002) defined skimming as a rapid look at the text to know its main idea, its organization, and the functions of the different parts. For better understanding of a text, the reader should skim through the text before reading it fully. It is unnecessary to read every word or content. The reader can read quickly and selectively and find and memorize important ideas but skip other ideas as mentioned by Langan (2012). It was included by Langan (2012) that finding definitions from signal words is the first step of this reading method for effective skimming. Next, locating enumerations is beneficial to label the series of items. And then, finding relationships between headings and subheadings is the crucial point to know basic enumerations. The final step is searching for emphasis words and main ideas to perceive the key paragraphs. Brown and Hood (2002) proposed that the introduction and the first sentence of each paragraph should be remarked to read. The first sentence of each paragraph should be read to know an overview of a text because it is mainly its topic sentence that reveals the content of the whole paragraph. Skimming includes reading parts of a text like opening sentences of paragraphs or words in italics or bold.

### 1.5 Scanning

Grellet (1981) stated that students can be competent in reading skills if they acquire scanning skills via finding some important details to understand the text (as cited in Khalaf, 2017). Brown and Hood (2002) gave the details that scanning is the way for a quick look over the text to find important information. Ramsay (1986) added that scanning is



purposed to look for some specific information such as a list, a table, or a word in the dictionary. In addition, Brown and Hood (2002) indicated that every word should not be read while scanning. The reader can just pass over the text. After the information has been found, you stop scanning and read the information. This skill is necessary when reading for a test, preparing for an assignment, or finding a book in a library. Jeffries and Mikulecky (2009) demonstrated this skill has good points for faster reading and better understanding.

#### 1.6 Topics, main ideas, and supporting details

According to Nimnual (2013), the reader must recognize topics, main ideas, and supporting details before understanding text organization. To recognize topics of texts, the reader has to connect new information of texts to the reader's own background knowledge and then answer what the topic is, what the general idea is, or what sentences or paragraphs have in common. Next, main ideas can be found from topic sentence that is consisted of the topic or the author's idea of a paragraph. It often appears in the first or last sentence of a paragraph or sometimes it may not be presented. Finding supporting details help the reader clearly know the main idea. These supporting details may be identified by giving reasons, examples, steps of a process, causes and effects, or from general to specific ideas.

Regarding the study of Zin, Wong, and Rafik-Galea (2014) concerning the proficiency level in English critical reading skills of 295 first and second-year Malaysian graduates from a local university, the majority of the sample group could not find main ideas of the text used for testing the participants because they might have low proficiency in English



linguistic knowledge for text comprehension. In contrast, some Malaysian graduates of the study can state main ideas and they had better understanding of the text. (Wang, 2009) suggested that a reader who can identify main ideas can comprehend the essence of the text (as cited in Zin et al., 2014).

### 1.7 Making interpretations

Zwier and Vosters (2017) found that the reader can understand what an author explains if they can interpret visuals such as diagrams, graphs, tables and so on with the text they read. It is particularly beneficial in reading any technical texts in which it has to be presented in visuals rather than in words because of its complexity. There are two supporting skills divided from interpreting visuals: understanding text references to visuals; and interpreting the information in visuals. About understanding text references to visuals, an author uses phrases to connect specific details in a text to a visual. When the reader refers to a visual, the reader can know an author's specific aspect toward a visual, perceive the definitions of phrases of visual reference, and completely understand the points of an author. For interpreting the information in visuals, reading visuals is simpler than reading words because the reader can apply the understanding of the visuals to the words. Fewer words in a visual is easier to read than those in text, and the words in a visual may not be difficult in grammatical structures. Interpreting the information in visuals is useful to know the information that is not appeared in the text and the related topics for further learning of the reader. There are seven techniques to be followed to interpret visuals: read titles and labels;

read captions; read any notes; seek for large trends, seek for extremes, take notes about surprises; and summarize a visual in a few sentences.

In addition, to distinguish fact from opinion, the reader should recognize and interpret statements of opinion and fact to find the main and supporting ideas in a text. For recognizing and interpreting statements of opinion, the reader has to understand features of statements of opinion such as connotation, tone, bias, signal phrases, and source and author purpose in order to know an author's personal ideas. For recognizing and interpreting statements of fact, it is necessary to distinguish statements of fact from opinion with features like phrases for a citation, direct and indirect quotes, neutral vocabulary, hedging, and informative or enumerative tone.

### 1.8 Speed reading

According to Ramsay (1986), recognizing words and phrases quickly is essential for speed reading. The reader can develop from reading word-by-word to phrase-by-phrase. Additionally, to verify specific information in paragraphs rapidly, the way the information in the paragraph is divided is important. Brown and Hood (2002) proposed techniques which are good general reading techniques in order to read faster. Saying words out loud while reading should not be done. Focusing on groups of words rather than individual words is better. Reading the text that was passed again should not be followed. Guessing unknown words by its general meaning and skipping unknown and less important words is helpful for speed

reading. Crucial information like definitions or main ideas can be read more slowly.

Unnecessary information like examples and details can be read with more speed.

### 1.9 Paraphrasing

Caplan and Douglas (2015) defined paraphrasing as the method to apply someone's words to one's words regarding the same meaning and length similar to the original words. It is a beneficial skill to study ideas of any writers. To paraphrase effectively, there are five techniques to be learned: the text should be read more than one time for better understanding about the text; notes taking should be done with the reader's own language; the reader should not look at the original text while taking notes; appropriate synonyms should be used for important vocabulary in the text; and the grammatical structure should be changed the order of the clauses, from active to passive voice, and the word forms.

### 1.10 Using background knowledge

About the reading process, Pattison (2015) suggested this as a triangle consisted of writer, reader, and text. The reader is the third element of the triangle. Therefore, the reader should use own experiences and opinions when reading the text. For the next step, the reader should ask if the text matches his own background knowledge with the topic of the text, to what extent the text helps the reader to understand the topic. There can be a problem that when reading a text of a familiar topic, the reader may have a converse opinion to the author. The reader should not judge that statement emotionally. It is better to consider the text objectively and find the answer to its inaccuracy.

Khanam, Zahid, and Mondol (2014) stated that using background knowledge enhanced the readers better understanding of a text. They conducted research on the background knowledge of EFL students for better English reading comprehension. The participants consisted of thirty-six students studying a basic English course at Prime University, a private university in Bangladesh and twelve teachers from different private universities. They concluded that the readers can guess the questions and judge correctly when reading the text if they use background knowledge.

#### 1.11 Creating an outline

Outlines are written when studying a text. This skill helps the reader to understand the organization of the information by the writer (Ramsay, 1986). Rimkeeratikul et al. (2010) stated that an outline is a list ordered of the topics. To create a paragraph outline, planning to create a paragraph before writing is necessary to get all ideas.

#### 1.12 Analyzing facts and opinions

It is important to consider what facts are or what opinions are when hearing or reading. A fact is what can be proved or disproved relevant to direct evidence but an opinion comes from what is perceived or judged individually. In addition, the reader cannot identify if an opinion is right or wrong because it is only the reflection of a person (Rimkeeratikul et al., 2010).

Chen (2017) conducted a study of the perceptions and viewpoints of higher-order thinking skills (HOT) with 40 non-English major freshmen in an EFL classroom of a university

in Taiwan. Chen (2017) stated that analyzing facts and opinions is an element of higher-order thinking skills (HOT) that is a method of critical and creative thinking in order to perform active learning. According to the results of the study (Chen, 2017), the method of higher-order thinking skills (HOT) enhanced English reading skill improvement. The participants had given their opinion that they had experienced advancement in their reading skills when reading English articles due to the approach of higher-order thinking skills (HOT).

### 1.13 Predicting

Before reading a text, the reader should predict the information of the text for the reader's motivation and the reader's perception of some the language found in the text. The general content of the text can be predicted from its title and headings (Brown and Hood, 2002).

### 1.14 Making inferences

The definition of this skill is the way to guess information and ideas other than from what appears in the passage. Making interpretations occur when the general meaning of new words needs to be inferred or gaps need to be fulfilled (Jeffries and Mikulecky, 2009). Cain (2009) stated that to know the meaning of the content in the text, the reader must critically infer what is read (as cited in Zin et al., 2014). According to Zin et al. (2014), the graduates in the study had the problem of low competency in making inferences. Thus, they faced a difficulty in reading comprehension. Rimkeeratikul et al. (2010) pointed out that making inferences or reaching conclusions reliant on facts and opinions given in the text is an

ability of a good reader. This means that the reader should know the implication or indirect suggestion from the writer. To make inferences, the facts (or statement that is able to prove) and opinions (or the writer's determination to a topic that is unable to prove) in the context should be gathered.

### 1.15 Summarizing

Summarizing is the skill to be used to minimize a whole text to a few sentences. The readers who understand the text normally present a completed summary with the meaning and the most important points of the text. It is suggested that many words from the text can be used freely while summarizing for the reader's own purposes. Conversely, using one's own words at the maximum is necessary for summarizing in an essay (Brown and Hood, 2002).

## **2. Writing**

### 2.1 Grammar and mechanics

Alred, Brusaw, and Oliu (2012) explained that "grammar is the systematic description of the way words work together to form a coherent language" (p. 248). In addition, they referred to "the usage conventions of a language" (p. 248).

Voiles (1993) stated that capitalization, abbreviations, numbers, and punctuation are important elements found on business letter, memo, or other written documents. These elements enhance delicacy and understanding of a message.

Rockowitz (2007) stated that grammar knowledge is necessary for writing skills (as cited in Fata, Kasim, Fajrina, and Darmawan, 2015). According to Fata et al. (2015), grammar should be used competently for creating correct sentences structure when writing.

## 2.2 Writing formal reports

Formal reports are written work about major projects that are referenced to the research and involved more than one writer. They consisted of three main parts: front matter, body, and back matter. As regards the front matter, it is the explanation of purpose, the description of the scope and information, and list of relevant specific information. It contains title page, abstract, table of contents, list of figures, list of tables, foreword, preface, and list of abbreviations and symbols. For the body, it is provided context for the report that shows the methods and procedures used, gives the results, and inform conclusions and recommendations. This part consisted of executive summary, introduction, text, conclusions, recommendations, explanatory notes, and references. For the back matter, supplementary material such as additional information or subjects, special terms are shown. The writer has categories like appendixes, bibliography, glossary, and index (Alred, Brusaw, & Oliu, 2012).

## 2.3 Writing business letters

Generally business letters are written for people outside a company so as to formally communicate to clients or other organizations. Business letters are printed on the letterhead of the company. Its elements contain heading, inside address, salutation, subject line, body, complimentary closing, writer's signature block, end notations, and continuing



pages. For heading, if there is not the letterhead, writer's full return address and the date should be replaced. The heading should be begun around two inches from the top of the page. For inside address, the receiver's full name, title, and address have to be added about two to six lines below the date at the left margin. For salutation, what is used is the personal title of the recipient such as Mr., Ms., Dr. and last name followed by a colon that are aligned at the left margin. The subject line is optional but it can be inserted under the salutation if needed. The advantage of this element is a focus on the topic. For the body, it is placed at two lines below the salutation or subject line. The content should be single-spaced within paragraphs and double-space between paragraphs. For complimentary closing, it must be two spaces below the body. Standard expressions like 'Sincerely', 'Sincerely yours', or 'Yours truly' are recommended to be used. It is noticeable that complimentary closing is capitalized only for the initial letter of the first word and a comma is placed after the last word. For the writer's signature block, normally the writer's full name, business title, and contact information are typed below the complimentary closing. In addition, the signature is done between the complimentary closing and the writer's full name. For end notations, is placed additional information such as reference initials, enclosure notations, or copy notation placed at the left margin below writer's signature block. For continuing pages, two lines of the body text without letterhead of the second page are placed by the receiver's name and the page number in the upper left-hand corner or across the page (Alred, Brusaw, & Oliu, 2012).



## 2.4 Writing proposals

Alred, Brusaw, and Oliu (2012) stated that “a proposal is a document written to persuade readers that what is proposed will benefit them by solving a problem or fulfilling a need” (p. 440). There are two main types of proposals: internal proposals to persuade people within the company and external proposals to persuade people outside the organization. Concerning internal proposals, suggesting a change or an improvement in the company is its purpose. The writer often sends the memo to the authorized supervisor for approval. Internal proposals can be separated into informal and formal proposals. Related to informal proposals, they are the most common type of proposal such as requests for small spending, new employees, increased salaries, conferences attention or new equipment. For formal proposals, they are usually requests for large amounts of money that start with a description of a problem, proposal of a solution, and implementation of suggested recommendations. The introduction of internal proposals should convince the readers by identifying the problem, summarizing a proposed solution, demonstrating advantage and estimating total cost. The body of internal proposals should express a practical solution with persuasive necessary details such as equipment, materials, staff, cost breakdowns and a comprehensive schedule. The conclusion of internal proposals should briefly summarize every point, restate recommendations, and close with the asking for cooperation. Regarding external proposals, they are proposed to clients who request goods and services, (solicited proposal) or without a prior request called an unsolicited proposal. For a solicited proposal, the writer has to outline the specific requirements for an ideal solution. For an unsolicited proposal, it is preceded by a letter of

inquiry that explain the specific problem or unmet need of potential interest. In addition, the sales proposal is a key business marketing tools to provide specific goods or services to a potential buyer under specific time and price. For simple sales proposals, they consist of the introduction, the body, and the conclusion. However, there are many elements of long sales proposals such as cover letter, title page, executive or project summary, general description of products, detailed solution or rationale, cost analysis, delivery schedule or work plan, site-preparation description, training requirements, statement of responsibilities, description of vendor, organizational sales pitch (optional), conclusion (optional), and appendixes (optional). Grant proposal is a type of proposal to request the approval or the fund from nonprofit and government organizations in order to find a solution or respond to a need. The writer should write persuasively as in other kinds of proposals. The details in this proposal should be expressed in a cover letter, title page, application form, introduction or summary, literature review (optional), project narrative, organization description, conclusion, and appendixes.

## 2.5 Writing business email messages

For several decades, many companies have used email as a means to communicate quickly and efficiently over other mediums such as printed or fax messages. Although usage of newer communication tools like blogs, microblogs, instant messaging, social networks, and shared workspaces has become popular nowadays, using email is still one of the crucial business communication mediums in many companies due to three main reasons. First of all, its universality enhances users to contact anyone who has an email address regardless of the systems of the senders and the receivers. Secondly, it is the best private means for

sending and receiving short to medium sized messages between two people. Lastly, email is non- instantaneous messages that the senders can take time to write privately and the receivers can read messages at times convenient to them. Business email messages are more formal than personal email messages. Hence, the quality of writing is expected to be higher than those of private email messages. If the writer composes badly, this is used as evidence in lawsuits and criminal investigations. One of the most significant parts of an email is the email subject line due to the decision of the receivers to read that message. Informative and compelling subject lines can draw attention to the recipients, described and classified subject lines can be made more interesting by using keywords, quotations, directions, or questions. For example, a subject line 'July sales results: good news and bad news' is more attractive than 'July sales results' because the recipients will want to read to get the answer what good news and bad news are (Bovée & Thill, 2014).

Roach and Anderson (2007) conducted a research survey on the perceptions in business message quality of 372 business professionals who had graduated from three AACSB- accredited MBA programs in 1994-2004. The results from their study showed that 72.6 % of the respondents perceived that they had written business email messages at the worst quality level. 72.6% in both internal business email messages and 74.2% in external business email messages. The researcher proposed that writing email messages should be improved to avoid the loss of the company business.

## **English Language Usage in International Workplaces**

According to Prachanant (2012), the English language is widely and globally used as an important mean to communicate for everyday life and business purposes. For business purposes, employees also require effective English proficiency for their career advancement. Some employees who have different duties use English reading and writing in workplaces as follows:

### **1. Sales and Marketing**

#### **1.1 Job responsibilities**

According to Lounsbury (2014), a positive increase in sales outcomes is a main responsibility of sales managers for the success of the company. Purposes of communication of sales managers are purposed for sales force motivation, marketing, customer relations, advertising, research, customer relations, and so on. Determination of sales targets, pricing, discount rates, sales territories, and sales resources are their duties. In addition, they have to take care of trends, customer preferences, and complaints. Hence, activities related to sales and other departments in their company are managed. Likewise, Itkin (2008) claimed that the target of sales managers is the way to distribute a product or service to the customer. They emphasize the building of sales territories, goals, and quotas. They consider sales training for sales staff, and the analysis of sales data to decide sales potential, customer preferences and inventory requirements. Penny (2016) agreed that salespersons have to contact with clients such as responding to sales inquiries or providing customer service satisfaction and so on.

## 1.2 English language usage in reading

According to Piwong (2011), sales staff participants of the research had activities about reading in English such as reading general publications, reading book summaries, reading details in catalogues or on websites, reading fiction and non-fiction, reading company posters or leaflets, and reading emails of colleagues or clients.

## 1.3 English language usage in writing

Lounsbury (2014) stated that communication skills are an important competence of effective sales managers. For example, circulating information or ideas to customers, vendors or other employees via email, social networks, and PowerPoint presentations, outdoor displays, and so on. Other than writing emails, sales employees have to write tax receipts and fill-in forms, write memos concerned customers' enquiries, and write sales reports (Piwong, 2011).

# 2. Accounting

## 2.1 Job responsibilities

An accountant has the responsibility to assist financial functions of the company that are related to company's financial operations. In addition, administrative roles within a company's operations are usually arranged by the accountant. If the accountant works in a small company, primarily financial data collection, entry and report generation may be the responsibility of the accountant. The accountant may be an adviser and financial interpreter presenting the company's financial data to people within and outside of the business if the

accountant works in middle sized or large companies. The accountant can also contact third parties, such as vendors, customers, and financial institutions (Atkinson, Banker, Kaplan, & Young, 1995).

## 2.2 English language usage in reading

From the study of Tepsak (2016), accountants in oil and gas companies in Thailand with 1-5-year experience used English reading skill at a high level with the percentage at 68.88% and English reading skill training was needed with the score of 76.43%. The frequency of English reading skill usage and training as informed above was the score that followed English writing skill. For reading skill use, the highest score of their task was reading agreements, purchase orders, invoices, tax invoices and receipts (mean score of 3.75). Reading emails was the next ranked task with a mean score 3.60. Regarding accountants in the group of 6- 10-year experience, reading company policies, announcements and reading emails were the highest mean score at 3.82. The next level with the mean score of 3.73 was reading accounting policy. For accountants who had more than 11 years' work experience, the highest mean score rate was reading taxation rule, government regulations (3.89), followed by reading financial reports (3.78). The author of the study concluded that reading taxation rules, and government regulations was the highest mean score at 3.89 by accountants with over 11 years of experience.

### 2.3 English language usage in writing

Communication is necessary for accountants because they have to have internal contact with their boss or colleagues and external contact with their vendors or customers (Tepsak, 2016). Larkins (2003) and Eyres (2003) stated that employees in Accounts department have to perform tax memos or compile documentation (as cited in Firch, Campbell, Filling, & Lindsay, 2011, p. 17). Tepsak (2016) presented that the highest score of English language skill used by accountants was writing skill, 70.16%. The training for English writing skill was highly needed at 78.34%. Regarding the answer of respondents with work experience of 1-5 years, the highest rate of the mean score was writing emails (3.95). Likewise, writing emails was the highest rate at the mean score of 3.91 including writing company's memos for accountants with 6-10-year experience. The next task was writing business letters with the mean scores of 3.82. Accountants over 11 years of experience chose writing financial reports as the highest level (mean score 4.00), followed by writing emails and writing agreements with the same mean score at 3.89. He summarized that the highest score of writing skill use was writing financial reports (mean score of 4.00) agreed by the respondents with over 11 years of experience.



### **3. Operations**

#### **3.1 Logistics**

##### **3.1.1 Job responsibilities**

Homchan (2006) wrote that warehouse employees operated any activities in warehouses. Logistical main tasks are warehousing and managing time and space difference between production teams and clients. Langley (1986) defined logistics or supply chain management as work on the movement and storage of product and information such as operating logistics systems to complete customer requirements and satisfying customer service (as cited in Jim Wu, 2007, p. 504). The results obtained by La Londe and Ginter (2003) were that three important responsibilities of logistics executives that take up over 50% of their time are general management, warehousing, and traffic management (as cited in Jim Wu, 2006, p. 416).

##### **3.1.2 English language usage in reading**

For reading comprehension, understanding what is read and obtaining the information from the content are crucial to a supply chain manager. In addition, they have to give opinions and share their own experiences when they want to demonstrate their comprehension after reading. Other skills are used such as self-questioning, retelling, summarizing, predicting and verifying, and story-mapping (APICS, 2014).



### 3.1.3 English language usage in writing

Writing skill is necessary for any supply chain managers. For example, they have to perform visual presentation such as charts, histograms, or flowsheets (APICS, 2014). According to Novak and Eppinger (2001), supply chain employees have to write contracts between the company and the suppliers.

## 3.2 Procurement

### 3.2.1 Job responsibilities

A logistic procurement officer is a person who has the knowledge of procurement, business management or logistics, and industry experience. Other than the knowledge mentioned, a logistic procurement officer has to create strong, positive relationships with suppliers. A logistic procurement officer has generally four main duties to do. For the first duty, the logistic procurement officer has to evaluate suppliers if they are competent and reliable before supplying contracts such as meet the managers of the suppliers, making site visits, verify their quality assurance, organizational structure and financials. For the second duty, the logistic procurement officer arranges for transportation of purchased goods. A cargo airline may be hired to deliver the products from an overseas manufacturer or the company's cargo vehicles may be prepared for local purchases from the supplier's store to a warehouse. For the third duty, the logistic procurement officer has to deal with problems that may occur in the procurement department. For example, if there is a problem in the relationship with suppliers, the logistics procurement officer has to improve communication between the parties.

For last duty, the logistic procurement officer must monitor use of purchased goods and materials in order to avoid losses of business (Green, n.d.).

### 3.2.2 English language usage in reading

Procurement officers have the duty to review the details of suppliers they want to deal with like product price, terms and conditions of contract, and suppliers' certificate. For the process of delivery, they have to confirm if goods are well received by the purchased date and well followed by the criteria in the purchase order including quality, amount and other criteria (The Telegraph, 2017).

### 3.2.3 English language usage in writing

Any purchase orders are completed by procurement employees. So, they must specify amount, costs, delivery dates in a contract after it is agreed with the supplier. Regarding invoicing and payment, invoices have to reach the customers in order to obtain payment. Payment terms should be typically identified by the purchaser to a supplier (The Telegraph, 2017).

## **4. Services**

### 4.1 Job responsibilities

Morhart, Herzog and Tomczak (2009) stated that service employees are the persons who deliver brand promise to clients. Hence, they are called brand builders or brand ambassadors (as cited in Auh, Menguc, Spyropoulou, & Wang, 2016, p. 726). Singh (2000)

added that outstanding customer service performance is a priority required by the organization of service employees.

#### 4.2 English language usage in reading

An important job of a service manager is updating their company's products or services information in case of any changes of information. In addition, a job of a service manager is analysis of statistics or data related to the level of customer service of their company. After receiving feedback or complaints from customers, they have to run processes to solve problems. To develop their service team, they may search for interesting information by reading relevant journals (Graduate Prospects Ltd., 2017).

#### 4.3 English language usage in writing

Not only communicating with clients either face-to-face or by telephone, service managers also contact them through email or letter. When service managers meet customers, they have the task to properly update records of discussions or correspondence resulting from the meeting with customers. Another responsibility of a service manager, is reporting in writing on analyzes of the customer service provided by their organization (Graduate Prospects Ltd., 2017).

### **5. Human Resource (HR) and Admin**

#### 5.1 Job responsibilities

Human Resource (HR) officers rely strongly on their communication ability. Previously, the performance of Human Resource (HR) officers will only be related to

administrative section such as the recruitment, the interview, and other requirements according to organizational management (Kaur & Clarke, 2009). According to Maimunah Aminuddin (as cited in Kaur & Clarke, 2009), nowadays activities of Human Resource (HR) officers have more roles such as advising, convincing organizational members' ideas, and contacting with people. Thus, this gives prominence to Human Resource (HR) officers who have better English communication proficiency. Generally, a company hopes that "HR officers can help with any issues arising from the financial department, employment, training and development, payment/reward systems, industrial relations, productivity improvement schemes, health and safety and employee services and welfare which require effective communication skills of reading, writing, speaking and listening" (Kaur & Clarke, 2009, p. 3-4).

## 5.2 English language usage in reading

Generally, HR Managers identify and verify documents related to recruitment. In addition, they have to collect information from other departments and employees in the organization ("HR Manager," 2014). For HR officer, checking of employees' salary is required to be reviewed ("Human Resource," 2014).

## 5.3 English language usage in writing

The details of employees including salary are recorded by HR managers. They provide the employee satisfaction and feedback reports ("HR Manager," 2014). Corporate policies are required to be maintained ("Human Resource," 2014). For the recruitment aspect,

job descriptions and job specifications related to human capital needs are developed by HR officers ("HR Job," 2017).

## **6. Legal Secretariat**

### **6.1 Job responsibilities**

There are many duties performed by a legal officer. For example, explaining legal issues and advising the company's management to deal with any legal issues that may arise. For litigation, a legal officer is the person to give advice. Besides, consulting various sources and preparing the policy papers is also required. The legal matters of the company are reviewed and managed. A variety of legal reports is required to be handled by them ("Legal Officer," 2014).

### **6.2 English language usage in reading**

For a legal officer, it is necessary to have good communication skills in order to communicate with company staff and customers ("Legal Secretary duties," 2017). A legal officer has to depend on various sources in order to arrange legal documents that need to be reviewed. After that, they manage to work with efficacy ("Legal Officer," 2014). Similarly, legal research or legal articles are read by them ("Legal Secretary Job," 2017).

### **6.3 English language usage in writing**

Regarding writing tasks of a legal employee of a company, legal documents like summonses, motions, or subpoenas are written ("Legal Secretary Job," 2017). They must handle legal reports and make the policy papers for the organization ("Legal Officer," 2014).

## **7. IT**

### **7.1 Job responsibilities**

Tech Directions (2006) stated that one responsibility of a computer support specialist is helping computer users when using computer hardware and software such as printing, installation, business applications, e-mail, and operating systems (as cited in Cheney, 2016).

### **7.2 English language usage in reading**

Tech Directions (2006) found that end users send enquiries to computer support specialists. And then, problems are resolved by computer support specialists with communication through telephone, e-mail, or online systems. With technical problems, effective communication between computer support specialists and end users is thus necessary (as cited in Cheney, 2016).

### **7.3 English language usage in writing**

IT officers have to respond to requirements concerning their jobs. For example, manage stock of IT equipment and supplies ("Technical Support," 2014). For IT project managers, proposals, development reports, requirements documentation, and presentations have to be done ("IT Project Manager," 2014).

## Related Studies

Malison (2006) did a quantitative research concerning an English language needs analysis of 322 Thai students who participated in the Work and Travel USA program in 2005 with International Study and Travel Center (ISTC). The researcher of this study used a questionnaire to survey the data from the participants. There were four parts in total such as demographic information, general opinions about the necessity and the difficulty of English language elements, needs for Thai students about the English language, and problems of the participants when using the English language during their internship in the Work and Travel USA program. Relevant to the third part, questions were separated into four main subjects: listening, speaking, reading, and writing. For the questions in the reading part, the participants were asked about the kinds of documents in English language they read when participating in the Work and Travel USA program categorized by nine items such as job memos, notice boards, products and services brochures, manuals or handbooks, business letters or emails, faxes, reports from conferences (or monthly or yearly reports), news or advertisements (in print or in the Internet), and other kinds of English documents. For the questions in writing part, there were two questions: the recipients that the participants wrote in English to while joining in the Work and Travel USA program (to customers, employers, subordinators, colleagues, or others); and kinds of English documents related to activities the participant wrote about when participating in the Work and Travel USA program as in the following lists: writing business letters, writing personal formal letters like cover letters and thank you letters, taking notes from face-to-face conversations, taking notes from telephone conversations,

answering business letters or emails in appropriate format, writing faxes in a proper format, writing conference reports including monthly and yearly reports, writing manuals or handbooks, writing orders, and writing other English documents. For the finding of this study, reading skills of the participants were moderately needed at the total mean score 2.81 when participating in the Work and Travel USA program in 2005. From the result, reading job memos was the highest level with a strong need at the mean range 3.53. Concerning the result of the writing part, the participants responded that they had little need for English writing at the total mean score 2.26 when taking part in the Work and Travel USA program in 2005. Writing to colleagues was the highest mean range at 2.78 and termed as a moderate need. The total result from the question about English writing according to activities at the mean range of being little need (2.00) was similar to the question related to English writing need as above. Although writing orders was the highest mean range at 2.56, this revealed that the participants rarely needed to write in English for this activity.

Rungprayoon (2011) did a qualitative and quantitative mixed methods research about perceptions of lacks and wants of reading strategies. The participants consisted of 403 graduates of Kasetsart University who had taken an English course required by its Graduate School (355501) in the first semester of academic year 2008. The questionnaire had four parts (personal data, reading background, self-evaluation of reading strategies performance, and the expectation to develop reading strategies) and open-end questions interview were used into the study. Concerning the third part of the questionnaire, questions were separated into needs of pre-reading strategies (setting goal, pattern of organization, and preview), needs of while-



reading strategies (skimming, scanning, finding main ideas, making interpretations, speed reading, paraphrasing, translating, using background knowledge, creating an outline, analyzing facts and opinions, predicting, and making inferences), and needs of vocabulary skills (using context clues, using prefixes-suffixes, choosing proper words, using conjunctions, and using dictionaries). The fourth part of the questionnaire was purposed to investigate expectations to improve pre-reading strategies (setting goals, pattern of organization, and preview), expectations to improve while-reading strategies (skimming, scanning, finding main ideas, interpretation, speed reading, paraphrasing, translation, using background and knowledge, outlines, analyzing facts and opinions, predicting, and making inferences), expectations to improve post-reading strategies (summarizing), and expectations to improve vocabulary skills (using context clues, prefixes-suffixes, choosing appropriate words, conjunctions, and using dictionaries). For the finding of the third part of the questionnaire, pattern of organization was the most needed for pre-reading strategies at the Means Difference Methods (MDF) 0.96. As agreed by the students who were the respondents in the study, the strategy of pattern of organization was beneficial for them in order to locate the information. Speed reading was the most needed for while-reading strategies at MDF 1.13. The respondents wanted to understand the ideas while reading with the maximum rate possible. Thus, they could save the time in reading long texts. Choosing proper words was the most needed for needs of vocabulary skills at MDF 1.03. The author indicated that proper words selection enhanced the reader's ability in translation and appreciation of the text. For the finding of the fourth part of the questionnaire, previewing was the highest ranked with means score at 3.97 for the improvement of pre-

reading strategies. The sample group believed that the previewing is the strategy to let them recognize what they read. Finding main ideas was the highest mean score at 4.09 for the improvement of while-reading strategies. Finding main ideas was a crucial strategy for text comprehension and this was the next step to improve reading speed. For expectations to improve post-reading strategies, summarizing was rated at a mean score 4.07 with a 'very well' level) and using context clues was the highest mean score at 4.04 for expectations to improve vocabulary skills.

Aben Ahmed (2013) surveyed needs assessment about needed literacies in the English business communication (EBC) literacy needs of 77 employers from ten local and international medium to large sized business workplaces in the Eastern Province of Saudi Arabia. By using a mixed methods research design, the questionnaire concerned three questions of participants' personal data and 12 items of the use of English and the business communication skills of their employees by the perspectives of the participants, and a semi-structured, in-depth interview with 11 questions was provided for nine employers from 77 employers to perceive more understanding of the participants' opinions after receiving the data from the questionnaire. And then, a follow-up interview was conducted with seven of nine employers to confirm and clarify the participants' perceptions obtained from the survey in a semi-structured, in-depth interview session. The author additionally continuously recorded field notes to note the author's thinking, issues, and situations for reflection while interviewing. The results of the study showed that 70.1 percent of the participants agreed that English language is always used in their workplaces. English fluency therefore plays an important role in business companies in

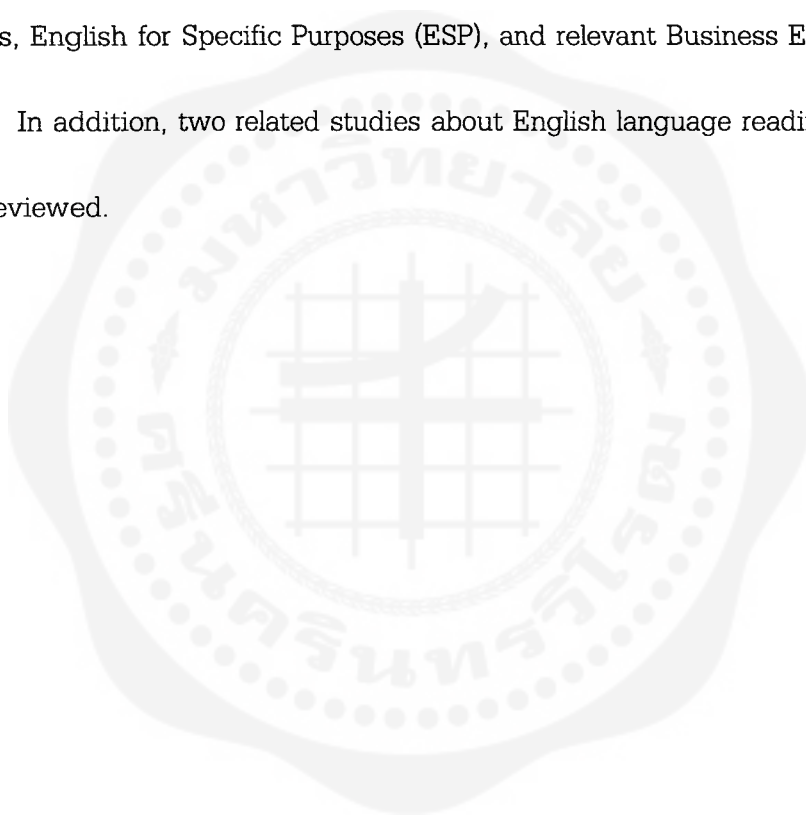
the Eastern Province of Saudi Arabia. Eighty-seven percent of employers confirmed that there are different nationalities among colleagues of their company. Similarly, 61 percent of the participants agreed that English is used when communicating with non-native speakers of English. Due to the fact that employees have to contact with non-native speakers of English, it demonstrates that English is the lingua franca in workplaces of the Eastern Province of Saudi Arabia. It is noticeable that changes occurred in the use of English over the years in their workplaces as stated by 70.1 percent of the participants. The majority of the participants (40.3 percent) replied that the type of English communication at their company is other varieties of English. From the perspectives of the participants, they accept other varieties of English for business purposes and different accents. In employers' opinions, employees should have proficiency of four English communication skills such as listening, speaking, reading, and writing to be effective organizational members. However, listening is the most important required skill at 63.3 percent, followed by speaking, writing, and reading. Concerning listening skills, following instructions was the most important skill needed (a mean score of 3.64). Then follows listening to clients and colleagues (a mean score of 3.58) and taking notes at meetings (a mean score of 3.14). To rate the importance of speaking skills, both talking to clients and colleagues and using good telephone skills came as the first most important needed tasks (mean score of 3.57). The next most important needed task with a mean score of 3.46 was using appropriate business vocabulary because it is necessary for English communication in workplaces. For writing skills, the most important skill needed in the participants' workplace is writing formal reports that was rated with a mean score of 3.44 and followed by writing

effective email messages with a mean score of 3.33 and writing formal business letters with a mean score of 3.29. The author explained that it was important to write formal reports for employees in order to develop this kind of writing for reader expectation and needs. Writing email messages for business purposes was also important because email messages were the professional medium to communicate with others in a professional capacity. In addition, knowledge of how to write formal business letters was necessary due to various types of letters, usage dependent on different occasions, and different recipients. Regarding reading skills, reading correspondence was rated highest with as the highest mean score of 3.25 which was followed by reading reports with a mean score of 3.02 and reading materials online/web pages with a mean score of 2.92. There are other crucial needs for career success like teamwork, intercultural communication, and interpersonal skills. For teamwork skills, participating in meetings (a mean score of 3.58) was more important than participating in business negotiations and chairing and leading discussion (a mean score of 3.42 and 3.25 hierarchically). For intercultural communication skills, the importance of knowledge of business etiquette of different cultures was rated as the first significant skill with a mean score of 3.14, followed by socializing with international guests in Saudi Arabia with a mean score of 3.09 and socializing with international business hosts abroad with a mean score of 3.02. In conclusion, the results of the study revealed that the course of current English business communication (EBC) cannot respond adequately to the business skills requirements of employers. Thus, it is suggested that the curricula of English business communication (EBC) education have to be

improved in order to enhance the ability of students to be effective employees in English language communication in the future.

### **Summary of the Chapter**

This chapter demonstrates the literature review to the readers for understanding of needs analysis, English for Specific Purposes (ESP), and relevant Business English reading and writing skills. In addition, two related studies about English language reading and writing needs were reviewed.



## **CHAPTER III**

### **METHODOLOGY**

This chapter explains the information relevant to the research design, the participants, the instrument, data collection, and data analysis included to investigate the needs for Business English reading and writing skills improvement of Thai staff in an industrial workplace located in Bangkok from the opinions of Thai staff themselves and their managers as follows:

#### **Research Design**

Exploratory research about Business English reading and writing skills improvement needs from the perspectives of Thai staff themselves and their manager was studied by the researcher to present quantitative data from twenty-eight Thai staff and eight managers in a foreign industrial company in Bangkok. The participants of the study are the accessible population of this study because they are the whole employees of the workplace in the study. To collect the data, the questionnaire was sent to all participants to answer research questions concerning the most important skill improvement needed concerning Business English reading and writing skills required by 28 Thai staff at their English-speaking workplace in Bangkok by the opinions of Thai staff themselves and their managers. Two sets of questionnaires were developed: the questionnaire for Thai staff and the questionnaire for the managers.

## **Participants**

In this research, twenty-eight Thai staff and eight managers who work at a foreign industrial company in Bangkok were studied to find out Business English reading and writing skills improvement needs of 28 Thai staff from the perspectives of Thai staff themselves and their managers. The researcher selected the participants by choosing the accessible population because they were the selected company for this study. However, six employees in the Operations department were excluded from this study because their duties and responsibilities only concerned technical jobs in a factory zone. For example, a Welder is in charge of welding machine operations; a Store Keeper is responsible for managing stores of the factory. For this reason, their work is not considered related to reading and writing in English.

## **Instrument**

### **Questionnaire**

The researcher used the questionnaire for Thai staff and the managers to obtain required data from the participants. The content of the questionnaire about the most skill improvement needed concerning Business English reading and writing was adapted from Rungprayoon (2011) and Aben Ahmed (2013).

The project advisor, the HR manager of the participants' workplace, and a native English speaker reviewed details of the questionnaire for its validity before its presentation to the participants. In addition, a pilot study was taken before use on the participants. Sixteen



employees in a different company from the selected participants took part in this pilot study.

Due to the fact that the participants are Thai and English is not their first language, the questionnaire in a Thai language version was also provided.

The questionnaire was divided into three parts. The first part required personal data such as gender, age, highest level of education, department, job position level, and year(s) of experiences. The second part included the questions about the most important skill improvement needed of English reading adapted from Rungprayoon (2011). The third part included questions about the most important skill improvement needed concerning English writing adapted from Aben Ahmed (2013).

For the second part, the framework concerning English reading skill improvement needs from Rungprayoon's questionnaire (2011) was added into the research because details of some items were related to the participants' English reading skill improvement needs that were divided into three main parts: needs of pre-reading strategies (setting goals, pattern of organization, and previewing); needs of while-reading strategies (skimming, scanning, finding main ideas, making interpretations, speed reading, paraphrasing , using background knowledge, creating an outline, analyzing facts and opinions, predicting, and making inferences); and post-reading strategies (summarizing). However, 'translating' in needs of while-reading strategies and the part of needs of vocabulary skills (using context clues, using prefixes-suffixes, choosing proper words, using conjunctions, and using dictionaries) were excluded from the study because the part mentioned above was considered irrelevant to this



study. In addition, the participants can specify other reading skill improvement needs if they have them.

For the third part, the researcher adapted the framework from the third part of Aben Ahmed's questionnaire (2013) in terms of English writing skill improvement needs with five different questions such as (1) using correct grammar and mechanics, (2) writing formal reports, (3) writing effective formal business letters, (4) writing effective proposals, and (5) writing effective email messages. Four items of writing skill improvement needs (preparing job cover letters, preparing effective resumes, translating from Arabic to English, and translating from English to Arabic) were excluded from the study because these four items are irrelevant to writing skill improvement needs of the participants. Any writing skill improvement needs from the participants were proposed in the last item of this part. The participants select only one response for each item in the second and third part of the questionnaire.

Questionnaire description of the second part and the third part is shown in table 1 as follows.

Table 1

*Questionnaire Description of Part II and Part III*

| <b>Business English skill improvement needs</b> | <b>Number of items</b> | <b>Items used in the questionnaire</b>                |
|-------------------------------------------------|------------------------|-------------------------------------------------------|
| Reading skill improvement needs                 | 16                     | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 |
| Writing skill improvement needs                 | 6                      | 1, 2, 3, 4, 5, 6                                      |
| <b>Total</b>                                    | <b>22</b>              |                                                       |

**Validity and Reliability Analysis of the Questionnaire**

The framework of the questionnaire in this research was reviewed to verify its validity. Items of questionnaire from previous studies totally 30 questions but 10 questions were not involved in this study after the research advisor reviewed questions because the content of these 10 items was unrelated to this research. Thus, they were deleted from the questionnaire that was used as the instrument of this study. Consequently, the researcher adapted 20 questions from previous studies and added two more optional questions as agreed by the research advisor in order to ask the participants other points of view about Business English reading and writing skill improvement needs that the participants may propose to the researcher. Therefore, the total number of questions that appeared in the questionnaire consisted of 22 questions.

After the questionnaire was examined by the research advisor, the researcher conducted a pilot study to verify the reliability of the questionnaire before using the questionnaire for the sampling of actual research. The researcher checked the reliability of the questionnaire by the measurement called Cronbach's alpha ( $\alpha$ ) to examine the internal consistency of each question shown in the questionnaire. The rule that interprets internal consistency of Cronbach's alpha ( $\alpha$ ) was described in the following details ("Cronbach's Alpha," 2017):

| <b>Cronbach's alpha (<math>\alpha</math>)</b> | <b>Internal Consistency</b> |
|-----------------------------------------------|-----------------------------|
| $\alpha \geq 0.9$                             | Excellent                   |
| $0.9 > \alpha \geq 0.8$                       | Good                        |
| $0.8 > \alpha \geq 0.7$                       | Acceptable                  |
| $0.7 > \alpha \geq 0.6$                       | Questionable                |
| $0.6 > \alpha \geq 0.5$                       | Poor                        |
| $0.5 > \alpha$                                | Unacceptable                |

The researcher verified a pilot study after the questionnaire was tested to the sampling as below table 2 and table 3:

Table 2

*Reliability Analysis of the Pilot Study Questionnaire for Thai Staff (N = 14)*

|       |                       | N  | %     | Reliability Statistics |            |
|-------|-----------------------|----|-------|------------------------|------------|
| Cases | Valid                 | 14 | 100.0 | Cronbach's             | N of Items |
|       | Excluded <sup>a</sup> | 0  | .0    | Alpha ( $\alpha$ )     |            |
| Total |                       | 14 | 100.0 | .949                   | 20         |

a. Listwise deletion based on all variables in the procedure.

Table 3

*Reliability Analysis of the Pilot Study Questionnaire for Managers (N = 2)*

|       |                       | N | %     | Reliability Statistics |            |
|-------|-----------------------|---|-------|------------------------|------------|
| Cases | Valid                 | 2 | 100.0 | Cronbach's             | N of Items |
|       | Excluded <sup>a</sup> | 0 | .0    | Alpha ( $\alpha$ )     |            |
| Total |                       | 2 | 100.0 | .819                   | 20         |

a. Listwise deletion based on all variables in the procedure.

A pilot study was conducted in order to analyze the reliability of the questionnaire with the sample group of 16 employees in an international industrial company located in Bangkok in January 2018. The participants of this group consisted of fourteen Thai employees and two managers. English language is used by them to communicate with their team in worldwide office and their clients who are both native and non-native English speakers.

From the result of table 2, there were 20 items of questions in the questionnaire applied to pilot study. However, two optional questions in the part of Business English reading skill improvement needs and Business English writing skill improvement needs let the respondents give their opinions freely. Pilot study with Thai staff revealed that Cronbach's

alpha ( $\alpha$ ) coefficient was .949. This meant that the questionnaire had an excellent internal consistency. Therefore, the questionnaire was used in the research.

As to table 3 above, the questionnaire for managers of Thai employees contained 20 item questions together with two additional items for more specifications by the respondents as well as the questionnaire for Thai workers. Cronbach's alpha ( $\alpha$ ) coefficient of this questionnaire was .819 which can be interpreted as a good internal consistency. Hence, the researcher employed the questionnaire as the instrument of the study.

### **Data Collection**

Before collecting the data from the participants, the researcher conducted a pilot study with another group of 16 Thai employees who work in different English-speaking environment so as to verify the instrument to be clarity and reliability. After receiving permission for doing research from the HR manager of the company, the hard copy of questionnaires with the consent letter was sent to all participants in February 2018. The participants had four weeks to fill-in the questionnaire because some participants had long business trips outside the company. Hence, they took four weeks to fill in the questionnaire. Then, the researcher collected all questionnaires completed by all participants and continued the analyzing process in March 2018.

## Data Analysis

The researcher received the quantitative data from the participants to obtain descriptive statistical results. The findings of the study were analyzed in relation to four research questions: (1) What was the most needed Business English reading skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of Thai staff themselves?; (2) What was the most needed Business English reading skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of the managers?; (3) What was the most needed Business English writing skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of Thai staff themselves?; and (4) What was the most needed Business English writing skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of the managers?

The Statistical Package for the Social Science (SPSS) was used to calculate the data for this study. About the first part of the questionnaire, personal information was analyzed by frequencies and percentages. For both frameworks of Rungprayoon (2011) and Aben Ahmed (2013), the measurement of the data was a five-point Likert scale ranging from very strong need to very little need (very strong need, strong need, moderate need, little need, very little need) adapted from Malison (2006) to verify frequencies, percentages, mean scores ( $\bar{X}$ ) and standard deviations ( $SD$ ) to answer research questions about reading and writing skill improvement needs of the participants. The researcher used the ranges of Pisarnbut (2007) to interpret the value of mean scores as below:

1.00 - 1.80 = very low

1.81 - 2.60 = low

2.61 - 3.40 = Moderate

3.41 - 4.20 = High

4.21 - 5.00 = Very High

If there are other reading or writing skill improvement needs suggested by the participants, the researcher will describe this data in the findings.

### **Summary of the Chapter**

The researcher presented the research methodology consisting of the research design and the participants. This study used a questionnaire adapted from previous studies as an instrument to obtain the data from the participants. After that, the data were analyzed for the next process in the following chapter.



## CHAPTER IV

### RESULTS

The participants consisted of 29 Thai employees and nine supervisors of a foreign industrial company in Bangkok who replied to a questionnaire about Business English reading and writing skills improvement needs of 29 Thai staff from the viewpoint of Thai staff themselves and their managers. However, the questionnaire was only returned by 28 Thai employees and eight managers. The demographic information of the participants, both Thai staff, and their manager from the first part of the questionnaire was described separately as to gender, age, highest level of education, department, job position level, and year(s) of work experiences. Frequencies and percentages were considered to analyze the personal data as the following in table 4,

#### **Personal Information of the Participants (Thai Staff).**

Table 4

*Personal Information: Thai Staff (N = 28)*

| <b>Personal Information (Thai Staff)</b> | <b>Frequency</b> | <b>%</b> |
|------------------------------------------|------------------|----------|
| <b>Gender</b>                            |                  |          |
| Male                                     | 12               | 42.9     |
| Female                                   | 16               | 57.1     |

Table 4 (Continued)

| <b>Personal Information (Thai Staff)</b> | <b>Frequency</b> | <b>%</b> |
|------------------------------------------|------------------|----------|
| <b>Gender</b>                            |                  |          |
| Total                                    | 28               | 100.0    |
| <b>Age</b>                               |                  |          |
| Below 23 years                           | 0                | 0.0      |
| 23 – 25 years                            | 1                | 3.6      |
| 26 – 30 years                            | 2                | 7.1      |
| 31 – 35 years                            | 11               | 39.3     |
| 36 – 40 years                            | 6                | 21.4     |
| Above 40 years                           | 8                | 28.6     |
| Total                                    | 28               | 100.0    |
| <b>Highest Level of Education</b>        |                  |          |
| Less than Bachelor's degree              | 2                | 7.1      |
| Bachelor's degree                        | 19               | 67.9     |
| Master's degree                          | 7                | 25.0     |

Table 4 (Continued)

| <b>Personal Information (Thai Staff)</b>     | <b>Frequency</b> | <b>%</b> |
|----------------------------------------------|------------------|----------|
| <b>Highest Level of Education</b>            |                  |          |
| Total                                        | 28               | 100.0    |
| <b>Department</b>                            |                  |          |
| Management                                   | 0                | 0.0      |
| Sales and Marketing                          | 6                | 21.4     |
| Accounts                                     | 5                | 17.9     |
| Human Resource Management and Administration | 2                | 7.1      |
| Legal                                        | 1                | 3.6      |
| Operations                                   | 3                | 10.7     |
| Services                                     | 7                | 25.0     |
| Logistics                                    | 1                | 3.6      |
| Procurement                                  | 2                | 7.1      |
| IT                                           | 1                | 3.6      |
| Total                                        | 28               | 100.0    |
| <b>Job Position Level</b>                    |                  |          |
| Officer                                      | 4                | 14.3     |

Table 4 (Continued)

| <b>Personal Information (Thai Staff)</b> | <b>Frequency</b> | <b>%</b> |
|------------------------------------------|------------------|----------|
| <b>Job Position Level</b>                |                  |          |
| Senior Officer                           | 14               | 50.0     |
| Manager                                  | 7                | 25.0     |
| Senior Manager                           | 3                | 10.7     |
| Vice President                           | 0                | 0.0      |
| Total                                    | 28               | 100.0    |
| <b>Work Experiences</b>                  |                  |          |
| Below 2 years                            | 2                | 7.1      |
| 2 – 4 years                              | 3                | 10.7     |
| 5 – 7 years                              | 2                | 7.1      |
| 8 – 10 years                             | 8                | 28.6     |
| Above 10 years                           | 13               | 46.4     |
| Total                                    | 28               | 100.0    |

### **Gender (Thai Staff).**

According to the data collected, 16 females (57.1%) constituted the majority of the participants in a foreign industrial organization placed in Bangkok, whereas 12 participants consisted of male (42.9%).

### **Age (Thai Staff).**

In regard to age of the respondents, 11 participants who were 31 – 35 years old (39.3%) were the majority of the sample group. And then, 8 participants were above 40 years old (28.6%). There were 6 respondents who were in the age range 36 – 40 years old (21.4%). It was followed by 2 participants with the age of 26 – 30 years old (7.1%). Lastly, only one respondent or 3.6% fell into the range 23 – 25 years old.

### **Highest Level of Education (Thai Staff).**

The findings about the education of the participants showed that most of them or 19 participants had completed a Bachelor's degree (67.9%) which were more than half of them. There were 7 respondents who graduated with a Master's degree (25.0%), followed by only 2 participants who had an education level less than a Bachelor's degree (7.1%).

### **Department (Thai Staff).**

With regard to the departments of the participants, 7 of them worked in the Services department (25.0%). Six respondents were in the Sales and Marketing department (21.4%), followed by Accounts department which consisted of 5 participants (17.9%). There were 3 respondents from the Operations department (10.7%). It was observed that both Human

Resource Management and Administration department and Procurement department had the same number of participants at 2 or 7.1%. Only one participant (3.6%) was on duty in the Legal department, the Logistics department and the IT department.

#### **Job Position Level (Thai Staff).**

It was indicated that the majority of the participants consisted of 14 Senior Officers (50.0%). Seven participants as Managers (25.0%) were followed. Four participants were in charge of Officers (14.3%). Lastly, 3 participants were Senior Managers (10.7%).

#### **Work Experience (Thai Staff).**

Regarding the participants' career experience, 13 respondents who had worked over 10 years were the majority of sample group (46.4%). Then, 8 participants had work experience ranged 8 – 10 years (28.6%). Three participants experienced 2 – 4 years were followed (10.7%). The last sample group was 2 respondents with career experience both below 2 years and 5 – 7 years (7.1%).

In summary, the majority of the participants who were Thai employees in this study were female aged from 31 to 35 years old. They were mostly educated to Bachelor's degree level and they were responsible for Services department. Most of them were appointed as Senior Officers and had more than 10 years' experience.

### Personal Information of the Participants (Managers).

Table 5

*Personal Information: Managers (N = 8)*

| Personal Information (Managers)   |  | Frequency | %     |
|-----------------------------------|--|-----------|-------|
| <b>Gender</b>                     |  |           |       |
| Male                              |  | 5         | 62.5  |
| Female                            |  | 3         | 37.5  |
| Total                             |  | 8         | 100.0 |
| <b>Age</b>                        |  |           |       |
| Below 23 years                    |  | 0         | 0.0   |
| 23 – 25 years                     |  | 0         | 0.0   |
| 26 – 30 years                     |  | 1         | 12.5  |
| 31 – 35 years                     |  | 0         | 0.0   |
| 36 – 40 years                     |  | 2         | 25.0  |
| Above 40 years                    |  | 5         | 62.5  |
| Total                             |  | 8         | 100.0 |
| <b>Highest Level of Education</b> |  |           |       |
| Less than Bachelor's degree       |  | 0         | 0.0   |

Table 5 (Continued)

| <b>Personal Information (Thai Staff)</b>     | <b>Frequency</b> | <b>%</b> |
|----------------------------------------------|------------------|----------|
| <b>Highest Level of Education</b>            |                  |          |
| Bachelor's degree                            | 3                | 37.5     |
| Master's degree                              | 5                | 62.5     |
| Total                                        | 8                | 100.0    |
| <b>Department</b>                            |                  |          |
| Management                                   | 1                | 12.5     |
| Sales and Marketing                          | 1                | 12.5     |
| Accounts                                     | 2                | 25.0     |
| Human Resource Management and Administration | 1                | 12.5     |
| Legal                                        | 0                | 0.0      |
| Operations                                   | 0                | 0.0      |
| Services                                     | 2                | 25.0     |
| Logistics                                    | 0                | 0.0      |
| Procurement                                  | 1                | 12.5     |
| IT                                           | 0                | 0.0      |
| Total                                        | 8                | 100.0    |



Table 5 (Continued)

| <b>Personal Information (Thai Staff)</b> | <b>Frequency</b> | <b>%</b> |
|------------------------------------------|------------------|----------|
| <b>Job Position Level</b>                |                  |          |
| Officer                                  | 0                | 0.0      |
| Senior Officer                           | 0                | 0.0      |
| Manager                                  | 3                | 37.5     |
| Senior Manager                           | 4                | 50.0     |
| Vice President                           | 1                | 12.5     |
| Total                                    | 8                | 100.0    |
| <b>Work Experience</b>                   |                  |          |
| Below 2 years                            | 0                | 0.0      |
| 2 – 4 years                              | 0                | 0.0      |
| 5 – 7 years                              | 0                | 0.0      |
| 8 – 10 years                             | 1                | 12.5     |
| Above 10 years                           | 7                | 87.5     |
| Total                                    | 8                | 100.0    |

### **Gender (Managers).**

From the results, there were 5 male (62.5%) and 3 female (37.5%) respondents who were supervisors of the Thai employees in the study.

### **Age (Managers).**

More than half of the sample group or 5 participants were above 40 years old (62.5%). Some of them or 2 respondents ranged from 36 to 40 years old (25.0%). And only one participant was 26 – 30 years old (12.5%).

### **Highest Level of Education (Managers).**

It was indicated that the participants had mainly graduated with a Master's degree, 5 participants (62.5%), while 3 participants had studied a Bachelor's degree (37.5%).

### **Department (Managers).**

It was found that both Accounts department and Services department consisted of 2 participants (25.0%). There was only one respondent (12.5%) in the four remaining departments: Management department; Sales and Marketing department; Human Resource Management and Administration; and Procurement department.

### **Job Position Level (Managers).**

According to the participants' position level, 4 Senior Managers were the majority of the participants (50.0%), followed by 3 Managers (37.5%) and only one Vice President (12.5%) respectively.

### **Work Experience (Managers).**

For experience in the participants' job, 7 participants had over 10 years' experience (87.5%). One respondent was in the work experience range of 8 – 10 years, (12.5%).

It was concluded that, most of the participants were male and above 40 years old. And they had completed a Master's degree. They mainly had duties in the Accounts and Services departments. Senior Managers were the majority among them. Lastly, their career experience was found to be of 10 years and above.

### **Business English reading and writing skill improvement needs of Thai staff**

Four research questions resulted from the second and the third part of the questionnaire. Mean scores ( $\bar{X}$ ) and standard deviations ( $SD$ ) scores that were rated as per level of need of Thai staff were presented in order to indicate quantitative data of Thai staff's skill improvement needs about their Business English reading and Business English writing.

Table 6, 7, 8, and 9 were described in details by four research questions as follow:

#### **Research Question 1**

What was the most needed Business English reading skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of Thai staff members themselves?

Table 6

*Business English Reading Skill Improvement Needs, as Comprehended by Thai Staff Themselves (N = 28)*

| <b>Business English Reading Skill Improvement Needs</b>                         | <b><math>\bar{X}</math></b> | <b>SD</b> |
|---------------------------------------------------------------------------------|-----------------------------|-----------|
| <b>Business English Pre-Reading Skill Improvement Needs</b>                     |                             |           |
| I have to set the goal before reading.                                          | 4.14                        | .651      |
| I have to perceive pattern of organization of writing before I read.            | 3.04                        | 1.071     |
| I have to read rapidly the first and last sentence for previewing.              | 3.00                        | .943      |
| <b>Business English While-Reading Skill Improvement Needs</b>                   |                             |           |
| I have to read quickly and skim through the text to know main ideas (skimming). | 3.64                        | .826      |
| I have to do a quick look to find specific information (scanning).              | 3.96                        | .637      |
| I have to find main ideas.                                                      | 4.07                        | .604      |
| I have to make interpretations.                                                 | 3.93                        | .604      |
| I have to do speed reading.                                                     | 3.86                        | .448      |
| I have to do paraphrasing.                                                      | 3.25                        | .928      |
| I have to do use background knowledge.                                          | 3.71                        | .600      |
| I have to create an outline.                                                    | 3.32                        | .819      |
| I have to analyze facts and opinions.                                           | 3.29                        | .897      |

Table 6 (Continued)

| <b>Business English Reading Skill Improvement Needs</b>      | <b><math>\bar{X}</math></b> | <b><i>SD</i></b> |
|--------------------------------------------------------------|-----------------------------|------------------|
| I have to predict the information of the text (predicting).  | 3.32                        | .863             |
| I have to make inferences.                                   | 3.68                        | .723             |
| <b>Business English Post-Reading Skill Improvement Needs</b> |                             |                  |
| I have to summarize the text.                                | 3.61                        | .875             |

### Results.

The findings on Business English reading skill improvement needs demanded by Thai staff themselves are shown in Table 6.

The results of the second part of the questionnaire, the most important Business English reading skill improvement needs perceived by Thai staff themselves was (1) to set the goal before reading with mean scores ( $\bar{X}$ ) at 4.14 and standard deviations (*SD*) at .651. Hence, this was explained as a high level of need. Not only this item that was ranged as a high level of need but also other items were: (2) to find main ideas ( $\bar{X} = 4.07$  and *SD* = .604); (3) to do a quick look to find specific information (scanning) ( $\bar{X} = 3.96$  and *SD* = .637); (4) to make interpretations ( $\bar{X} = 3.93$  and *SD* = .604); (5) to do speed reading ( $\bar{X} = 3.86$  and *SD* = .448); (6) to do use background knowledge ( $\bar{X} = 3.71$  and *SD* = .600); (7) to make inferences ( $\bar{X} = 3.68$  and

$SD = .723$ ); (8) to read quickly and skim through the text to know main ideas (skimming) ( $\bar{X} = 3.64$  and  $SD = .826$ ); and (9) to summarize the text ( $\bar{X} = 3.61$  and  $SD = .875$ ).

## Research Question 2

What was the most needed Business English reading skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of the managers?

Table 7

*Business English Reading Skill Improvement Needs, as Comprehended by Thai Staff's Managers*  
( $N = 8$ )

| <b>Business English Reading Skill Improvement Needs</b>                                  | <b><math>\bar{X}</math></b> | <b><math>SD</math></b> |
|------------------------------------------------------------------------------------------|-----------------------------|------------------------|
| <b>Business English Pre-Reading Skill Improvement Needs</b>                              |                             |                        |
| Thai staff have to set the goal before reading.                                          | 3.48                        | .643                   |
| Thai staff have to perceive pattern of organization of writing before they read.         | 3.22                        | .847                   |
| Thai staff have to read rapidly the first and last sentence for previewing.              | 3.11                        | .698                   |
| <b>Business English While-Reading Skill Improvement Needs</b>                            |                             |                        |
| Thai staff have to read quickly and skim through the text to know main ideas (skimming). | 3.30                        | .869                   |
| Thai staff have to do a quick look to find specific information (scanning).              | 3.59                        | .636                   |
| Thai staff have to find main ideas.                                                      | 3.22                        | .892                   |
| Thai staff have to make interpretations.                                                 | 3.48                        | .935                   |

Table 7 (Continued)

| <b>Business English Reading Skill Improvement Needs</b>              | <b><math>\bar{X}</math></b> | <b><i>SD</i></b> |
|----------------------------------------------------------------------|-----------------------------|------------------|
| Thai staff have to do speed reading.                                 | 3.07                        | .550             |
| Thai staff have to do paraphrasing.                                  | 3.04                        | .854             |
| Thai staff have to do use background knowledge.                      | 3.56                        | .934             |
| Thai staff have to create an outline.                                | 3.26                        | .712             |
| Thai staff have to analyze facts and opinions.                       | 3.67                        | .961             |
| Thai staff have to predict the information of the text (predicting). | 3.41                        | .694             |
| Thai staff have to make inferences.                                  | 3.59                        | 1.010            |
| <b>Business English Post-Reading Skill Improvement Needs</b>         |                             |                  |
| Thai staff have to summarize the text.                               | 3.30                        | .953             |

### Results.

In regards to the opinions of the managers towards Business English reading skill improvement needs, table 7 indicates the following findings.

The managers perceived that the most needed Business English reading skill to be improved by Thai staff was (1) to analyze facts and opinions ( $\bar{X} = 3.67$  and  $SD = .961$ ) which was at high level of need. There were other crucial needs of improvement in Business English reading skill found the same at high level: (2) to do a quick look to find specific information (scanning) ( $\bar{X} = 3.59$  and  $SD = .636$ ); (3) to make inferences ( $\bar{X} = 3.59$  and  $SD = 1.010$ ); (4) to do use background knowledge ( $\bar{X} = 3.56$  and  $SD = .934$ ); (5) to set the goal before reading ( $\bar{X} =$

3.48 and  $SD = .643$ ); (6) to make interpretations ( $\bar{X} = 3.48$  and  $SD = .935$ ); and (7) to predict the information of the text (predicting) ( $\bar{X} = 3.41$  and  $SD = .694$ ). Other Business English reading skill improvement needs were at low level of need.

### Research Question 3

What was the most needed Business English writing skill improvement required by 28 Thai staff at their English-speaking workplace in Bangkok from the perspectives of Thai staff members themselves?

Table 8

*Business English Writing Skill Improvement Needs, as Comprehended by Thai Staff Themselves*  
( $N = 28$ )

| <b>Business English Writing Skill Improvement Needs</b> | <b><math>\bar{X}</math></b> | <b><math>SD</math></b> |
|---------------------------------------------------------|-----------------------------|------------------------|
| I have to use grammar and mechanics.                    | 3.57                        | .742                   |
| I have to write formal reports.                         | 3.71                        | .897                   |
| I have to write formal business letters.                | 3.82                        | .983                   |
| I have to write proposals.                              | 3.82                        | .945                   |
| I have to write email messages.                         | 4.50                        | .577                   |

### Results.

The needs of Business English writing skill improvement perceived by Thai staff members themselves are described in Table 8.



Thai staff gave their opinions concerning Business English writing skill improvement needs. Thai staff responded that (1) they have to write email messages ( $\bar{X} = 4.50$  and  $SD = .577$ ) which was the most important need for skill improvement in Business English writing and was ranged as very high level of need. For other Business English writing skill improvement needs, they were at high level of need: (2) they have to write formal business letters ( $\bar{X} = 3.82$  and  $SD = .983$ ); (3) they have to write proposals ( $\bar{X} = 3.82$  and  $SD = .945$ ); (4) they have to write formal reports ( $\bar{X} = 3.71$  and  $SD = .897$ ); and (5) they have to use grammar and mechanics ( $\bar{X} = 3.57$  and  $SD = .742$ ).

#### Research Question 4

What was the most needed Business English writing skill improvement required by 28 Thai staff members at their English-speaking workplace in Bangkok from the perspectives of the managers?

Table 9

*Business English Writing Skill Improvement Needs, as Comprehended by Thai Staff's Managers (N = 8)*

| <b>Business English Writing Skill Improvement Needs</b> | <b><math>\bar{X}</math></b> | <b><math>SD</math></b> |
|---------------------------------------------------------|-----------------------------|------------------------|
| Thai staff have to use grammar and mechanics.           | 3.52                        | .893                   |
| Thai staff have to write formal reports.                | 3.44                        | .892                   |
| Thai staff have to write formal business letters.       | 3.37                        | 1.043                  |

Table 9 (Continued)

| <b>Business English Writing Skill Improvement Needs</b> | <b><math>\bar{X}</math></b> | <b><i>SD</i></b> |
|---------------------------------------------------------|-----------------------------|------------------|
| Thai staff have to write proposals.                     | 3.04                        | 1.018            |
| Thai staff have to write email messages.                | 3.96                        | .808             |

### **Results.**

Table 9 presents Business English writing skill improvement needs of Thai staff from the point of view of the managers.

According to the manager's responses towards Business English writing skill improvement needs of their Thai staff, (1) Thai staff have to write email messages ( $\bar{X} = 3.96$  and  $SD = .808$ ) was rated at high level of need. There were two more items that were interpreted at a high level of need: (2) Thai staff have to use grammar and mechanics ( $\bar{X} = 3.52$  and  $SD = .893$ ) and (3) Thai staff have to write formal reports ( $\bar{X} = 3.44$  and  $SD = .892$ ).

### **Summary of the Chapter**

The most important Business English reading skill improvement needs perceived by Thai staff themselves was (1) to set the goal before reading ( $\bar{X} = 4.14$  and  $SD = .651$ ), followed by (2) to find main ideas ( $\bar{X} = 4.07$  and  $SD = .604$ ), and (3) to do a quick look to find specific information (scanning) ( $\bar{X} = 3.96$  and  $SD = .637$ ) respectively.

The most important Business English reading skill improvement needed by Thai staff's the managers was (1) to analyze facts and opinions ( $\bar{X} = 3.67$  and  $SD = .961$ ), followed by (2) do a quick look to find specific information (scanning) ( $\bar{X} = 3.59$  and  $SD = .636$ ), and (3) to make inferences ( $\bar{X} = 3.59$  and  $SD = 1.010$ ) respectively.

The most important Business English writing skill improvement needs perceived by Thai staff themselves was (1) to write email messages ( $\bar{X} = 4.50$  and  $SD = .577$ ), followed by (2) to write formal business letters ( $\bar{X} = 3.82$  and  $SD = .983$ ), and (3) to write proposals ( $\bar{X} = 3.82$  and  $SD = .945$ ) respectively.

The most important Business English writing skill improvement needed by Thai staffs according to the managers was (1) to write email messages ( $\bar{X} = 3.96$  and  $SD = .808$ ), followed by (2) to use grammar and mechanics ( $\bar{X} = 3.52$  and  $SD = .893$ ), and (3) to write formal reports ( $\bar{X} = 3.44$  and  $SD = .892$ ) by order.

## **CHAPTER V**

### **DISCUSSION AND RECOMMENDATIONS**

The aim of this study was to examine the Business English reading and writing skills improvement needs of Thai staff who worked in an English-speaking workplace. This chapter consists of four sections: discussion of the findings, limitations of the study, implications of the study, and recommendations for further studies.

#### **Discussion of Results of Research Questions 1 and 2**

**Thai staff's Business English reading skill improvement needs from the perspectives of Thai staff themselves and their managers.**

Business English reading skill improvement needs that Thai staff prioritized first were to set the goal before reading, find main ideas, and do a quick look to find specific information (scanning) when they read English materials.

The opinions given by the managers about Thai staff's Business English reading skill improvement needs suggested that Thai staff needed to improve themselves in terms of analyzing facts and opinions, doing a quick look to find specific information (scanning), making inferences, and using background knowledge while reading in English.

Regarding to the findings of these research questions, the study of the perspectives of Thai staff and their managers revealed that Thai staff required Business English reading skill

improvement for setting the goal before reading, finding main ideas, doing a quick look to find specific information (scanning), analyzing facts and opinions, making inferences, and using background knowledge. The results from this study showed that the opinions of Thai staff and the managers were not consistent because the most needed Business English reading skill improvement agreed by Thai staff was setting the goal before reading while those of the managers was analyzing facts and opinions.

The findings of the present study were not consistent with the study of Rungprayoon (2011) who conducted a study to analyze the expectation to develop reading strategies of graduates who studied in a university. The results explored from her study indicated that the most important strategy of English reading expected by the participants was finding main ideas. Rungprayoon (2011) believed that the skill of finding main ideas might be perceived by the graduates in the study as the most important skill among reading skills in order to understand the text and develop the speed of reading. However, Thai staff in this study gave precedence to improving the setting of the goal before reading at a high level of need because they may want to set the objectives before they read so as not to lose so much time in reading if they do understand the text information after they read. According to Kelly (2008), the readers were willing to set the goal when they started to read because they wanted to comprehend entirely the content in the text. Due to a lot of tasks, setting goals before reading possibly help them to have time for other assigned jobs. For example, sales employees have to take time to read sales contracts, reports, catalogues, emails and so on. In the converse to the perspectives of Thai staff, the managers selected analyzing facts and opinions as the most

important reading skill to be improved for Thai staff. They believed that analyzing facts and opinion probably help them differentiate facts from opinions in the text. Chen (2017) investigated the perceptions and viewpoints of higher-order thinking skills (HOT) with 40 non-English major freshmen in an EFL classroom of a university in Taiwan. The study exposed the fact that analyzing facts and opinions that was an element of higher-order thinking skills (HOT) can develop English reading skill.

Although English reading skill like finding main ideas was not the highest need in improvement of English reading skill similar to the results from Rungprayoon (2011), the present study indicated that this kind of English reading skill was significant for the improvement in English reading perceived by Thai staff themselves as shown in the findings at the same high level of need as those of Rungprayoon (2011). This can be explained in that Thai staff in this study also required this skill to improve their understanding of the text while reading. Therefore, the findings of this study and those of Rungprayoon (2011) were still partly consistent.

## **Discussion of Results of Research Questions 3 and 4**

### **Thai staff's Business English writing skill improvement needs from the perspectives of Thai staff themselves and their managers.**

According to the Thai staff's points of view, Thai staff wanted to improve themselves in terms of writing email messages, writing formal business letters, and writing proposals skills.

From the perspectives of the managers related to Thai staff's Business English writing skill improvement needs, the results were found that the most needed Thai staff's writing skill improvement were to write email messages, to use grammar and mechanics, and to write formal reports.

The study exposed the fact that the opinions of Thai staff about their Business English writing skill improvement needs were consistent with the managers' opinions. Both Thai staff and the managers agreed that writing email messages was the most important needs among English writing skill improvement.

Nevertheless, these results of the study were not consistent with the study of Aben Ahmed (2013) who performed the research about needed literacies in the English business communication (EBC) literacy needs of employers at workplaces in the Eastern Province of Saudi Arabia. Aben Ahmed (2013) found that the most important skill needed by respondents in English writing was to write formal reports because employees in the study needed to improve write formal reports to comply with what the reader expected and needed. In contrast to the above mentioned previous study, writing email messages was the most crucial need for English writing skill improvement in the current study. The reason why the findings of Aben Ahmed (2013) were not in line with the findings of this study might be that business writing purposes have changed over time. Thai staff and their managers may understand the current situation where email messages play a more important role as a means of business written communication than before, while formal reports may have been more used in the past. Both of two sample groups hence paid attention to improving the email messages writing skills of Thai

staff. Roach and Anderson (2007) analyzed a survey study of the perceptions in business message quality of 372 business professionals who had graduated from three AACSB-accredited MBA programs in 1994-2004. The findings revealed that writing business email messages was a necessary improvement as well.

However, according to Aben Ahmed (2013)'s study, writing effective email messages was an important skill that needed to be improved (at a moderate level) that was a lower level of need than the level of need perceived by Thai staff and the managers in the present study. Aben Ahmed (2013) agreed that written communication by writing email messages was unavoidable in the business world because email messages were used as a professional medium for communication. The results were partially consistent because Thai staff needed to improve this type of English writing skill at a very high level of need and the managers also accepted that Thai staff should improve to write email messages at a high level of need, although lower than the level of need from the perspectives of Thai staff themselves but higher than the findings of Aben Ahmed (2013) detailed above.

Regarding two optional questions asked in the questionnaire at the last question of each reading and writing part to let the participants reply if they needed other Business English reading or writing skill improvement, there were no replies to these questions. It may be concluded that both Thai staff and the managers did not require any other needs for Thai staff to develop Business English reading and writing skill.

In conclusion, Thai staff of the study needed to improve Business English reading and writing skill because they thought that both types of skill were significant for their business



communication. People used English language not only for everyday life but also for business communication. For business purpose, English effective communication can be performed by employees who require self-improvement and the promotion of their jobs (Prachanant, 2012). Business English is an important part of English for Specific Purposes (ESP) course (Lai, 2001). Therefore, ESP course that depending on the need of learners (Hutchinson & Waters, 1987) play an important role in helping people in business sectors enhance English business communication in situations found in the workplace (Kaur and Clarke, 2009). Before teaching ESP course, ESP course design was led by needs analysis for English communication (Hutchinson and Waters, 1987).

### **Limitations of the Study**

1. The researcher selected the participants from only one English-speaking company.

Hence, the result of the study could not be generalized to other companies.

2. The study investigated Thai staff's Business English reading and writing skill improvement needs from the perspectives of Thai staff and Thai staff's managers. The findings of this study could not be generally representative of their perspectives in Business English reading and writing skill improvement needs.

### **Implications of the Study**

Regarding to the study, Thai staff perceived the importance of Business English

reading and writing. Therefore, they have the intention to improve their skill in Business English reading and writing. With this willingness, they believe that this improvement will help them work in their workplace effectively.

From the findings of the study, Thai staff should be trained, especially in setting the goal before reading, finding main ideas, doing a quick look to find specific information (scanning), analyzing facts and opinions, and making inferences for English reading for business purposes and writing email messages in English writing for business purposes.

This study can help develop the organization as manpower development by initiating training courses or Business English language guidelines for Thai employees.

### **Recommendations for Further Studies**

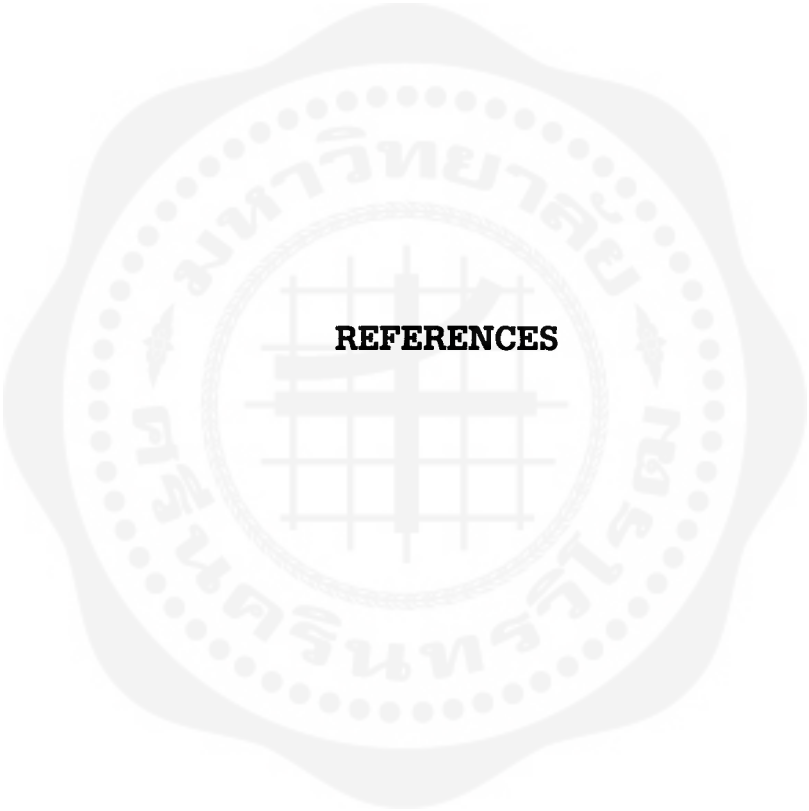
1. Further studies should be conducted with Thai staff working in other English-speaking workplaces to see to what extent the results are found. For example, the study from the participants in goods importing and exporting companies may mainly use English language for communication with foreign clients or vendors. Additionally, the number of the participants of the workplaces in the study was small in number. Thus, further research could be conducted with more participants.

2. Further studies should be conducted using other instruments such as interviewing to get the results in deeper details to gauge the reason why Thai staff require to improve themselves for Business English reading and writing skill because the instrument of the present

study was close-end questions.

3. Further studies should be conducted to explore the relationship between demographic information and Business English reading and writing skill improvement needs such as a study of the relationship between work experiences and Business English reading and writing skill improvement needs.





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## **APPENDIX**



## **APPENDIX A**

**QUESTIONNAIRE IN THAI VERSION (FOR THAI STAFF)**

## แบบสอบถาม

### เรื่อง ความต้องการในการพัฒนาทักษะการอ่านและการเขียนภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงาน

แบบสอบถามนี้เป็นส่วนหนึ่งของการค้นคว้าอิสระของนิสิตระดับปริญญาบัณฑิตในหลักสูตรภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อสำรวจความต้องการในการพัฒนาทักษะการอ่านและการเขียนภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงานจากมุมมองของพนักงานชาวไทยและหัวหน้างานของพนักงานชาวไทย ผู้วิจัยใคร่ขอความร่วมมือและความยินยอมจากท่านเพื่อตอบแบบสอบถาม ข้อมูลและผลลัพธ์ของข้อมูลที่ได้จากการสำรวจแบบสอบถามของท่านจะเป็นความลับและนำไปใช้ในการศึกษาวิจัยครั้งนี้เท่านั้น ผู้วิจัยขอขอบคุณท่านที่ให้ความร่วมมือในการตอบแบบสอบถามเป็นอย่างดี

ด้วยความนับถือ

กาญจนา สิงห์จันทร์

## รายละเอียดทั่วไปของแบบสอบถามสำหรับพนักงานชาวไทย

แบบสอบถามชุดนี้ประกอบด้วยข้อมูล 3 ส่วนดังนี้

ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 แบบสอบถามเกี่ยวกับความต้องการในการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจในที่ทำงานของท่าน

ส่วนที่ 3 แบบสอบถามเกี่ยวกับความต้องการในการพัฒนาทักษะการเขียนภาษาอังกฤษเชิงธุรกิจในที่ทำงานของท่าน

### ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ☒ ในข้อที่ตรงกับคำตอบของท่านมากที่สุด

#### 1. เพศ

- ☐ ชาย  
☐ หญิง

#### 2. อายุ

- ☐ น้อยกว่า 23 ปี  
☐ 23 - 25 ปี  
☐ 26 - 30 ปี  
☐ 31 - 35 ปี  
☐ 36 - 40 ปี  
☐ มากกว่า 40 ปี

#### 3. ระดับการศึกษาสูงสุด

- ☐ ต่ำกว่าปริญญาตรี  
☐ ปริญญาตรี  
☐ ปริญญาโท

#### 4. แผนก

- ☐ บริหาร  
☐ การขายและการตลาด  
☐ บัญชี  
☐ บุคคลและประสานงาน  
☐ กฎหมาย

- ☐ การปฏิบัติการ
- ☐ บริการ
- ☐ โลจิสติกส์
- ☐ จัดซื้อ
- ☐ ไอที

5. ระดับตำแหน่งงาน

- ☐ พนักงาน
- ☐ พนักงานอาวุโส
- ☐ ผู้จัดการ
- ☐ ผู้จัดการอาวุโส
- ☐ รองประธาน

6. ประสบการณ์ในการทำงาน

- ☐ น้อยกว่า 2 ปี
- ☐ 2 - 4 ปี
- ☐ 5 - 7 ปี
- ☐ 8 - 10 ปี
- ☐ มากกว่า 10 ปี

**ส่วนที่ 2 แบบสอบถามเกี่ยวกับความต้องการในการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจในที่ทำงานของท่าน**

คำชี้แจง โปรดทำเครื่องหมาย ☒ ในข้อที่ตรงกับคำตอบของท่านมากที่สุดตามระดับความต้องการดังนี้

5 = มากที่สุด, 4 = มาก, 3 = ปานกลาง, 2 = น้อย, 1 = น้อยที่สุด

| ความต้องการในการพัฒนาทักษะการอ่าน<br>ภาษาอังกฤษเชิงธุรกิจ                               | ระดับความต้องการ |     |         |      |            |
|-----------------------------------------------------------------------------------------|------------------|-----|---------|------|------------|
|                                                                                         | มากที่สุด        | มาก | ปานกลาง | น้อย | น้อยที่สุด |
|                                                                                         | 5                | 4   | 3       | 2    | 1          |
| <b>ความต้องการในการพัฒนาทักษะการอ่าน<br/>ภาษาอังกฤษเชิงธุรกิจก่อนอ่าน</b>               |                  |     |         |      |            |
| 1. ข้าพเจ้าต้องการรู้จุดมุ่งหมายก่อนอ่าน                                                |                  |     |         |      |            |
| 2. ข้าพเจ้าจะพิจารณารูปแบบการเขียนก่อนที่จะเริ่มอ่าน                                    |                  |     |         |      |            |
| 3. ข้าพเจ้าจะอ่านคร่าวๆล่วงหน้าอย่างรวดเร็ว<br>ก่อนโดยอ่านประโยคแรกและประโยค<br>สุดท้าย |                  |     |         |      |            |
| <b>ความต้องการในการพัฒนาทักษะการอ่าน<br/>ภาษาอังกฤษเชิงธุรกิจระหว่างอ่าน</b>            |                  |     |         |      |            |
| 4. ข้าพเจ้าจะอ่านข้ามเป็นตอนๆ อย่างรวดเร็ว<br>เพื่อจับใจความสำคัญ (skimming)            |                  |     |         |      |            |
| 5. ข้าพเจ้าจะอ่านข้ามเพื่อหาข้อมูล<br>เฉพาะเจาะจง (scanning)                            |                  |     |         |      |            |
| 6. ข้าพเจ้าจะหาใจความสำคัญของเรื่อง                                                     |                  |     |         |      |            |
| 7. ข้าพเจ้าต้องการอ่านตีความเนื้อเรื่อง                                                 |                  |     |         |      |            |
| 8. ข้าพเจ้าจะอ่านอย่างรวดเร็วโดยจับประเด็น<br>สำคัญของเรื่อง                            |                  |     |         |      |            |
| 9. ข้าพเจ้าจะถอดความจากเรื่องที่อ่านเป็น<br>ภาษาอังกฤษโดยใช้สำนวนของตนเอง               |                  |     |         |      |            |
| 10. ข้าพเจ้าจะใช้ความรู้ที่มีอยู่มาเชื่อมโยงกับ<br>เรื่องที่อ่าน                        |                  |     |         |      |            |
| 11. ข้าพเจ้าจะร่างเค้าโครงเรื่องเพื่อ<br>ความเข้าใจของตนเอง                             |                  |     |         |      |            |
| 12. ข้าพเจ้าจะแยกข้อเท็จจริงกับความคิดเห็น<br>ของผู้เขียน                               |                  |     |         |      |            |
| 13. ข้าพเจ้าจะคาดเดาเนื้อเรื่องที่อ่าน<br>(predicting)                                  |                  |     |         |      |            |

| ความต้องการในการพัฒนาทักษะการอ่าน<br>ภาษาอังกฤษเชิงธุรกิจ                             | ระดับความต้องการ |     |         |      |            |
|---------------------------------------------------------------------------------------|------------------|-----|---------|------|------------|
|                                                                                       | มากที่สุด        | มาก | ปานกลาง | น้อย | น้อยที่สุด |
|                                                                                       | 5                | 4   | 3       | 2    | 1          |
| 14. ข้าพเจ้าจะอ้างอิงเนื้อเรื่องหรือข้อความใน<br>บริบทเพื่อสรุปเรื่องที่อ่านด้วยตนเอง |                  |     |         |      |            |
| ความต้องการในการพัฒนาทักษะการอ่าน<br>ภาษาอังกฤษเชิงธุรกิจหลังอ่าน                     |                  |     |         |      |            |
| 15. ข้าพเจ้าจะสรุปใจความสำคัญจากเรื่องที่<br>อ่านเป็นภาษาอังกฤษด้วยสำนวนของ<br>ตนเอง  |                  |     |         |      |            |
| 16. อื่นๆ (โปรดระบุ)<br>.....                                                         |                  |     |         |      |            |

**ส่วนที่ 3 แบบสอบถามเกี่ยวกับความต้องการในการพัฒนาทักษะการเขียนภาษาอังกฤษเชิงธุรกิจในที่ทำงานของท่าน**

คำชี้แจง โปรดทำเครื่องหมาย ☒ ในข้อที่ตรงกับคำตอบของท่านมากที่สุดตามระดับความต้องการดังนี้

5 = มากที่สุด, 4 = มาก, 3 = ปานกลาง, 2 = น้อย, 1 = น้อยที่สุด

| ความต้องการในการพัฒนาทักษะการเขียน<br>ภาษาอังกฤษเชิงธุรกิจ       | ระดับความต้องการ |     |         |      |            |
|------------------------------------------------------------------|------------------|-----|---------|------|------------|
|                                                                  | มากที่สุด        | มาก | ปานกลาง | น้อย | น้อยที่สุด |
|                                                                  | 5                | 4   | 3       | 2    | 1          |
| 1. ข้าพเจ้าต้องใช้หลักไวยากรณ์และกลไกใน<br>การเขียน              |                  |     |         |      |            |
| 2. ข้าพเจ้าต้องเขียนรายงานเป็นภาษาอังกฤษ                         |                  |     |         |      |            |
| 3. ข้าพเจ้าต้องเขียนจดหมายธุรกิจเป็น<br>ภาษาอังกฤษ               |                  |     |         |      |            |
| 4. ข้าพเจ้าต้องเขียนข้อเสนอเป็นภาษาอังกฤษ                        |                  |     |         |      |            |
| 5. ข้าพเจ้าต้องการเขียนตอบจดหมาย<br>อิเล็กทรอนิกส์เป็นภาษาอังกฤษ |                  |     |         |      |            |



| ความต้องการในการพัฒนาทักษะการเขียน<br>ภาษาอังกฤษเชิงธุรกิจ | ระดับความต้องการ |     |         |      |            |
|------------------------------------------------------------|------------------|-----|---------|------|------------|
|                                                            | มากที่สุด        | มาก | ปานกลาง | น้อย | น้อยที่สุด |
|                                                            | 5                | 4   | 3       | 2    | 1          |
| 6. อื่นๆ (โปรดระบุ)<br>.....                               |                  |     |         |      |            |

ขอขอบคุณท่านที่ให้ความร่วมมือ





## **APPENDIX B**

**QUESTIONNAIRE IN ENGLISH VERSION (FOR THAI STAFF)**

## **Questionnaire**

### **Business English Reading and Writing Skill Improvement: Needs of Thai Employees in Their Workplace**

This questionnaire is a part of an individual study of a graduate student under Business English for International Communication program of the Faculty of Humanities, Srinakharinwirot University in order to examine needs to improve Business English reading and writing skill of Thai staff when they work via the viewpoint of Thai staff themselves and their managers. The researcher is appreciated for your cooperation and consent to answer the questionnaire. The data and the results will be used for the purpose of researching only without association with you. Thank you for your kind cooperation.

Yours faithfully,

Kanjana Singjun

**General information of the questionnaire for Thai staff**

The questionnaire consists of 3 parts as follows:

Part 1: Questionnaire about personal information

Part 2: Questionnaire about Business English reading skill improvement needed in your workplace

Part 3: Questionnaire about business English writing skill improvement needed in your workplace

.....

**Part 1: Personal information**

Instruction: Please mark ☒ in each subject for the most appropriate response.

1. Gender

☐ Male

☐ Female

2. Age

☐ Below 23 years

☐ 23 - 25 years

☐ 26 - 30 years

☐ 31 - 35 years

☐ 36 - 40 years

☐ Above 40 years

3. Highest level of education

☐ Less than Bachelor's degree

☐ Bachelor's degree

☐ Master's degree

4. Department

☐ Management

☐ Sales and Marketing

☐ Accounts

☐ Human Resource Management and Administration

☐ Legal

☐ Operations

☐ Services

☐ Logistics

☐ Procurement

☐ IT

5. Job position level

☐ Officer

☐ Senior Officer

☐ Manager

☐ Senior Manager

☐ Vice President

6. Work experiences

☐ Below 2 years

☐ 2 – 4 years

☐ 5 – 7 years

☐ 8 – 10 years

☐ Above 10 years

**Part 2: Business English reading skill improvement needed in your workplace**

Instruction: Please mark ☒ in each subject for the most appropriate response as the following level of need:

5 = Very strong need, 4 = Strong need, 3 = Moderate need, 2 = Little need, 1 = Very little need

| Business English reading skill improvement needs                        | Level of need    |             |               |             |                  |
|-------------------------------------------------------------------------|------------------|-------------|---------------|-------------|------------------|
|                                                                         | Very strong need | Strong need | Moderate need | Little need | Very little need |
|                                                                         | 5                | 4           | 3             | 2           | 1                |
| <b>Business English pre-reading skill improvement needs</b>             |                  |             |               |             |                  |
| 1. I have to set the goal before reading.                               |                  |             |               |             |                  |
| 2. I have to perceive pattern of organization of writing before I read. |                  |             |               |             |                  |

| <b>Business English reading skill improvement needs</b>                            | <b>Level of need</b> |             |               |             |                  |
|------------------------------------------------------------------------------------|----------------------|-------------|---------------|-------------|------------------|
|                                                                                    | Very strong need     | Strong need | Moderate need | Little need | Very little need |
|                                                                                    | 5                    | 4           | 3             | 2           | 1                |
| 3. I have to read rapidly the first and last sentence for previewing.              |                      |             |               |             |                  |
| <b>Business English while-reading skill improvement needs</b>                      |                      |             |               |             |                  |
| 4. I have to read quickly and skim through the text to know main ideas (skimming). |                      |             |               |             |                  |
| 5. I have to do a quick look to find specific information (scanning).              |                      |             |               |             |                  |
| 6. I have to find main ideas.                                                      |                      |             |               |             |                  |
| 7. I have to make interpretations.                                                 |                      |             |               |             |                  |
| 8. I have to do speed reading.                                                     |                      |             |               |             |                  |
| 9. I have to do paraphrasing.                                                      |                      |             |               |             |                  |
| 10. I have to do use background knowledge.                                         |                      |             |               |             |                  |
| 11. I have to create an outline.                                                   |                      |             |               |             |                  |
| 12. I have to analyze facts and opinions.                                          |                      |             |               |             |                  |
| 13. I have to predict the information of the text (predicting).                    |                      |             |               |             |                  |
| 14. I have to make inferences.                                                     |                      |             |               |             |                  |
| <b>Business English post-reading skill improvement needs</b>                       |                      |             |               |             |                  |
| 15. I have to summarize the text.                                                  |                      |             |               |             |                  |
| 16. Others (Please specify)<br>.....                                               |                      |             |               |             |                  |

**Part 3: Business English writing skill improvement needed in your workplace**

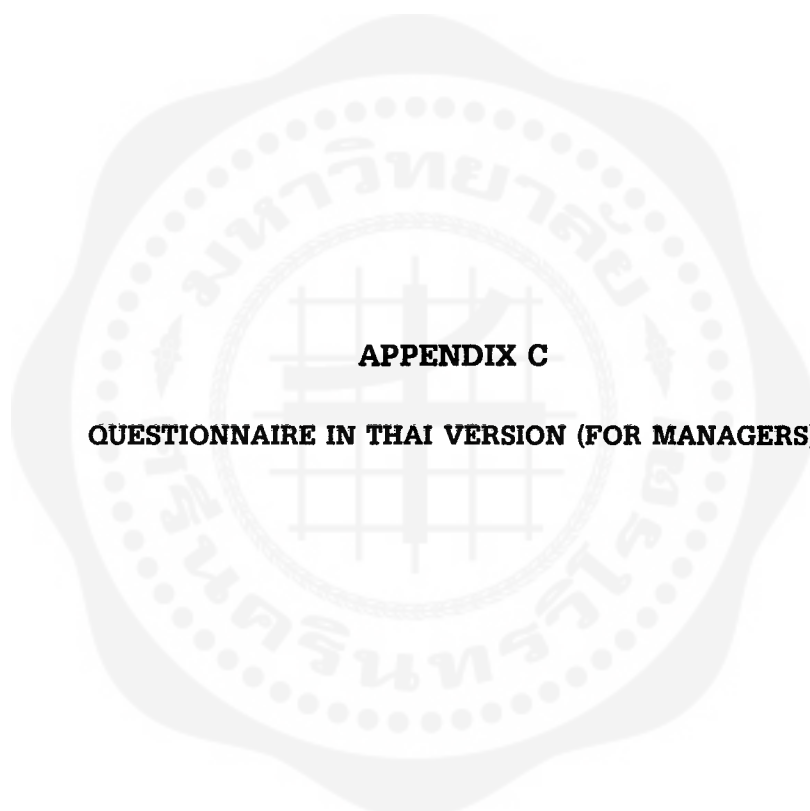
Instruction: Please mark ☒ in each subject for the most appropriate response as the following level of need:

5 = Very strong need, 4 = Strong need, 3 = Moderate need, 2 = Little need, 1 = Very little need

| Business English writing skill improvement needed | Level of need    |             |               |             |                  |
|---------------------------------------------------|------------------|-------------|---------------|-------------|------------------|
|                                                   | Very strong need | Strong need | Moderate need | Little need | Very little need |
|                                                   | 5                | 4           | 3             | 2           | 1                |
| 1. I have to use grammar and mechanics.           |                  |             |               |             |                  |
| 2. I have to write formal reports.                |                  |             |               |             |                  |
| 3. I have to write formal business letters.       |                  |             |               |             |                  |
| 4. I have to write proposals.                     |                  |             |               |             |                  |
| 5. I have to write email messages.                |                  |             |               |             |                  |
| 6. Others (Please specify)<br>.....               |                  |             |               |             |                  |

*Thank you for your kind cooperation.*





## **APPENDIX C**

### **QUESTIONNAIRE IN THAI VERSION (FOR MANAGERS)**

### แบบสอบถาม

#### เรื่อง ความต้องการในการพัฒนาทักษะการอ่านและการเขียนภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงาน

แบบสอบถามนี้เป็นส่วนหนึ่งของการค้นคว้าอิสระของนิสิตระดับปริญญาบัณฑิตในหลักสูตรภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อสำรวจความต้องการในการพัฒนาทักษะการอ่านและการเขียนภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงานจากมุมมองของพนักงานชาวไทยและหัวหน้างานของพนักงานชาวไทย ผู้วิจัยใคร่ขอความร่วมมือและความยินยอมจากท่านเพื่อตอบแบบสอบถาม ข้อมูลและผลลัพธ์ของข้อมูลที่ได้จากการสำรวจแบบสอบถามของท่านจะเป็นความลับและนำไปใช้ในการศึกษาวิจัยครั้งนี้เท่านั้น ผู้วิจัยขอขอบคุณท่านที่ให้ความร่วมมือในการตอบแบบสอบถามเป็นอย่างดี

ด้วยความนับถือ

กาญจนา สิงห์จันทร์

## รายละเอียดทั่วไปของแบบสอบถามสำหรับหัวหน้างานของพนักงานชาวไทย

แบบสอบถามชุดนี้ประกอบด้วยข้อมูล 3 ส่วนดังนี้

ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 แบบสอบถามเกี่ยวกับความต้องการในการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงานจากความคิดเห็นท่าน

ส่วนที่ 3 แบบสอบถามเกี่ยวกับความต้องการในการพัฒนาทักษะการเขียนภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงานจากความคิดเห็นท่าน

### ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ☒ ในข้อที่ตรงกับคำตอบของท่านมากที่สุด

#### 1. เพศ

- ☐ ชาย  
☐ หญิง

#### 2. อายุ

- ☐ น้อยกว่า 23 ปี  
☐ 23 - 25 ปี  
☐ 26 - 30 ปี  
☐ 31 - 35 ปี  
☐ 36 - 40 ปี  
☐ มากกว่า 40 ปี

#### 3. ระดับการศึกษาสูงสุด

- ☐ ต่ำกว่าปริญญาตรี  
☐ ปริญญาตรี  
☐ ปริญญาโท

#### 4. แผนก

- ☐ บริหาร  
☐ การขายและการตลาด  
☐ บัญชี  
☐ บุคคลและประสานงาน

- ☐ กฎหมาย
- ☐ การปฏิบัติการ
- ☐ บริการ
- ☐ โลจิสติกส์
- ☐ จัดซื้อ
- ☐ ไอที

5. ระดับตำแหน่งงาน

- ☐ พนักงาน
- ☐ พนักงานอาวุโส
- ☐ ผู้จัดการ
- ☐ ผู้จัดการอาวุโส
- ☐ รองประธาน

6. ประสบการณ์ในการทำงาน

- ☐ น้อยกว่า 2 ปี
- ☐ 2 - 4 ปี
- ☐ 5 - 7 ปี
- ☐ 8 - 10 ปี
- ☐ มากกว่า 10 ปี

**ส่วนที่ 2 แบบสอบถามเกี่ยวกับความต้องการในการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงานจากความคิดเห็นท่าน**

คำชี้แจง โปรดทำเครื่องหมาย ☒ ในข้อที่ตรงกับคำตอบของท่านมากที่สุดตามระดับความต้องการดังนี้

5 = มากที่สุด, 4 = มาก, 3 = ปานกลาง, 2 = น้อย, 1 = น้อยที่สุด

| ความต้องการในการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจ                                 | ระดับความต้องการ |     |         |      |            |
|---------------------------------------------------------------------------------------|------------------|-----|---------|------|------------|
|                                                                                       | มากที่สุด        | มาก | ปานกลาง | น้อย | น้อยที่สุด |
|                                                                                       | 5                | 4   | 3       | 2    | 1          |
| <b>ความต้องการในการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจก่อนอ่าน</b>                  |                  |     |         |      |            |
| 1. พนักงานชาวไทยต้องการรู้จุดมุ่งหมายก่อนอ่าน                                         |                  |     |         |      |            |
| 2. พนักงานชาวไทยจะพิจารณารูปแบบการเขียนก่อนที่จะเริ่มอ่าน                             |                  |     |         |      |            |
| 3. พนักงานชาวไทยจะอ่านคร่าวๆ ล่วงหน้าอย่างรวดเร็วก่อนโดยอ่านประโยคแรกและประโยคสุดท้าย |                  |     |         |      |            |
| <b>ความต้องการในการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจระหว่างอ่าน</b>               |                  |     |         |      |            |
| 4. พนักงานชาวไทยจะอ่านข้ามเป็นตอนๆอย่างรวดเร็วเพื่อจับใจความสำคัญ (skimming)          |                  |     |         |      |            |
| 5. พนักงานชาวไทยจะอ่านข้ามเพื่อหาข้อมูลเฉพาะเจาะจง (scanning)                         |                  |     |         |      |            |
| 6. พนักงานชาวไทยจะหาใจความสำคัญของเรื่อง                                              |                  |     |         |      |            |
| 7. พนักงานชาวไทยจะอ่านตีความเนื้อเรื่อง                                               |                  |     |         |      |            |
| 8. พนักงานชาวไทยจะอ่านอย่างรวดเร็วโดยจับประเด็นสำคัญของเรื่อง                         |                  |     |         |      |            |

| ความต้องการในการพัฒนาทักษะการอ่าน<br>ภาษาอังกฤษเชิงธุรกิจ                              | ระดับความต้องการ |     |         |      |            |
|----------------------------------------------------------------------------------------|------------------|-----|---------|------|------------|
|                                                                                        | มากที่สุด        | มาก | ปานกลาง | น้อย | น้อยที่สุด |
|                                                                                        | 5                | 4   | 3       | 2    | 1          |
| 9. พนักงานชาวไทยจะถอดความจากเรื่องที่อ่านเป็นภาษาอังกฤษโดยใช้สำนวนของตนเอง             |                  |     |         |      |            |
| 10. พนักงานชาวไทยจะใช้ความรู้ที่มีอยู่มาเชื่อมโยงกับเรื่องที่อ่าน                      |                  |     |         |      |            |
| 11. พนักงานชาวไทยจะร่างเค้าโครงเรื่องเพื่อความเข้าใจของตนเอง                           |                  |     |         |      |            |
| 12. พนักงานชาวไทยจะแยกข้อเท็จจริงกับความคิดเห็นของผู้เขียน                             |                  |     |         |      |            |
| 13. พนักงานชาวไทยจะคาดเดาเนื้อเรื่องที่อ่าน (predicting)                               |                  |     |         |      |            |
| 14. พนักงานชาวไทยจะอ้างอิงเนื้อเรื่องหรือข้อความในบริบทเพื่อสรุปเรื่องที่อ่านด้วยตนเอง |                  |     |         |      |            |
| <b>ความต้องการในการพัฒนาทักษะการอ่านภาษาอังกฤษเชิงธุรกิจหลังอ่าน</b>                   |                  |     |         |      |            |
| 15. พนักงานชาวไทยจะสรุปใจความสำคัญจากเรื่องที่อ่านเป็นภาษาอังกฤษด้วยสำนวนของตนเอง      |                  |     |         |      |            |
| 16. อื่นๆ (โปรดระบุ)<br>.....                                                          |                  |     |         |      |            |

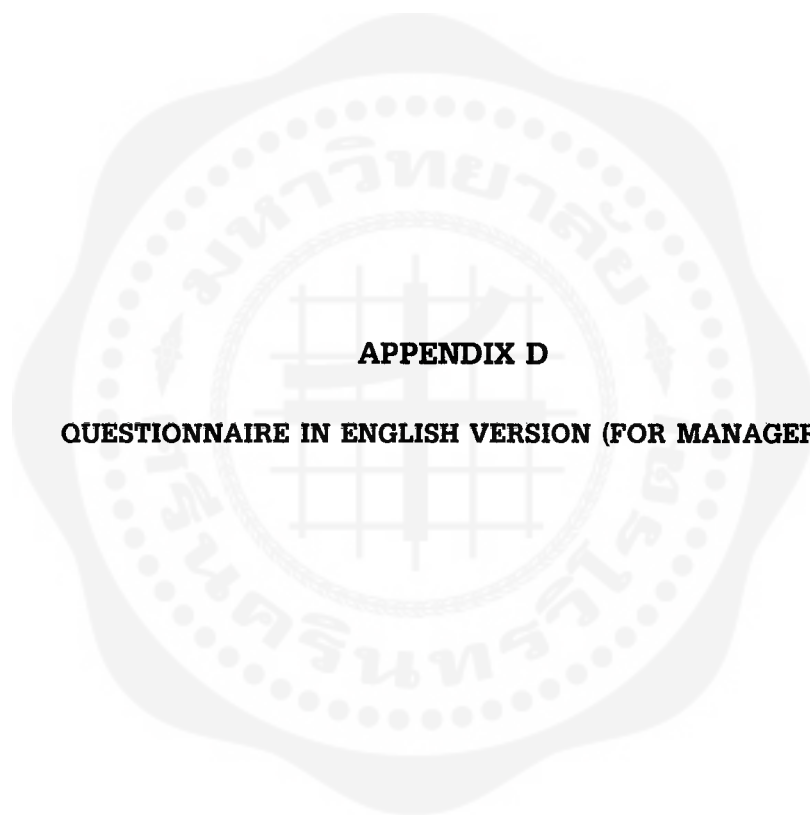
**ส่วนที่ 3 แบบสอบถามเกี่ยวกับความต้องการในการพัฒนาทักษะการเขียนภาษาอังกฤษเชิงธุรกิจของพนักงานชาวไทยในที่ทำงานจากความคิดเห็นท่าน**

คำชี้แจง โปรดทำเครื่องหมาย ☒ ในข้อที่ตรงกับคำตอบของท่านมากที่สุดตามระดับความต้องการดังนี้

5 = มากที่สุด, 4 = มาก, 3 = ปานกลาง, 2 = น้อย, 1 = น้อยที่สุด

| ความต้องการในการพัฒนาทักษะการเขียนภาษาอังกฤษเชิงธุรกิจ         | ระดับความต้องการ |     |         |      |            |
|----------------------------------------------------------------|------------------|-----|---------|------|------------|
|                                                                | มากที่สุด        | มาก | ปานกลาง | น้อย | น้อยที่สุด |
|                                                                | 5                | 4   | 3       | 2    | 1          |
| 1. พนักงานชาวไทยต้องใช้หลักไวยากรณ์และกลไกในการเขียน           |                  |     |         |      |            |
| 2. พนักงานชาวไทยต้องเขียนรายงานเป็นภาษาอังกฤษ                  |                  |     |         |      |            |
| 3. พนักงานชาวไทยต้องเขียนจดหมายธุรกิจเป็นภาษาอังกฤษ            |                  |     |         |      |            |
| 4. พนักงานชาวไทยต้องเขียนข้อเสนอเป็นภาษาอังกฤษ                 |                  |     |         |      |            |
| 5. พนักงานชาวไทยต้องเขียนตอบจดหมายอิเล็กทรอนิกส์เป็นภาษาอังกฤษ |                  |     |         |      |            |
| 6. อื่นๆ (โปรดระบุ)<br>.....                                   |                  |     |         |      |            |

ขอขอบคุณท่านที่ให้ความร่วมมือ



## **APPENDIX D**

### **QUESTIONNAIRE IN ENGLISH VERSION (FOR MANAGERS)**



## **Questionnaire**

### **Business English Reading and Writing Skill Improvement: Needs of Thai Employees in Their Workplace**

This questionnaire is a part of an individual study of a graduate student under Business English for International Communication program of the Faculty of Humanities, Srinakharinwirot University in order to examine needs to improve business English reading and writing skill of Thai staff when they work via the viewpoint of Thai staff themselves and their managers. The researcher is appreciated for your cooperation and consent to answer the questionnaire. The data and the results will be used for the purpose of researching only without association with you. Thank you for your kind cooperation.

Yours faithfully,

Kanjana Singjun

**General information of the questionnaire for managers**

The questionnaire consists of 3 parts as follows:

Part 1: Questionnaire about personal information

Part 2: Questionnaire about business English reading skill improvement needed of Thai staff in their workplace from your opinions

Part 3: Questionnaire about business English writing skill improvement needed of Thai staff in their workplace from your opinions

.....

**Part 1: Personal information**

Instruction: Please mark ☒ in each subject for the most appropriate response.

1. Gender

☐ Male

☐ Female

2. Age

☐ Below 23 years

☐ 23 – 25 years

☐ 26 – 30 years

☐ 31 – 35 years

☐ 36 – 40 years

☐ Above 40 years

3. Highest level of education

☐ Less than Bachelor's degree

☐ Bachelor's degree

☐ Master's degree

4. Department

☐ Management

☐ Sales and Marketing

☐ Accounts

☐ Human Resource Management and Administration

☐ Legal

☐ Operations

☐ Services

☐ Logistics

☐ Procurement

☐ IT

5. Job position level

☐ Officer

☐ Senior Officer

☐ Manager

☐ Senior Manager

☐ Vice President

6. Work experiences

☐ Below 2 years

☐ 2 – 4 years

☐ 5 – 7 years

☐ 8 – 10 years

☐ Above 10 years

**Part 2: Business English reading skill improvement needed of Thai staff in their workplace  
from your opinions**

Instruction: Please mark ☒ in each subject for the most appropriate response as the following  
level of need:

5 = Very strong need, 4 = Strong need, 3 = Moderate need, 2 = Little need, 1 = Very little need

| Business English reading skill<br>improvement needs     | Level of need          |                |                  |                |                        |
|---------------------------------------------------------|------------------------|----------------|------------------|----------------|------------------------|
|                                                         | Very<br>strong<br>need | Strong<br>need | Moderate<br>need | Little<br>need | Very<br>little<br>need |
|                                                         | 5                      | 4              | 3                | 2              | 1                      |
| Business English pre-reading skill<br>improvement needs |                        |                |                  |                |                        |
| 1. Thai staff have to set the goal<br>before reading.   |                        |                |                  |                |                        |

| <b>Business English reading skill improvement needs</b>                                     | <b>Level of need</b> |             |               |             |                  |
|---------------------------------------------------------------------------------------------|----------------------|-------------|---------------|-------------|------------------|
|                                                                                             | Very strong need     | Strong need | Moderate need | Little need | Very little need |
|                                                                                             | 5                    | 4           | 3             | 2           | 1                |
| 2. Thai staff have to perceive pattern of organization of writing before they read.         |                      |             |               |             |                  |
| 3. Thai staff have to read rapidly the first and last sentence for previewing.              |                      |             |               |             |                  |
| <b>Business English while-reading skill improvement needs</b>                               |                      |             |               |             |                  |
| 4. Thai staff have to read quickly and skim through the text to know main ideas (skimming). |                      |             |               |             |                  |
| 5. Thai staff have to do a quick look to find specific information (scanning).              |                      |             |               |             |                  |
| 6. Thai staff have to find main ideas.                                                      |                      |             |               |             |                  |
| 7. Thai staff have to make interpretations.                                                 |                      |             |               |             |                  |
| 8. Thai staff have to do speed reading.                                                     |                      |             |               |             |                  |
| 9. Thai staff have to do paraphrasing.                                                      |                      |             |               |             |                  |
| 10. Thai staff have to do use background knowledge.                                         |                      |             |               |             |                  |
| 11. Thai staff have to create an outline.                                                   |                      |             |               |             |                  |
| 12. Thai staff have to analyze facts and opinions.                                          |                      |             |               |             |                  |

| <b>Business English reading skill improvement needs</b>                  | <b>Level of need</b> |             |               |             |                  |
|--------------------------------------------------------------------------|----------------------|-------------|---------------|-------------|------------------|
|                                                                          | Very strong need     | Strong need | Moderate need | Little need | Very little need |
|                                                                          | 5                    | 4           | 3             | 2           | 1                |
| 13. Thai staff have to predict the information of the text (predicting). |                      |             |               |             |                  |
| 14. Thai staff have to make inferences.                                  |                      |             |               |             |                  |
| <b>Business English post-reading skill improvement needs</b>             |                      |             |               |             |                  |
| 15. Thai staff have to summarize the text.                               |                      |             |               |             |                  |
| 16. Others (Please specify)<br>.....                                     |                      |             |               |             |                  |

**Part 3: Business English writing skill improvement needed of Thai staff in their workplace from your opinions**

Instruction: Please mark ☒ in each subject for the most appropriate response as the following level of need:

5 = Very strong need, 4 = Strong need, 3 = Moderate need, 2 = Little need, 1 = Very little need

| Business English writing skill<br>improvement needed | Level of need          |                |                  |                |                        |
|------------------------------------------------------|------------------------|----------------|------------------|----------------|------------------------|
|                                                      | Very<br>strong<br>need | Strong<br>need | Moderate<br>need | Little<br>need | Very<br>little<br>need |
|                                                      | 5                      | 4              | 3                | 2              | 1                      |
| 1. Thai staff have to use grammar and mechanics.     |                        |                |                  |                |                        |
| 2. Thai staff have to write formal reports.          |                        |                |                  |                |                        |
| 3. Thai staff have to write formal business letters. |                        |                |                  |                |                        |
| 4. Thai staff have to write proposals.               |                        |                |                  |                |                        |
| 5. Thai staff have to write email messages.          |                        |                |                  |                |                        |
| 6. Others (Please specify)<br>.....                  |                        |                |                  |                |                        |

*Thank you for your kind cooperation.*





**VITAE**

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