



**A STUDY OF NEEDS FOR ENGLISH SKILLS OF
PANASONIC ECO SOLUTIONS STEEL
(THAILAND) CO.,LTD. EMPLOYEES**

BY

MS. YADA TIENSAWANGCHAI

**AN INDEPENDENT STUDY PAPER SUBMITTED IN
PARTIALFULFILLMENT OFTHE REQUIREMENTS FORTHE
DEGREE OF MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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ENTITLED

A STUDY OF NEEDS FOR ENGLISH SKILLS OF PANASONIC ECO
SOLUTIONS STEEL (THAILAND) CO.,LTD. EMPLOYEES

was approved as partial fulfillment of the requirements for
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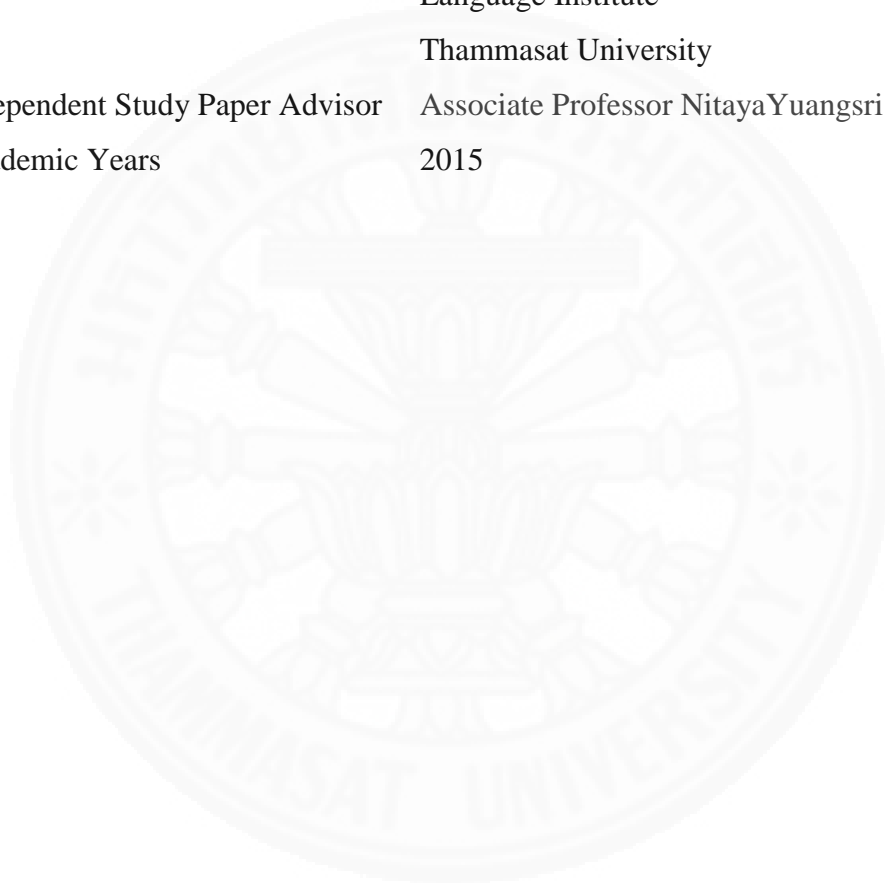
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ABSTRACT

This study investigated needs for English skills of the employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd.

The objectives of this study were to identify the English skills the employees need. Additionally, this study also aimed to find out the current situations in which employees are likely to use English and to explore the situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English in the future. The research instrument in this study was a questionnaire asking about background information, needs of English skills, and the current and future situations in which employees are likely to use English.

The researcher distributed the questionnaires to 161 factory workers in seven departments at Panasonic Eco Solutions Steel (Thailand) Co., Ltd.

The stratified sampling method was employed in this study. The data were analyzed using the Statistical Package for the Social Sciences and presented in the form of descriptive statistics (frequency, percentage and means).

The results revealed that reading skills were perceived as the most needed skills. Listening to different accents and dialects, responding to the questions about work, reading company policy, writing e-mails and writing reports are the current situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English. Listening to general conversations, responding to questions about work, reading company policy and writing e-mails are the situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English in the future.

Keyword: Needs

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In addition, I am very grateful to my boss and colleagues at Panasonic Eco Solutions Steel (Thailand) Co., Ltd. since they provided valuable data by responding to the questionnaires and also helped me collect all the questionnaires completely.

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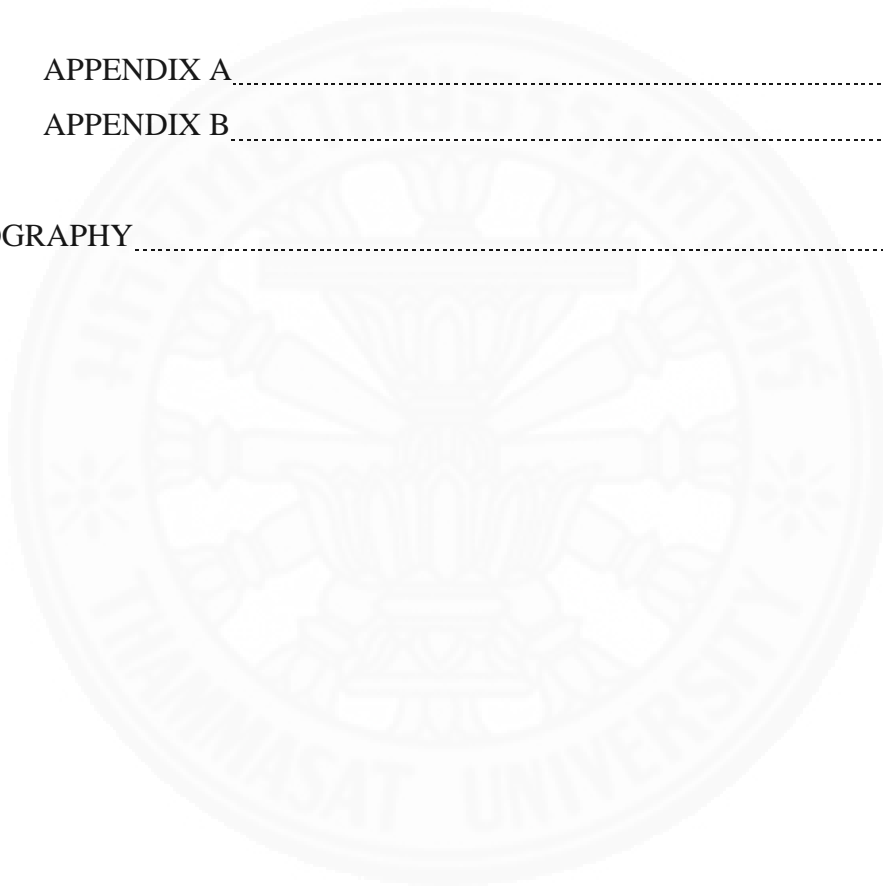
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CHAPTER 1

INTRODUCTION

1.1 Background

Panasonic was founded by Mr. Konosuke Matsushita in 1918 under the name Matsushita Electric. Then, in 1927 the company name was changed to National and 28 years afterwards National Company was again changed to Panasonic Corporation.

Panasonic Corporation comprises four business domain companies which are Appliances Company (AP), AVC Network Company (AVC), Automotive & Industrial Systems Company (AIS), and Eco Solutions Company (ES). Panasonic Eco Solutions Steel (Thailand) Co., Ltd. (PESSLTH) is affiliated with ES Company. It is located on 51/4 Moo 2, Poochaosamingprai Road, Bangyaparak, Phrapradaeng, Samutprakarn 10130, Thailand. It was established on 14th July, 1987. White conduits, polyethylene coated conduits, fitting accessories, and floor outlets are the company's main products. There are 250 employees divided into day shifts and night shifts, so the production lines are operated 24 hours a day.

There are 11 departments in the company which are (1) Conduit production department, (2) Polyethylene lining production department, (3) Fitting production department, (4) Floor Outlet production department, (5) Accounting department, (6) Human resources department, (7) Mechanical engineering department, (8) Electrical engineering department, (9) Marketing department, (10) Logistics and sales department, and (11) Quality control department. These departments are managed by five Japanese executives.

In the organization, the Thai language and the Japanese language are the languages used for communication between Thai staff and Japanese staff. Also, most of the documents are translated in both Thai and Japanese. Moreover, more than one cross-national meeting is held at the same time. However, there is only one interpreter in the organization, so sometimes the interpreter cannot meet all the needs in the organization. Therefore, the Thai staff and Japanese staff have to use the English language to communicate with each other; however, the English language proficiency of most of the Thai employees is comparatively low because in the past the company didn't require any English skills or test scores when it recruited new employees. What is more, in the policy announcement of fiscal year 2014, the headquarters of ES company launched "the localization policy", which aims to reduce expenses for sending Japanese staff to

work outside Japan. As a consequence, local employees' skills especially English skills have to improve because, in the near future, they will have more chances to contact with foreign staff by themselves.

As mentioned above, it is clear that the English language is likely to play a more vital role in the organization, so the Human Resources manager wants to arrange English language training courses for the employees. Before doing that, it is important to understand the employees' current level; consequently, in December 2014, the Human Resources department provided a free-of-charge TOEIC test to evaluate the English language skills of employees. The results were disappointing because the average score was only 350 points. Nevertheless, it is difficult to arrange all English training because of limited time and budget; thus, the Human Resources staff must prioritize the most needed English skills first.

1.2 Research questions

1.2.1 What are the English skills the employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. need?

1.2.2 What are the current situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English?

1.2.3 What are the situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English in the future?

1.3 Research objectives

1.3.1 To identify the English skills the employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. need.

1.3.2 To find out the current situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English.

1.3.3 To explore the situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English in the future.

1.4 Definition of terms

The definition of the terms of this study is as follows:

1.4.1 *PESSLTH* refers to Panasonic Eco Solutions Steel (Thailand) Co., Ltd.

1.4.2 *Employees* refer to staff members that can be categorized into two groups, namely, office staff and factory workers.

1.4.3 *Needs* refer to the required English language skills of participants in this study

1.5 Scope of the study

The study focused on 161 factory workers in seven departments which are (1) Electrical engineering department, (2) Mechanical engineering department, (3) Fitting production department, (4) Polyethylene lining production (5) Quality control department, (6) Conduit production department and (7) Floor Outlet production department. The needed English skills and situations in which English is required were explored. In addition, owing to the fact that this study did not aim to compare the findings of each department, only the overall results are reported.

1.6 Significance of the study

The results of the study can be used as a guideline for the HR department to develop an effective English training course for the PESSLTH's employees so that it can benefit them in their routine work and meetings. Moreover, the study will enable the teacher to realize and emphasize the English skills that are needed by PESSLTH's employees.

CHAPTER 2

REVIEW OF LITERATURE

2.1 The concept of needs and needs assessment

Needs is defined by Cambridge Dictionary as a noun meaning the state of wanting to have something that you do not have, especially something that you must have so that you can have a satisfactory life. In addition, need as a verb means to have to have something, or to want something very much.

A need is a basic necessity or requirement. The very first needs theory was Maslow's hierarchy of needs proposed by Abraham Maslow in 1943. He divided needs into five categories, namely, physiological needs, safety needs, love and belonging needs, esteem needs and self-actualization needs. Later in 1960, David McClelland put forward the Three Needs Theory in which needs are categorized into the needs for achievement, affiliation and power. The Three Needs Theory concentrates on success in the workplace while Maslow's hierarchy of needs focuses on fundamental needs, such as air, water and food. Not only are needs viewed as necessities, but they can also be perceived as gaps. As pointed out by Sleezer and Russ-Eft (2007), there are three types of needs. Firstly, strategic needs are gaps between what is and what should be for achievement in the workplace. Secondly, individual needs are the gaps between what is and what should be for a person's accomplishment and/or performance. Lastly, learning needs are the gaps between what is and what should be in terms of knowledge and skills for an individual's performance as well as future improvement.

In order to identify the above-mentioned needs, needs assessment is required. Needs assessment has been defined by numerous scholars; for instance, Jacob Coverstone (2012) says that it is the process of identifying and measuring areas for improvement in a target audience and determining the methods to achieve improvement. Moreover, Witkin (1995) views needs assessments as an essential part of the ongoing cycle of program planning, implementation, and evaluation, the purpose of which is to make decisions about priorities. In addition, Dudley-Evans and St John (1998) emphasize that needs assessment has been the basis of many training

and aid-development programs. It is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. Furthermore, the importance of it is asserted by the Office of Migrant Education in their 2001 New Director Orientation Report, which states that “in the real world, there is never enough money to meet all needs, so needs assessments are conducted to help program planners identify and select the right job before doing the job right.”

2.2 Needs assessment models

The first model is the Target-Situation Analysis model by Munby's (1978). It is a model of the communication needs process that contains a detailed set of procedures for discovering target situation needs.

According to Munbian model, below are questions that are used to assess needs.

1. Why is the language needed?

- For study
- For work
- For training
- For a combination of these
- For some other purposes, e.g. status, examination, promotion

2. How will the language be used?

- Medium: speaking, writing, reading, etc.;
- Channel: e.g. telephone, face to face;
- Types of text or discourse: e.g. academic text, lectures, catalogues, etc

3. What will the content areas be?

- Subjects: e.g. medicine, biology, commerce, shipping, etc.;
- Level: technician, craftsman, postgraduate, etc.

4. Where will the language be used?

- Physical setting: e.g. office, lecture theater, hotel, workshop, library;
- Human context: alone, meetings, demonstrations, on telephone;
- Linguistic context: e.g. in own country, abroad.

5. How often is the language used?

- Concurrently with the ESP course or subsequently;
- Frequently, seldom, in small amounts, in large chunks.

This study adapted the questions based on the above mentioned Target-Situation Analysis approach since this study focused on situations in which employees are likely to use English. Therefore, the Munbian model is appropriate for the objectives of the study. In addition, the questionnaire format of Krabuansaeng (2011) was used because it is a concise, easy to understand and research question number two and three can be answered using her format. However, the content was newly created by the researcher based on her work experience as an interpreter in the company for three and a half years.

2.3 Related studies

Piwong (2011) investigated the needs for English skills and communication proficiency of sales staff in participating books stores in Bangkok. Questionnaires were given to fifty subjects in six bookstores along Sukumvit road and forty questionnaires were returned. The results were used as a guideline to design an English training course for employees' career advancement. The study revealed that the majority of the respondents wanted to improve listening skill because it is the most problematic skill in their duties. The least needed English skill was writing. However, the participants preferred English training courses focusing on general English for everyday communication that cover the four skills namely: listening, speaking, reading and writing. The findings also suggested the date, time and duration of the course that would be convenient for the subjects to attend.

Pongjumpa (2011) studied the needs for English proficiency of five-star hotel's staff and representatives in Bangkok aiming to obtain information about the English skills needing to be improved. Additionally, this study also attempted to attain the view of hotel staff and representatives on English proficiency needs in terms of general English and English for hotels. The researcher gave questionnaires to 200 subjects who were working in five-star hotels in Bangkok. It was found that speaking skill was the most needed and frequently used at work followed by listening skill. Furthermore, the results showed that participants need general English as much as

English for hotel. Finally, the researcher recommended that hotel training departments should take employees' personal needs in to account when designing English courses in order to motivate staff.

Krabuansaeng (2011) explored the English learning needs of Thai Human Rights Defenders. The study aimed to survey the needs and investigate the problems of the Thai Human Rights Defenders (HRDs) in using English for their advocacy work and also to present practical suggestions in order to develop effective English training courses for them. The instrument used in the study was questionnaires distributed to 72 Thai HRDs. A total of 60 completed questionnaires were returned for data analysis. The Stratified Random Sampling technique was used to select the sample. The findings indicated that the most necessary skill was listening skill followed by speaking, reading, and writing. The findings also showed that speaking and writing skills were considered essential, especially how to give a presentation, how to ask and answer questions regarding advocacy work and how to write an email. The findings could be used to develop effective English training courses for Thai HRDs.

Viravaidya (2011) investigated the needs and wants of English used by local employees working in an international organization. The study aimed to discover which problems are encountered when using English, to determine which English skills are needed and to study the importance of English skills in business communication. The researcher distributed 100 questionnaires to the Thai employees working in grade level 6-8; however, 80 completed copies were returned. It was found that writing skill was the most problematic skill, while reading skill was the most needed. In addition, over three-fourths of the respondents agreed that English language is essential for their organization.

Samantrakul (2012) studied the necessities and needs in regard to improving the English language of the Informal Workers' Network in Bangkok. The researcher distributed 264 copies of questionnaires to members of the Informal Workers' Network in the area of Bangkok. The study's results showed that speaking skill was the most important skill and the biggest needs in terms of improvement as well. In addition, the three most significant situations that English is required were communicating with foreign customers, communicating with foreign employers and

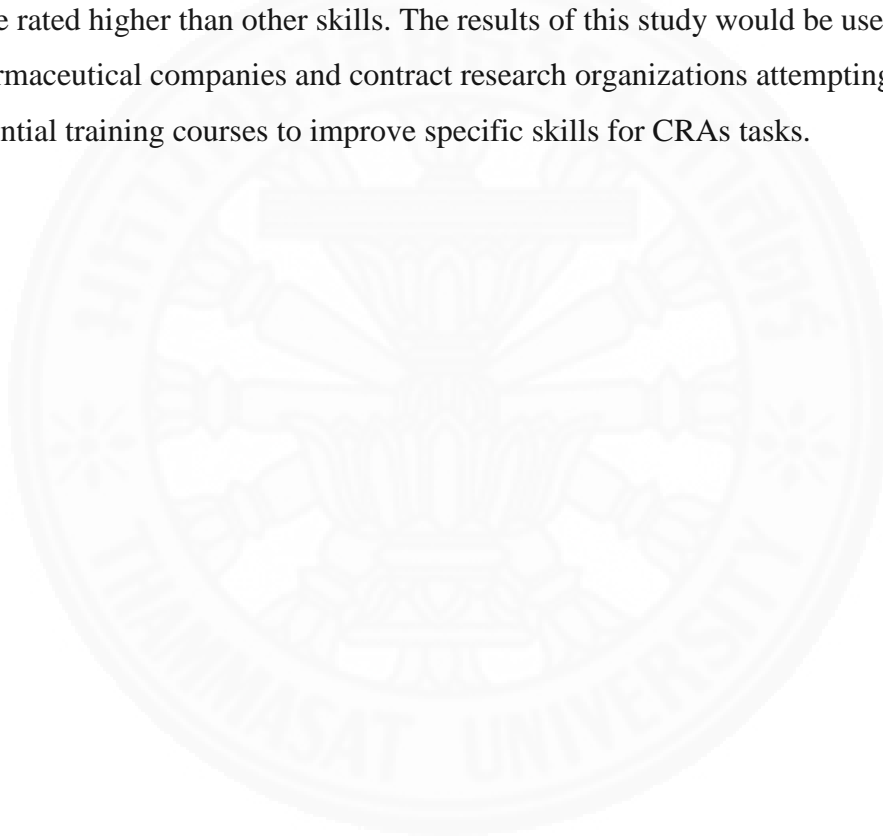
daily communication in the ASEAN Economic Community. The results of the study provide some useful suggestions and can serve as a guideline for the organizations in order to design appropriate English training programs.

Jantasode (2013) conducted a survey of first-year ICT students' needs regarding English usage and wants regarding an English online learning program. A questionnaire that consisted of five-point Likert scale items and a checklist was distributed to 145 first-year students studying at the ICT faculty, Silpakorn University, Petchburi campus, Thailand. The researcher used the convenience sampling method. The results show that every language skill was rated at a high level of needs, especially, reading skill, which was rated the highest, followed by listening, writing, and speaking. However, listening was the skill they wanted to emphasize the most in an online learning course. The results may be used as basic information for establishing an extra course with an online approach that meets respondents' needs and wants.

Lekkla (2013) conducted a needs analysis of English for construction management officers at the Mass Rapid Transit Authority of Thailand (MRTA). The objectives of this study were to explore the officers' needs of English and their problems related to using each macro-skill of English. Questionnaires were given to 30 engineers and general administration officers at the construction management department. It was found that writing and reading skills were perceived as the most needed skills. Additionally, reading and writing were the skills that the participants wanted to improve most, followed by listening and speaking. The majority of the respondents also recommended that the MRTA provide English training courses focusing on grammar and composition, translation, general English, and listening and speaking.

Chankasikub (2014) surveyed the problems and needs in English communication of clinical research associates. The study attempted to investigate the problems related to the use of the four English communication skills of clinical research associates working in pharmaceutical companies and contract research organizations in Thailand. Questionnaires were distributed to 50 participants. The researcher contacted five CRAs working for pharmaceutical companies or contract research organizations to ask them to be representatives of their companies.

Then, the researcher sent them the questionnaires and asked them to pass the questionnaires on to their colleagues and collect the completed questionnaires. The researcher then brought the questionnaires back from the representatives. The researcher subsequently analyzed frequency, percentage, mean, and standard deviation. The major results showed that most of the subjects thought that the most problematic communication skill was speaking followed by listening. Difficult speaking tasks with foreign colleagues including telephone conversations, face-to-face conversations, and presentation deliveries in teleconferences and live meetings were rated higher than other skills. The results of this study would be useful for pharmaceutical companies and contract research organizations attempting to design essential training courses to improve specific skills for CRAs tasks.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes: (1) the participants, (2) the materials, (3) the procedures used in the collection and analysis of the data, and (4) the data analysis

3.1 Participants

This study aimed to explore the needs regarding the English skills of employees at Panasonic Eco Solutions Steel (Thailand) Co., Ltd. The population was 250 employees from 11 departments in the organization namely (1) Conduit production department, (2) Polyethylene lining production department, (3) Fitting production department, (4) Floor Outlet production department, (5) Accounting department, (6) Human Resources department, (7) Mechanical engineering department, (8) Electrical engineering department, (9) Marketing department, (10) Logistics and sales department, and (11) Quality control department. From these, 161 employees were selected based on the widely used sample size calculation formula developed by the famous statistician Yamane Taro (Yamane, 1973). The stratified sampling method was employed in this study.

3.2 Materials

The research instrument in this study was a questionnaire to answer the three research questions. The research instrument was developed based on Mundy's model described in the literature review in Chapter 2 and from the previous study of Krabuansaeng (2011). The items in the questionnaire were written in Thai to avoid misinterpretation of the questions. The questionnaire consisted of two parts.

3.2.1 Details of the questionnaire

3.2.1.1: The participants' general background information.

Participants are asked to identify their gender, age and highest education level. The questions were multiple choice and also required participants to evaluate their English language proficiency by rating on a five-point scale.

Scale	English skills
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

3.2.1.2: The current and future situations in which English language is required.

In this section, various situations in the work places were given for the participants to select. In addition, in order to answer questions number two and three, section two was divided into two sub-sections. The first sub-section sought to identify the current situations in which participants are likely to use English. The second sub-section aimed to identify the future situations in which the participants are likely to use English. Participants were required to identify the necessity of using English in the given situations using the five-point Likert scale below.

Scale	Level of necessities
5	Very high
4	High
3	Moderate
2	Low
1	Very low

3.3 Procedures

3.3.1 Research Design

This study was a quantitative design using a questionnaire to find out the needs for English skills.

3.3.2 Data Collection

The researcher asked the factory manager and Human Resources manager for permission before conducting the survey. Then, the researcher distributed the questionnaire to the participants in each department mentioned on the previous page. After that, the researcher collected the questionnaires and analyzed the data. The questionnaires were distributed during 26th March 2016 – 6th April 2016 and during 16th April 2016 – 19th April 2016 data was analyzed.

3.4 Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used to analyze the data obtained from the questionnaires.

3.4.1 General Background Information of participants such as gender, age, education level was calculated by using frequency distribution and percentage.

3.4.2 The information regarding current and future situations that English language was analyzed by using arithmetic mean and standard deviation. The data obtained for this part was computed and interpreted through a scale with the following ranges.

Mean Range	Level of Necessity
1.00 – 2.33	Little
2.34 – 3.66	Moderate
3.67 – 5.00	Extensive

As for the participants' ratings of their English proficiency in the four skills, the data obtained was interpreted through the following scale.

Mean Range	Level of Proficiency
1.00 – 2.33	Poor
2.34 – 3.66	Fair
3.67 – 5.00	Good

The above scales are based on those of Krabuansaeng (2011) since the questionnaire's format of this study was similar to hers.

CHAPTER 4

RESULTS

This chapter reports the results of the survey conducted among the factory workers of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. The results of this study are presented in two main parts: (4.1) the participants' general background information (4.2) current and future situations in which respondents are likely to use English.

In this study, 162 copies of the questionnaire were distributed to the factory worker in seven departments. However, 161 completed questionnaires were returned to the researcher.

4.1 General background information

The statistical values of frequency and percentage in tables 1-6 are used to present the results of this part.

Table 1. Gender

Gender	Frequency	Percentage
Male	133	82.6
Female	28	17.4
Total	161	100

Table 1 shows the percentage of the respondents by gender. The majority of the participants (82.6%) were male while 17.4 percent of them were female.

Table 2. Age

Age Ranges (years)	Frequency	Percentage
20-25	23	14.3
26-30	33	20.5
31-35	22	13.7
36-40	34	21.1
41-45	23	14.3
46-50	19	11.8
51-55	7	4.3
56-60	0	0
Total	161	100

Table 2 shows the distribution of the respondents by age range. The largest group was the 36-40 years old at 21.1percent following by the 26-30 years old at 20.5percent. The minority were those who were between 51-55 years old (4.3%).

Table 3 Level of Highest Education

Highest Education	Frequency	Percentage
Primary school	7	4.3
Secondary school	112	69.6
Vocational school	21	13.0
Diploma	15	9.3
Undergraduate degree	3	1.9
Post graduate degree	0	0
Other	3	1.9
Total	161	100

Table 3. shows that almost 70 percent of the respondents' level of highest education was secondary school and only three participants held undergraduate degrees.

Table 4 Number of Working Years

Number of Working Years	Frequency	Percentage
1-3 years	29	18.0
4-6 years	28	17.4
7-10 years	23	14.3
11-15 years	17	10.3
16-20 years	20	12.4
More than 20 years	44	27.3
Total	161	100

From table 4, the majority of the participants (27.3%) had been working at Panasonic Eco Solutions Steel (Thailand) Co., Ltd. for more than 20 years.

4.2 English Proficiency in Four Skills (Self-evaluation)

The opinions of the participants in each department with respect to their English proficiency in the four skills were analyzed and the mean scores obtained were evaluated based on the following mean range criteria:

Mean Range	Level of Proficiency
1.00 – 2.33	Poor
2.34 – 3.66	Fair
3.67 – 5.00	Good

Table 5. English Proficiency in Four Skills

English proficiency in four skills	Department	N	Mean	S.D.	Scale
Listening	Electric	6	1.83	.753	Poor
	Mechanic	7	1.14	.378	Poor
	Fitting	26	1.96	.824	Poor
	PE	21	1.95	.669	Poor
	QC	5	2.00	0.000	Poor
	Conduit	74	1.73	.556	Poor
	Floor Outlet	22	2.32	.894	Poor
	Total	161	1.86	.703	Poor
Speaking	Electric	6	2.00	.632	Poor
	Mechanic	7	1.14	.378	Poor
	Fitting	26	1.65	.797	Poor
	PE	21	1.71	.717	Poor
	QC	5	2.00	0.000	Poor
	Conduit	74	1.61	.679	Poor
	Floor Outlet	22	1.82	.733	Poor
	Total	161	1.66	.698	Poor
Reading	Electric	6	2.33	1.033	Poor
	Mechanic	7	1.43	.787	Poor
	Fitting	26	2.08	.977	Poor
	PE	21	2.00	.632	Poor
	QC	5	2.00	0.000	Poor
	Conduit	74	2.00	.776	Poor
	Floor Outlet	22	2.18	.795	Poor
	Total	161	2.02	.798	Poor
Writing	Electric	6	2.33	1.033	Poor
	Mechanic	7	1.57	.787	Poor
	Fitting	26	1.92	1.017	Poor
	PE	21	2.10	.831	Poor
	QC	5	2.00	0.000	Poor
	Conduit	74	1.96	.671	Poor
	Floor Outlet	22	2.09	.868	Poor
	Total	161	1.99	.790	Poor

From the above-mentioned criteria, it can be interpreted that all of the respondents perceived their English proficiency in the four skills as “poor”. The mean

value also showed that the most problematic skill was speaking because it had the lowest mean score (1.66).

4.3 Opinions on Needs in English Skills

Table 6. Opinions on Needs in English Skills of Panasonic Eco Solutions Steel

English proficiency in four skills	Department	N	Mean	S.D.	Scale
Listening	Electric	6	1.83	.753	Little
	Mechanic	7	2.57	1.512	Moderate
	Fitting	26	2.85	.967	Moderate
	PE	21	3.10	1.091	Moderate
	QC	5	3.00	1.000	Moderate
	Conduit	74	2.73	1.076	Moderate
	Floor Outlet	22	3.23	1.066	Moderate
	Total	161	2.83	1.085	Moderate
Speaking	Electric	6	1.83	.753	Little
	Mechanic	7	2.29	1.704	Little
	Fitting	26	2.69	1.050	Moderate
	PE	21	2.95	1.117	Moderate
	QC	5	3.00	1.000	Moderate
	Conduit	74	2.53	1.088	Moderate
	Floor Outlet	22	3.32	1.249	Moderate
	Total	161	2.70	1.157	Moderate
Reading	Electric	6	2.17	.753	Little
	Mechanic	7	2.86	1.345	Moderate
	Fitting	26	2.92	1.093	Moderate
	PE	21	3.19	1.167	Moderate
	QC	5	3.00	1.000	Moderate
	Conduit	74	2.80	1.085	Moderate
	Floor Outlet	22	3.45	1.057	Moderate
	Total	161	2.94	1.108	Moderate
Writing	Electric	6	2.17	.753	Little
	Mechanic	7	2.86	1.464	Moderate
	Fitting	26	3.08	1.093	Moderate
	PE	21	3.00	1.000	Moderate
	QC	5	3.00	1.000	Moderate
	Conduit	74	2.64	1.028	Moderate
	Floor Outlet	22	3.41	1.008	Moderate
	Total	161	2.86	1.069	Moderate

Participants were asked to indicate the extent of the necessity to use the four English proficiency skills in general. The information obtained from the questionnaires was analyzed and evaluated based on the following mean range criteria:

Mean Range	Level of Necessity
1.00 – 2.33	Little
2.34 – 3.66	Moderate
3.67 – 5.00	Extensive

Table 6 showed that reading skill was rated as the most fundamental skill, which is different from the result of Table 5. Although, speaking skill was perceived as the most problematic skill, reading skill was regarded as the most necessary skill.

4.4 Current and future situations in which respondents are likely to use English

Participants were asked to indicate the extent of the necessity to use the four English proficiency skills in given situations. The information obtained from the questionnaires was analyzed and evaluated based on the following mean range criteria:

Mean Range	Level of Necessity
1.00 – 2.33	Little
2.34 – 3.66	Moderate
3.67 – 5.00	Extensive

The followings abbreviations are used to shorten the departments name in the table 7 - 10

1. E.C. stands for Electrical engineering department
2. M.C. stands for Mechanical engineering department
3. F.T. stands for Fitting production department
4. P.E. stands for Polyethylene lining production department
5. Q.C. stands for Quality control department
6. C.D. stands for Conduit production department
7. F.O. stands for Floor Outlet production department

Table 7 Mean Scores of Participants' Current and Future Necessities in Listening Skill

Department	Level of necessities	1. Listening to different accents and dialects			2. Listening to general conversations			3. Listening to the directions			4. Listening to the contents of the trainings			5. Listening to discussions in the meetings			6. Listening to the contents of the seminars		
		Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale
E.C.	Current	1.83	0.408	Little	1.83	0.408	Little	1.67	0.516	Little	2.00	0.632	Little	1.83	0.408	Little	1.83	0.408	Little
	Future	2.33	0.516	Little	2.33	0.516	Little	2.33	0.516	Little	2.33	0.516	Little	2.33	0.516	Little	2.33	0.516	Little
M.C.	Current	2.29	0.951	Little	2.14	1.069	Little	2.29	0.951	Little	2.57	1.134	Moderate	2.57	1.134	Moderate	2.57	1.134	Moderate
	Future	2.57	1.512	Moderate	2.43	1.512	Moderate	2.57	1.152	Moderate	2.43	1.618	Moderate	2.43	1.618	Moderate	2.43	1.618	Moderate
F.T.	Current	2.65	1.056	Moderate	2.73	1.116	Moderate	2.73	1.185	Moderate	2.62	1.203	Moderate	2.54	1.240	Moderate	2.38	1.098	Moderate
	Future	3.31	1.050	Moderate	3.71	0.845	Extensive	3.80	0.447	Extensive	2.92	1.179	Moderate	3.45	1.224	Moderate	3.15	1.152	Moderate
P.E.	Current	2.71	1.056	Moderate	2.40	0.548	Moderate	2.39	1.004	Moderate	3.05	1.090	Moderate	2.54	1.025	Moderate	1.83	0.408	Little
	Future	3.71	0.845	Extensive	3.50	0.906	Extensive	3.58	.902	Extensive	3.31	1.192	Moderate	3.35	1.129	Moderate	3.35	1.129	Moderate
Q.C.	Current	2.40	0.548	Little	2.40	0.548	Little	2.40	0.548	Little	2.40	0.548	Little	2.40	0.548	Little	2.40	0.548	Little
	Future	3.80	0.447	Extensive	3.80	0.447	Extensive	3.80	0.447	Extensive	3.80	0.447	Extensive	3.80	0.447	Extensive	3.80	0.447	Extensive
C.D.	Current	2.39	1.004	Moderate	2.20	1.020	Little	2.19	1.069	Little	2.28	.973	Little	2.24	1.018	Little	2.22	1.037	Little
	Future	2.92	1.179	Moderate	2.80	1.170	Moderate	2.74	1.111	Moderate	2.78	1.114	Moderate	2.74	1.171	Moderate	2.86	1.162	Moderate
F.O.	Current	3.05	1.090	Moderate	3.00	1.113	Moderate	3.00	1.113	Moderate	2.68	1.249	Moderate	2.73	1.279	Moderate	2.68	1.249	Moderate
	Future	3.45	1.224	Moderate	3.55	1.224	Moderate	3.50	1.225	Moderate	3.23	1.510	Moderate	3.32	1.492	Moderate	3.23	1.510	Moderate
Average scores	Current	2.54	1.025	Moderate	2.44	1.060	Moderate	2.44	1.106	Moderate	2.45	1.066	Moderate	2.42	1.093	Moderate	2.36	1.058	Moderate
	Future	3.15	1.152	Moderate	3.16	1.149	Moderate	3.12	1.182	Moderate	3.00	1.209	Moderate	3.03	1.206	Moderate	2.98	1.227	Moderate

Current Necessities in Listening Skill

Table 7 shows that listening skill was perceived as “moderately necessary” in all the given situations. Listening to different accents and dialects obtained the highest mean score (2.54) followed by listening to the content of training (2.45), listening to general conversations (2.44), and listening to discussions in meetings (2.42). The lowest rated situation was listening to the content of seminar (2.36).

Future Necessities in Listening Skill

Table 7 also reveals that the level of necessities of listening skill was still perceived as “moderately necessary”. However, there were some changes in ranking of the situations. Listening to general conversations obtained the highest mean score (3.16) followed by listening to different accents and dialects (3.15), listening to directions (3.12), listening to discussions in meetings (3.03), listening to the content of training (3.00) and listening to the content of seminar (2.98).

Table 8 Mean Scores of Participants' Current and Future Necessities in Speaking Skill

Department	Level of necessities	1. General conversation			2. Expressing opinions			3. Explaining reasons			4. Responding to the questions about works			5. Describing a circumstance in work place for example; an accident			6. Giving presentations in themeetings		
		Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale
E.C.	Current	1.83	0.408	Little	2.00	0.632	Little	1.67	0.516	Little	1.83	0.408	Little	2.00	0.632	Little	1.67	0.516	Little
	Future	2.00	0.632	Little	2.00	0.632	Little	2.00	0.632	Little	2.00	0.632	Little	2.00	0.632	Little	2.00	0.632	Little
M.C.	Current	1.86	1.464	Little	1.86	1.464	Little	1.86	1.464	Little	2.00	1.414	Little	1.86	1.464	Little	2.14	1.345	Little
	Future	2.29	1.380	Little	2.14	1.464	Little	2.14	1.464	Little	2.29	1.380	Little	2.14	1.464	Little	2.43	1.272	Little
F.T.	Current	2.42	0.987	Moderate	2.31	0.970	Little	2.31	0.970	Little	2.31	0.928	Little	2.12	0.909	Little	2.04	0.824	Little
	Future	3.19	0.981	Moderate	3.19	1.059	Moderate	3.15	1.008	Moderate	3.19	0.939	Moderate	3.15	0.925	Moderate	3.15	1.008	Moderate
P.E.	Current	2.52	1.250	Moderate	2.33	1.065	Little	2.43	1.121	Moderate	2.38	1.161	Moderate	2.48	1.123	Moderate	2.43	1.028	Moderate
	Future	3.38	1.161	Moderate	3.24	0.944	Moderate	3.29	1.007	Moderate	3.33	1.065	Moderate	3.43	1.028	Moderate	3.29	0.902	Moderate
Q.C.	Current	2.40	0.548	Moderate	2.40	0.548	Moderate	2.40	0.548	Moderate	2.40	0.548	Moderate	2.40	0.548	Moderate	2.40	0.548	Moderate
	Future	3.80	0.447	Extensive	3.80	0.447	Extensive	3.80	0.447	Extensive	3.80	0.447	Extensive	3.80	0.548	Extensive	3.80	0.548	Extensive
C.D.	Current	2.01	0.972	Little	1.92	0.824	Little	1.84	0.876	Little	2.19	1.056	Little	2.11	1.041	Little	1.89	1.015	Little
	Future	2.64	1.165	Moderate	2.53	1.063	Moderate	2.55	1.207	Moderate	2.70	1.225	Moderate	2.69	1.204	Moderate	2.62	1.246	Moderate
F.O.	Current	2.50	1.300	Moderate	2.27	1.202	Little	2.32	1.211	Little	2.41	1.368	Moderate	2.36	1.293	Moderate	2.09	1.192	Little
	Future	3.00	1.414	Moderate	3.00	1.380	Moderate	2.91	1.377	Moderate	3.05	1.459	Moderate	3.09	1.477	Moderate	2.82	1.468	Moderate
Average scores	Current	2.21	1.075	Little	2.10	0.963	Little	2.07	1.007	Little	2.25	1.078	Little	2.19	1.062	Little	2.03	1.009	Little
	Future	2.87	1.200	Moderate	2.80	1.146	Moderate	2.80	1.205	Moderate	2.90	1.216	Moderate	2.89	1.204	Moderate	2.81	1.200	Moderate

Table 8 Mean Scores of Participants' Current and Future Necessities in Speaking Skill (Continued)

Department	Level of necessities	7. Negotiating with suppliers			8. Negotiating with customers		
		Mean	SD	Scale	Mean	SD	Scale
E.C.	Current	1.67	0.516	Little	1.67	0.516	Little
	Future	2.00	0.632	Little	1.83	0.753	Little
M.C.	Current	1.86	1.464	Little	1.86	1.464	Little
	Future	2.14	1.464	Little	2.14	1.464	Little
F.T.	Current	1.88	0.909	Little	1.73	0.827	Little
	Future	3.04	1.076	Moderate	2.96	1.113	Moderate
P.E.	Current	2.38	1.071	Moderate	2.33	1.238	Little
	Future	3.29	1.056	Moderate	3.33	1.155	Moderate
Q.C.	Current	2.40	0.548	Moderate	2.40	0.548	Moderate
	Future	3.80	0.548	Extensive	3.80	0.548	Extensive
C.D.	Current	1.77	0.987	Little	1.76	1.031	Little
	Future	2.50	1.316	Moderate	2.50	1.377	Moderate
F.O.	Current	2.05	0.999	Little	1.91	1.065	Little
	Future	2.77	1.445	Moderate	2.64	1.465	Moderate
Average scores	Current	1.93	0.997	Little	1.87	1.038	Little
	Future	2.72	1.271	Moderate	2.69	1.324	Moderate

Current Necessities in Speaking Skill

Table 8 shows that speaking skill was perceived as “the least necessary” in all the given situations. Responding to questions about work obtained the highest mean score (2.25) followed by general conversations (2.21), describing a circumstance in the work place (2.19), expressing opinions (2.10), explaining reasons (2.07), giving presentations in meetings (2.03), and negotiating with suppliers (1.93). The lowest rated situation was negotiating with customers (1.87).

Future Necessities in Speaking Skill

Unlike the current necessities, the mean scores of all situations in the future necessities rose from “least necessary” to “moderately necessary”. Responding to the questions about work still received the highest mean score (2.90) followed by describing a circumstance in the work place (2.89), general conversations (2.87), giving presentations in meetings (2.81), expressing opinions (2.80), explaining reasons (2.80), negotiating with suppliers and negotiating with customers (2.69).

Table 9 Mean Scores of Participants' Current and Future Necessities in Reading Skill

Department	Level of necessities	1. Reading English newspapers			2. Reading Panasonic's websites			3. Reading company's policy			4. Reading specifications			5. Reading reports			6. Reading contracts		
		Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale
E.C.	Current	1.83	0.753	Little	2.00	0.894	Little	2.00	0.632	Little	2.00	0.632	Little	1.83	0.408	Little	1.83	0.408	Little
	Future	2.17	0.408	Little	2.50	0.548	Moderate	2.50	0.548	Moderate	2.50	0.548	Moderate	2.50	0.548	Moderate	2.50	0.548	Moderate
M.C.	Current	1.71	1.496	Little	1.71	1.496	Little	2.00	1.414	Little	1.71	1.496	Little	1.86	1.464	Little	1.71	1.496	Little
	Future	2.00	1.528	Little	2.00	1.528	Little	2.14	1.464	Little	2.00	1.528	Little	2.00	1.528	Little	2.00	1.528	Little
F.T.	Current	1.83	0.753	Little	2.00	0.894	Little	2.00	0.632	Little	2.00	0.632	Little	1.83	0.408	Little	1.83	0.408	Little
	Future	2.17	0.408	Little	2.50	0.548	Moderate	2.50	0.548	Moderate	2.50	0.548	Moderate	2.50	0.548	Moderate	2.50	0.548	Moderate
P.E.	Current	2.29	1.056	Little	2.43	1.076	Moderate	2.38	1.024	Moderate	2.24	0.944	Little	2.24	0.889	Little	2.24	0.944	Little
	Future	3.38	1.161	Moderate	3.38	1.117	Moderate	3.48	1.030	Moderate	3.38	1.161	Moderate	3.43	0.978	Moderate	3.43	1.076	Moderate
Q.C.	Current	2.40	0.548	Moderate	2.40	0.548	Moderate	2.40	0.548	Moderate	2.40	0.548	Moderate	2.40	0.548	Moderate	2.40	0.548	Moderate
	Future	2.40	0.548	Moderate	3.80	0.447	Extensive	3.40	0.548	Moderate	3.80	0.447	Extensive	3.40	0.548	Moderate	3.20	0.447	Moderate
C.D.	Current	1.85	1.043	Little	2.04	0.985	Little	2.19	1.002	Little	1.96	1.039	Little	1.93	0.984	Little	1.95	1.005	Little
	Future	2.43	1.261	Moderate	2.61	1.203	Moderate	2.59	1.134	Moderate	2.50	1.263	Extensive	2.42	1.205	Moderate	2.32	1.304	Moderate
F.O.	Current	2.09	1.109	Little	2.14	1.207	Little	2.50	1.336	Moderate	2.36	1.329	Moderate	2.27	1.352	Little	2.41	1.221	Moderate
	Future	2.95	1.327	Moderate	2.86	1.457	Moderate	3.23	1.378	Moderate	3.09	1.411	Moderate	3.09	1.571	Moderate	2.95	1.289	Moderate
Average scores	Current	2.01	1.052	Little	2.12	1.017	Little	2.28	1.020	Little	2.07	1.046	Little	2.07	1.046	Little	2.07	1.025	Little
	Future	2.69	1.261	Moderate	2.80	1.208	Moderate	2.88	1.164	Moderate	2.78	1.275	Moderate	2.75	1.261	Moderate	2.66	1.289	Moderate

Current Necessities in Reading Skill

Table 9 shows that reading skill was perceived as “least necessary” in all the given situations. Reading company policy received the highest mean score (2.28) followed by reading Panasonic’s website (2.12), reading specifications (2.07), reading reports (2.07), reading contracts (2.07) and reading English newspapers (2.01).

Future Necessities in Reading Skill

Similar to the future necessities of speaking, the mean scores of all of reading skill increased from “least necessary” to “moderately necessary”. However, there was no change in the ranking. Reading company policy is still had the highest mean score (2.88) followed by reading Panasonic’s website (2.80), reading specifications (2.78), reading reports (2.75), reading contracts (2.66) and reading English newspapers (2.69).

Table 10 Mean Scores of Participants' Current and Future Necessities in Writing Skill

Department	Level of necessities	1. Writing-mails			2. Writing letters			3. Writing plans			4. Writing questionnaires		
		Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale
E.C.	Current	1.67	0.516	Little	1.50	0.548	Little	1.33	0.516	Little	1.50	0.548	Little
	Future	2.17	0.753	Little	2.00	0.632	Little	2.17	0.408	Little	2.17	0.408	Little
M.C.	Current	1.57	1.134	Little	1.57	1.134	Little	1.71	1.113	Little	1.57	1.134	Little
	Future	2.00	1.528	Little	2.00	1.528	Little	2.14	1.464	Little	2.00	1.528	Little
F.T.	Current	1.81	0.895	Little	1.77	1.070	Little	1.73	0.919	Little	1.88	1.033	Little
	Future	2.85	1.255	Moderate	2.73	1.185	Moderate	2.77	1.142	Moderate	2.88	1.143	Moderate
P.E.	Current	2.43	1.165	Moderate	2.19	0.928	Little	2.29	0.902	Little	2.14	0.793	Little
	Future	3.29	1.007	Moderate	3.14	1.195	Moderate	3.24	1.044	Moderate	3.10	1.091	Moderate
Q.C.	Current	2.40	0.548	Moderate	2.00	0.000	Little	2.40	0.548	Moderate	2.40	0.548	Moderate
	Future	3.00	0.000	Moderate	3.00	0.000	Moderate	3.00	0.000	Moderate	3.00	0.000	Moderate
C.D.	Current	2.03	0.979	Little	1.73	0.911	Little	1.88	0.950	Little	1.85	0.932	Little
	Future	2.53	1.219	Moderate	2.20	1.182	Little	2.35	1.175	Moderate	2.36	1.234	Moderate
F.O.	Current	2.18	1.181	Little	2.09	1.151	Little	2.14	1.167	Little	2.18	1.181	Little
	Future	2.95	1.430	Moderate	2.82	1.435	Moderate	2.86	1.424	Moderate	2.95	1.397	Moderate
Average scores	Current	2.04	1.015	Little	1.84	0.968	Little	1.93	0.969	Little	1.93	0.963	Little
	Future	2.71	1.237	Moderate	2.50	1.246	Moderate	2.61	1.200	Moderate	2.62	1.230	Moderate

Table 10 Mean Scores of Participants' Current and Future Necessities in Writing Skill (Continued)

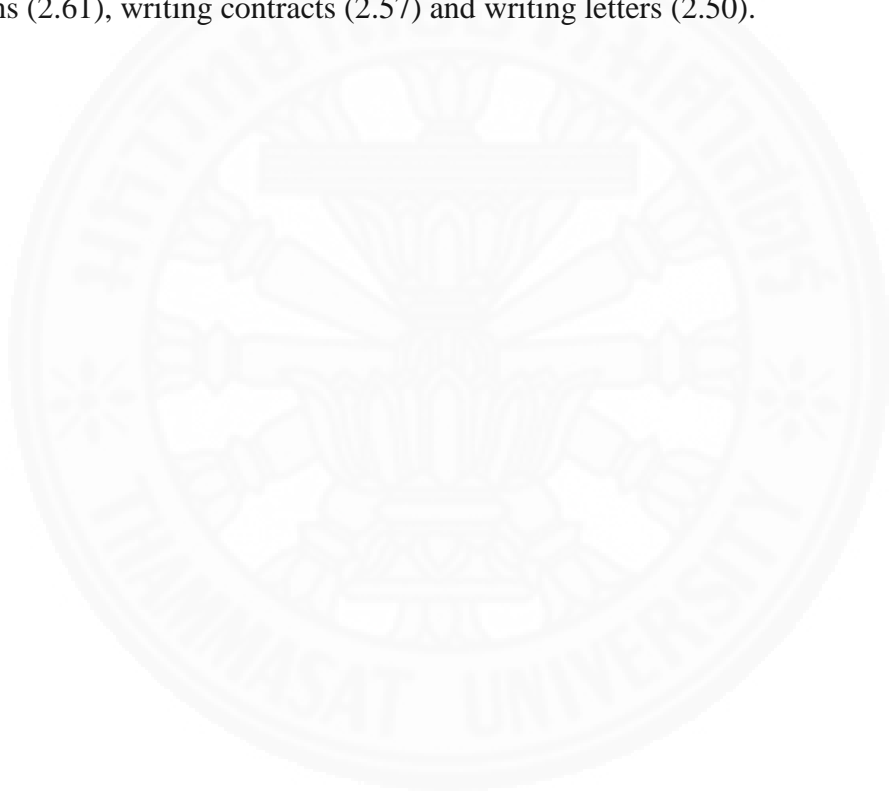
Department	Level of necessities	5. Writing presentation materials			6. Writing reports			7. Writing contracts		
		Mean	SD	Scale	Mean	SD	Scale	Mean	SD	Scale
E.C.	Current	1.67	0.816	Little	1.83	0.753	Little	1.67	0.816	Little
	Future	2.17	0.753	Little	2.33	0.516	Little	2.33	0.516	Little
M.C.	Current	1.71	1.113	Little	1.57	1.137	Little	1.57	1.134	Little
	Future	2.29	1.496	Little	2.14	1.464	Little	2.29	1.496	Little
F.T.	Current	1.81	0.939	Little	2.00	1.095	Little	1.73	0.919	Little
	Future	2.85	1.156	Moderate	2.92	1.164	Moderate	2.69	1.158	Moderate
P.E.	Current	2.24	0.831	Little	2.38	0.973	Moderate	2.33	1.111	Little
	Future	3.19	0.981	Moderate	3.24	0.994	Moderate	3.10	1.136	Moderate
Q.C.	Current	2.40	0.548	Moderate	2.40	0.548	Moderate	2.00	0.000	Little
	Future	3.00	0.000	Moderate	3.00	0.000	Moderate	3.00	0.000	Moderate
C.D.	Current	1.95	1.045	Little	1.97	1.033	Little	1.76	1.004	Little
	Future	2.51	1.316	Moderate	2.45	1.218	Moderate	2.35	1.276	Moderate
F.O.	Current	2.14	1.082	Little	2.14	1.167	Little	2.00	1.069	Little
	Future	2.86	1.390	Moderate	2.91	1.411	Moderate	2.68	1.427	Moderate
Average scores	Current	1.98	0.990	Little	2.04	1.039	Little	1.86	1.005	Little
	Future	2.70	1.245	Moderate	2.69	1.205	Moderate	2.57	1.244	Moderate

Current Necessities in Writing Skill

Lastly, Table 10 shows that writing skill was viewed as “least necessary” in all the given situations. The mean scores of writing e-mails and writing reports were the same (2.04) followed by writing presentation materials (1.98), writing plans (1.93), writing questionnaires (1.93), writing contracts (1.86) and writing letters (1.84).

Future Necessities in Speaking Skill

The mean scores of all situations in the future necessities rose from “least necessary” to “moderately necessary”. Writing e-mails still had the highest mean score (2.71) followed by writing presentation materials (2.70), writing reports(2.69), writing questionnaires (2.62), writing plans (2.61), writing contracts (2.57) and writing letters (2.50).



CHAPTER FIVE

CONCLUSION, DISCUSSION, RECOMMENDATIONS AND LIMITATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussion of the findings, (4) the conclusion, (5) the limitations of the study and (6) recommendations for further research.

5.1 Summary of the study

5.1.1 Objective of the study

There were three objectives of this study. Firstly, to identify the English skills the employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. need. Secondly, to find out the current situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English. Lastly, to explore the situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English in the future.

5.1.2 Subjects, materials, and procedures

Subject: The subjects of this study were 161 factory workers in seven departments namely: Electrical engineering department, Mechanical engineering department, Fitting production department, Polyethylene lining production department, Quality control department, Conduit production department and Floor Outlet production department.

Material: The research instrument was a questionnaire that consisted of multiple choice questions and five-point Likert scale items. The questionnaire was divided into two main parts: general background information of respondents and opinions on current and future needs in English skills. Additionally, the questionnaire was translated into the Thai language to avoid misinterpretation of the questions.

Procedure:

The researcher directly distributed the questionnaires to the chiefs of each department and asked them to give the questionnaires to their subordinates between March 26th and April 6th 2016. A total of 161 copies were completed and returned to the researcher. Then the data was analyzed with the Statistical Package for the Social Sciences program (SPSS) version 23.0. Frequency distribution, percentage, means and standard deviation were used to compute the data.

5.2 Summary of the findings

The results of the findings can be summarized as follows:

5.2.1 General background information

Approximately 80 percent of the participants were male. Most of the respondents were aged between 36 to 40 years. The bulk of the respondents' level of highest education was secondary school and only three participants held bachelor's degree. Regarding the number of work years, 27.3 percent of the participants had been working at Panasonic Eco Solutions Steel (Thailand) Co., Ltd. for more than 20 years. In terms of English proficiency in the four skills (self-evaluation), all of the respondents self-rated their overall English proficiency as poor. According to the mean scores, speaking skill was perceived as the most problematic skill.

5.2.2 Opinions on necessities in English skills in general

From the analyzed data, it was revealed that the level of necessities of the four skills were rated as moderately needed. Reading skill was rated as the most needed skill, whereas speaking skill was ranked as the least needed skill. This contrasted Pongjumba's (2011) and Samantrakul's (2012) studies that found that speaking skill was the most important skill.

Opinion on current and future necessities in English skills

5.2.3 Opinion on current and future necessities in English skills

Listening skill: The overall results of Table 7 show that every activity regarding both current and future necessities was classified as "moderately necessary". Regarding the current needs, listening to different accents and dialects was the situation in which listening skill is required the most. On the other hand, the situation in which listening skill is the least required was listening to the content of seminars. In terms of the future necessities, there was an increase in the need in listening skill particularly in some situations for instance, listening to general conversations.

Speaking skill: At present, while listening skill was classified as "moderately necessary", speaking skill was evaluated as "least necessary" in all situations. The situation in which speaking skill is required the most was responding to the questions about work. However, the level of necessity in all situations in the future necessities elevated from "least necessary" to "moderately necessary".

Reading skill: In the same way, reading skill was perceived as “least necessary” in all the given current situations. Reading company policy was rated the highest while reading English newspapers was rated the lowest in terms of the current need. Although there was no change in the ranking, the level of needs rose from “least necessary” to “moderately necessary”.

Writing skill: Finally, every activity concerning the needs in using writing skill was rated as “least necessary”. The level of current needs in writing e-mails was rated the highest, as well as writing reports. Writing letters was the situation in which writing skill is required the least. Similarly, the level of needs with regard to the future necessity rose from “least necessary” to “moderately necessary”. Writing e-mails was still rated as the highest score followed by writing presentation materials.

5.3 Discussion

This section concerns the discussion on the findings of the study.

5.3.1 English proficiency in four skills

According to the results in chapter four on the respondent’s English proficiency, the respondents self-evaluated their English skills as poor. This may be due to the respondents’ level of education, as approximately 70 percent of the participants graduated from secondary school; thus, they may not have had the opportunity to learn or practice English since then, and may have assumed that their English skills were poor. Speaking skill seems to be the most problematic skill as shown by the lowest mean score. This is in line with Chankasikub’s (2014) study, which determined that the most problematic communication skill was speaking.

5.3.2 Necessities in English skills in general

Even though speaking skill was perceived as the weakest skill, the level of needs in reading skill was the highest. This is in line with Viravaidya’s (2011) study, which showed that reading skill was the most needed. Also, the nature of the company and the work of the participants might be factors that influenced the results. Panasonic is a Japanese company, so most of the machines and facilities that are used to produce goods are imported from Japan, so the work instructions and manuals are written in Japanese and English. Therefore, the participants are likely to need reading skill in order to clearly understand production related details for example, how to operate the machines, how to deal with machine breakdowns and how to differentiate the NG products from good products. Based on this finding, when

prioritizing the English training courses that should be arranged first, a reading course would be a good choice.

5.3.3 Current and future necessities in English skills

According to the results of Table 7, at present, participants are likely to need English listening skill to listen to different accents and dialects and to listen to the content of the trainings. As mentioned in the introduction, occasionally more than one cross-national meeting is held at the same time and there is only one interpreter, so the employees have to use English. However, the situation in which listening skill is needed in the future changed to listening to general conversations and listening to different accents and dialects. It may be said that in the future employees may need English listening skill in general contexts more than academic contexts such as meetings and seminars.

In terms of speaking skill, responding to the questions about work seemed to be the situation that speaking skill is most essential because it was rated the highest followed by general conversations which were second ranked in terms of both current and future needs. Moreover, all of the participants are factory workers, so they are hardly or never assigned to give presentations in the meetings, negotiate with suppliers or negotiate with customers. These duties are usually performed by the office staff. Therefore, the training designer should place the emphasis on general conversations so that the employees can acquire basic skills before learning how to respond or speaking English in more specific contexts.

As for reading skill, before the survey was conducted, due to the fact that the factory workers have to operate and deal with various kinds of machines in the factory, the researcher had expected that “reading specifications” would be the situation in which reading skill is most required. However, the findings contrasted this notion. From the results (showing that the majority of the participants had been working at Panasonic Eco Solutions Steel (Thailand) Co., Ltd. for more than 20 years.) and Table 9, it can be inferred that the participants have expertise in machine operation as a result of their working experience, so the specifications might not be frequently consulted. It was found that with regard to both current and future necessities, reading company policy had the highest mean score followed by reading Panasonic’s website. It can be assumed that employees pay more attention to company information. To enhance the employees’ understanding of the policies and information about Panasonic, the vocabulary which frequently appears in the company’s policies and website should be included in the materials for an English reading course.

Regarding writing skill, writing e-mails and writing reports were equivalent in terms of current needs. This is in line with the studies of Krabuansaeng (2011) and Lekkla (2013). They found that writing e-mails and writing reports were rated as the activities in which the writing skill is highly necessary. Similarly, in the future the participants still highly need writing skill to write e-mails. Additionally, such a skill will tend to be more crucial in the future in writing presentation materials as shown in Table 10. Therefore, it is recommended that an English course should include how to write e-mails, how to write reports and how to write presentation materials so that the employees' needs would be satisfied.

5.4 Conclusions

The following conclusions can be drawn from the discussion above.

5.4.1 Reading skill is the most needed skill among the employees.

5.4.2 Listening to different accents and dialects, responding to questions about work, reading company policy, writing e-mails and writing reports are the current situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English.

5.4.3 Listening to general conversations, responding to questions about work, reading company policy and writing e-mails are the situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English in the future.

5.5 Limitations of the study

The results from Table 6 showed that reading skill was perceived as the most needed skills, while, the mean scores in Table 9 revealed that the level of current need for reading skill was low. Therefore, there may have been some loopholes in the research instrument that caused this discrepancy.

5.6 Recommendations for further research

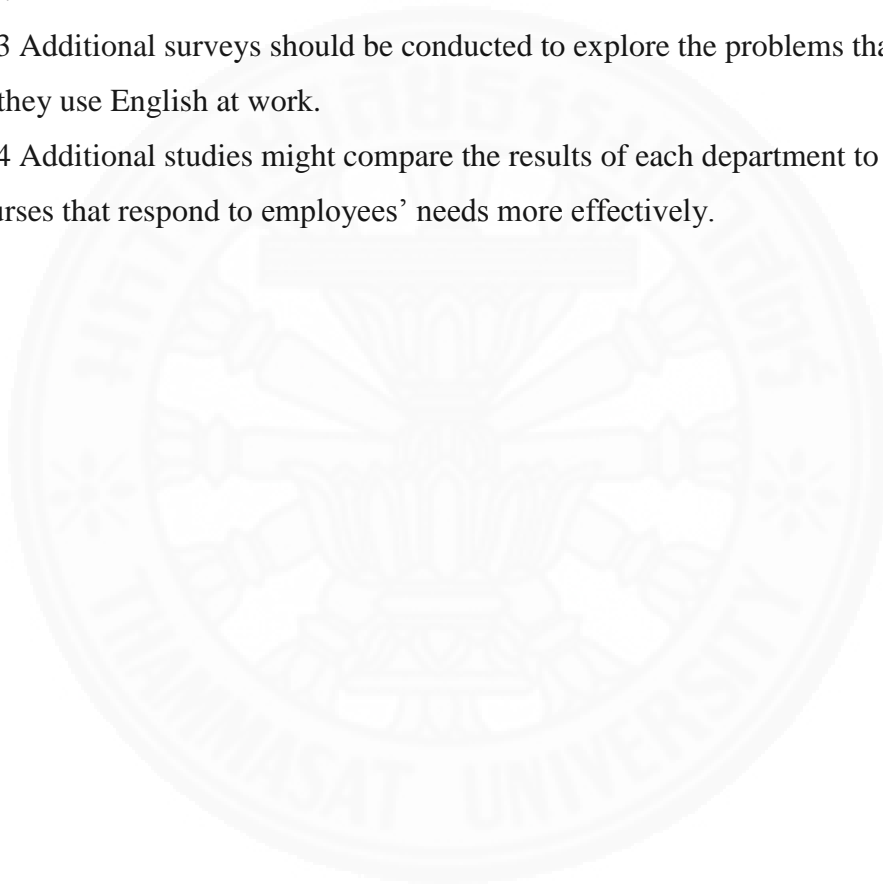
Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 In order to fix the questionnaire's deficits, the researcher should conduct a pilot study so that the loopholes can be detected and revised before distributing the questionnaires.

5.5.2 In future studies, open-ended questions about suggestions for the training courses should be included in the questionnaires in order to obtain more details from the respondents.

5.5.3 Additional surveys should be conducted to explore the problems that employees have when they use English at work.

5.5.4 Additional studies might compare the results of each department to design training courses that respond to employees' needs more effectively.



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APPENDIX A

QUESTIONNAIR IN ENGLISH

A Study of Needs for English Skills of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. Employees

Instruction

The questionnaire is a part of a research paper at the Language Institute, Thammasat University. The purpose of the study is to survey Needs in English Skill of Heavy Industries Employees. The obtained information will only be used for research purposes. It takes approximately 10 minutes to complete the questionnaire. Your cooperation in answering this questionnaire is greatly appreciated.

Part 1: General Background Information

Instruction: Please mark \surd in () to answer the following questions or fill in the blanks provided.

1. Gender: male female
2. Age: 20-25 26-30 31-35 36-40
 41-45 46-50 51-55 56-60
3. Highest education

1 <input type="checkbox"/> Primary school	2 <input type="checkbox"/> Secondary school
3 <input type="checkbox"/> Vocational school	4 <input type="checkbox"/> Diploma
5 <input type="checkbox"/> Undergraduate degree	6 <input type="checkbox"/> Post graduate degree
7 <input type="checkbox"/> Other.....	
4. How many years have you been working at Panasonic Eco Solutions Steel Thailand?

<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> 7-10	
<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> more than 20	

5. Please rate your English proficiency in the following skills

Levels Skills	Excellent 5	Good 4	Fair 3	Poor 2	Very Poor 1
Listening					
Speaking					
Reading					
Writing					

**Part 2: Opinions on Needs in English Skills of Panasonic Eco Solutions Steel
(Thailand) Co., Ltd.'s employees**

Instructions: Please check in the boxes on the left to rate your needs

1. To what extent do you need the English skills?

Necessities Skills	Very high 5	High 4	Moderate 3	Low 2	Very low 1
Listening					
Speaking					
Reading					
Writing					

2. To what extent do you need to use English skills in the following activities?

Listening

<u>Current</u> Necessities					Activities/ Situations	<u>Future</u> Necessities				
Very high	High	Moderate	Low	Very low		Very high	High	Moderate	Low	Very low
5	4	3	2	1		5	4	3	2	1
					1. Listening to different accents and dialects					
					2. Listening to general conversations					
					3. Listening to the directions					
					4. Listening to the contents of the trainings					
					5. Listening to discussions in the meetings					
					6. Listening to the contents of the seminars					

Speaking

<u>Current</u> Necessities					Activities/ Situations	<u>Future</u> Necessities				
Very high	High	Moderate	Low	Very low		Very high	High	Moderate	Low	Very low
5	4	3	2	1		5	4	3	2	1
					1. General conversations					
					2. Expressing opinions					
					3. Explaining reasons					
					4. Responding to the questions about work					
					5. Describing a circumstance in work place for example; an accident					
					6. Giving presentations in the meetings					
					7. Negotiating with suppliers					
					8. Negotiating with customers					

Reading

<u>Current</u> Necessities					Activities/ Situations	<u>Future</u> Necessities				
Very high	High	Moderate	Low	Very low		Very high	High	Moderate	Low	Very low
5	4	3	2	1		5	4	3	2	1
					1. Reading English newspapers					
					2. Reading Panasonic's websites					
					3. Reading company's policy					
					4. Reading specifications					
					5. Reading reports					
					6. Reading contracts					

Writing

<u>Current</u> Necessities					Activities/ Situations	<u>Future</u> Necessities				
Very high	High	Moderate	Low	Very low		Very high	High	Moderate	Low	Very low
5	4	3	2	1		5	4	3	2	1
					1. Writing e-mails					
					2. Writing letters					
					3. Writing plans					
					4. Writing questionnaires					
					5. Writing presentation materials					
					6. Writing reports					
					7. Writing contracts					

Thank you for your kind cooperation in completing this questionnaire

APPENDIX B

QUESTIONNAIRE IN THAI

การศึกษาความจำเป็นในการใช้ภาษาอังกฤษของพนักงานบริษัทPanasonic Eco Solutions Steel (Thailand) Co., Ltd.

คำชี้แจง

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิตสาขาภาษาอังกฤษ เพื่ออาชีพสถาบันภาษามหาวิทยาลัยธรรมศาสตร์แบบสอบถามนี้มีวัตถุประสงค์เพื่อศึกษาความจำเป็นในการใช้ภาษาอังกฤษข้อมูลที่ได้รับจะถูกเก็บเป็นความลับและใช้เพื่อวัตถุประสงค์ทางการศึกษาเท่านั้น ขอขอบพระคุณเป็นอย่างยิ่งที่ท่านได้สละเวลาให้ข้อมูลในแบบสอบถามนี้

แบบสอบถามชุดนี้แบ่งออกเป็น2ส่วนคือ
ส่วนที่1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม
ส่วนที่2 ความคิดเห็นเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษของผู้ตอบแบบสอบถาม

ส่วนที่1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดใส่เครื่องหมาย√ลงใน()ที่ตรงกับท่านมากที่สุด

1. เพศ: ชาย หญิง
2. อายุ: 20-25 26-30 31-35 36-40
 41-45 46-50 51-55 56-60
3. วุฒิการศึกษา 1 ประถมศึกษา 2 มัธยมศึกษา
3 ปวช 4 ปวส
5 ปริญญาตรี 6 ปริญญาโท
7 อื่นๆ.....
4. ท่านทำงานในบริษัท Panasonic Eco Solutions Steel Thailand มาแล้วกี่ปี
 1-3ปี 4-6ปี 7-10ปี
 11-15ปี 16-20ปี มากกว่า 20ปี

5. ประเมินระดับทักษะภาษาอังกฤษของท่าน

ระดับ ทักษะ	ดีมาก 5	ดี 4	ปานกลาง 3	พอใช้ 2	ไม่ดี 1
ฟัง					
พูด					
อ่าน					
เขียน					

ส่วนที่2: ความคิดเห็นเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษของพนักงานบริษัท

คำชี้แจง: โปรดใส่เครื่องหมาย√ลงในช่องว่างเพื่อระบุระดับความจำเป็นในการใช้ภาษาอังกฤษของท่าน

1. ทักษะภาษาอังกฤษเหล่านี้มีความจำเป็นต่อท่านมากน้อยเพียงใด

ระดับความจำเป็น ทักษะ	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
ฟัง					
พูด					
อ่าน					
เขียน					

2. ท่านมีความจำเป็นต้องใช้ภาษาอังกฤษในสถานการณ์ต่อไปนี้ในระดับใด
 กรุณาทำเครื่องหมาย✓ลงในช่องว่างทางซ้ายมือ เพื่อระบุระดับความจำเป็นในปัจจุบัน และ
 ทำเครื่องหมาย✓ลงในช่องว่างทางขวามือเพื่อระบุระดับความจำเป็นในอนาคต
ทักษะการฟัง

ระดับความจำเป็นในปัจจุบัน					สถานการณ์	ระดับความจำเป็นในอนาคต				
มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
5	4	3	2	1		5	4	3	2	1
					1. ฟังสำเนียงที่ หลากหลาย					
					2. ฟังบท สนทนาทั่วไป					
					3. ฟังคำสั่ง					
					4. ฟังเนื้อหาใน การฝึกอบรม					
					5. ฟังบท สนทนาในที่ ประชุม					
					6. ฟังเนื้อหาใน การสัมมนา					

ทักษะการพูด

ระดับความจำเป็นในปัจจุบัน					สถานการณ์	ระดับความจำเป็นในอนาคต				
มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
5	4	3	2	1		5	4	3	2	1
					1. บทสนทนาทั่วไป					
					2. แสดงความคิดเห็น					
					3. อธิบายเหตุผล					
					4. ตอบคำถามที่เกี่ยวข้องกับงาน					
					5. อธิบายสิ่งที่เกิดขึ้นในหน้างาน เช่น อุบัติเหตุ					
					6. นำเสนองานในที่ประชุม					
					7. เปรียบเทียบกับ suppliers					
					9. เปรียบเทียบกับลูกค้า					

ทักษะการอ่าน

ระดับความจำเป็นในปัจจุบัน					สถานการณ์	ระดับความจำเป็นในอนาคต				
มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
5	4	3	2	1		5	4	3	2	1
					1. อ่านหนังสือพิมพ์ภาษาอังกฤษ					
					2. อ่านเว็บไซต์ Panasonic					
					3. อ่านนโยบายของบริษัท					
					4. อ่าน specification					
					5. อ่านรายงาน					
					6. อ่านสัญญา					

ทักษะการเขียน

ระดับความจำเป็นในปัจจุบัน					สถานการณ์	ระดับความจำเป็นในอนาคต				
มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
5	4	3	2	1		5	4	3	2	1
					1. เขียนโต้ตอบ อีเมล					
					2. เขียน จดหมาย					
					3.เขียน แผนงาน					
					4.เขียนแบบ สอบถาม					
					5. เขียนเอกสาร นำเสนองาน					
					6. เขียนรายงาน					
					7. จัดทำเอกสาร สัญญา					

ขอขอบคุณที่กรุณาสละเวลากรอกแบบสอบถามนี้อย่างครบถ้วนสมบูรณ์

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