



**A STUDY OF ENGLISH COMMUNICATION
PROBLEMS AMONG THAI EMPLOYEES IN A
JAPANESE TRADING COMPANY**

BY

MISS CHANANNAT WISAWAJAROENKIT

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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INDEPENDENT STUDY PAPER

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ENTITLED

A STUDY OF ENGLISH COMMUNICATION PROBLEMS AMONG THAI
EMPLOYEES IN A JAPANESE TRADING COMPANY

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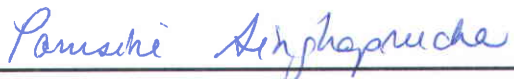
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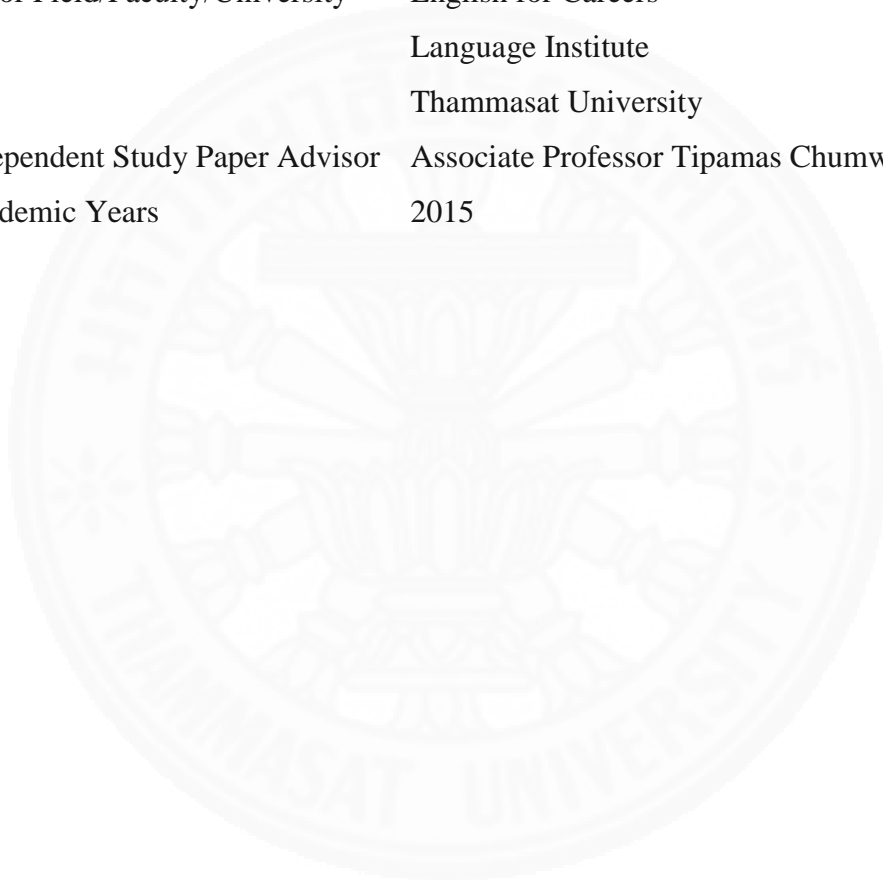
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ABSTRACT

This study aimed to investigate English communication problems among Thai employees in a Japanese trading company. The participants of the study were Thai employees working as sales staff, sales coordinator staff and administrative staff, in one Japanese trading company in the Sathorn area. A questionnaire was utilized to collect the data, which were analyzed using the SPSS program. The findings indicated that the three positions have problems in English communication in different aspects. Sales staff do not have a problem in any skill of English communication while sales coordinator staff have a little problem in reading and moderate problems in listening, speaking, and writing. Administrative staff, however, have moderate problems in all English communication skills. Speaking was found to be the skill that most participants of all positions would like to learn to improve themselves.

Keywords: communication problems, Japanese trading company, Thai employees, sales staff, sales coordinator staff and administrative staff.

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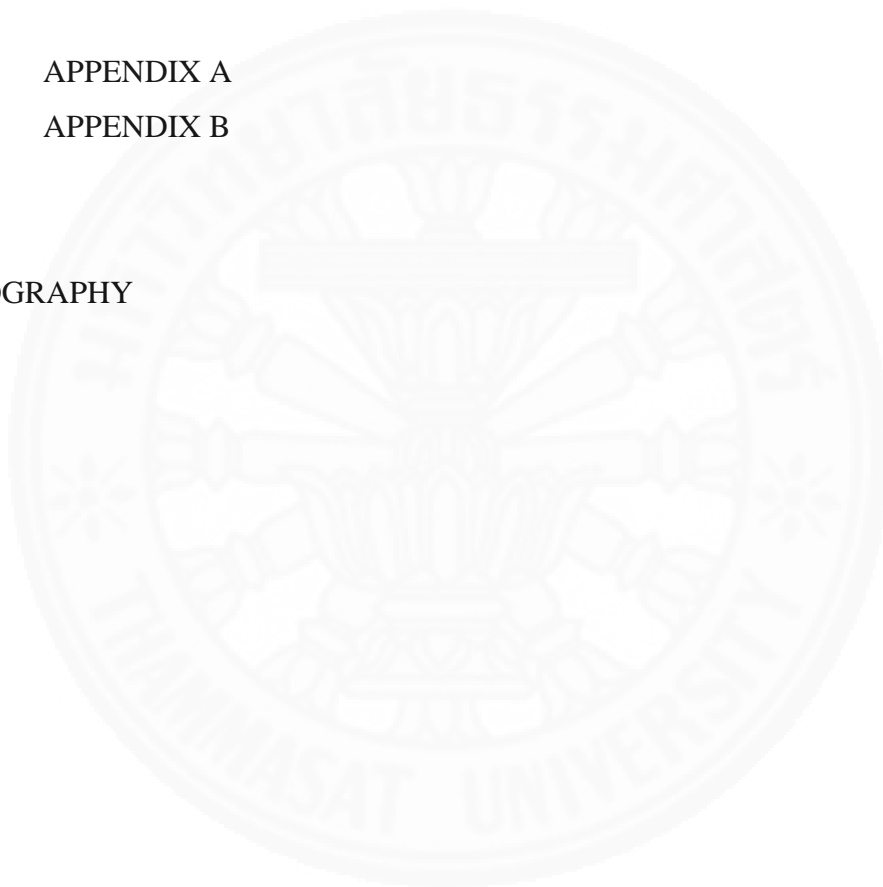
Miss Chanannat Wisawajoenkit

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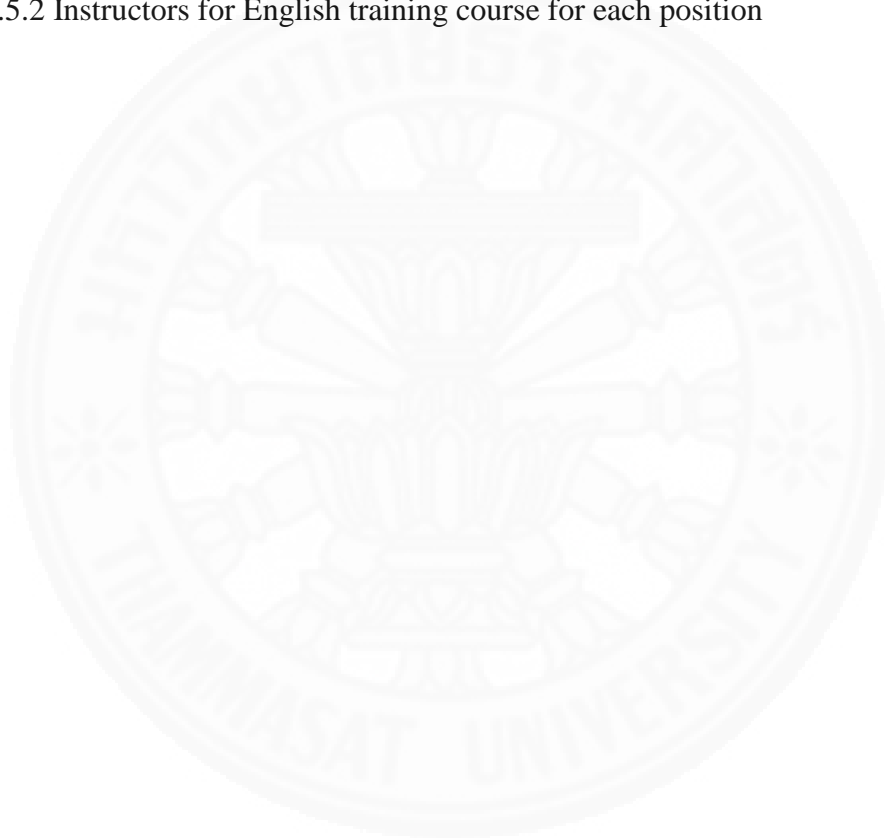
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CHAPTER 1

INTRODUCTION

1.1 Background

Nowadays, English is an international language that is widely used, and it plays an important role in the way of life for everyone in the world. It is a language that most people use to communicate with both native and non-native speakers who are from different countries and different cultures. In the current situation, the influence of globalization has remained constant and will also increase continuously. The influence of progress in technology, society, commerce, culture, education and international communication are resulting in English becoming even more important. In Thailand, people who are good at English will get more chances for finding a job than people who are not. English is the language of global business. The ability to speak English is important for business.

Many international trading companies have come to trade and invest in Thailand. Japanese trading companies that have opened branches in Thailand send Japanese employees to work in their Thailand offices. Due to the fact that Thai and Japanese employees use different mother tongues, English is the language of communication between them. However, it is very difficult for them to communicate with each other because both of them are non-native English speakers who have different cultures, experiences, uses and interpretation of words, and pronunciation. Therefore, communication problems can occur when they use English to communicate with each other.

Based on the foregoing, this research aimed to investigate the communication problems among Thai employees in a Japanese trading company.

1.2 Research questions

1.2.1 What are the English communication problems among Thai employees in a Japanese trading company?

1.2.2 What are the employees' opinions on an English training course?

1.3 Research Objectives

1.3.1 To investigate English communication problems among Thai employees in a Japanese trading company.

1.3.2 To investigate an English training course to improve the English communication skills of Thai employees in a Japanese trading company.

1.4 Definition of terms

Definitions of the terms used in this study are listed as follows:

1.4.1 Communication

It refers to communication of all English skills, i.e., listening, speaking, reading, and writing, used for communication between Thai and Japanese employees of one Japanese trading company.

1.4.2 Problems

It refers to the problem of miscommunication and misunderstanding in communication between Thai and Japanese employees within the organization.

1.4.3 Japanese Trading Company

It refers to a Japanese organization that purchases and sells products, which cover all export and import operations and procedures.

1.4.4 Thai employees

It refers to Thai local people who are employees working in a Japanese Trading Company.

1.4.5 Sales staff

It refers to employees who use all English skills (listening, speaking, reading, and writing) to communicate with customers, suppliers and people from other countries working in the same company. They communicate face-to-face, via telephone, or email. They contact with most people who are not English native speakers such as Japanese, Chinese, Vietnamese, Filipino, and Singaporean etc.

1.4.6 Sales coordinator staff

It refers to employees who use all English skill to communicate with customers, suppliers and also people from other countries working in the same

company as sales staff, but they are in the office and contact people using email and sometime by telephone.

1.4.7 Administrative staff

It refers to the employees who do not have to communicate with suppliers and customers, so they do not have to use English much to communicate compared with the other two positions.

1.5 Scope of the study

This study investigates the English communication problems among Thai employees in one Japanese trading company in the Sathorn area and their opinions on an English course to improve their skills.

1.6 Significance of the study

The importance of this study is to indicate the problems of English communication among Thai employees in a Japanese trading company to find ways to improve and develop their English communication skills. The results of this study are expected to provide guidelines to the Japanese trading company in order to reduce their employees' communication problems and make their work run more smoothly.

1.7 Limitations

Regarding the limitations, the participants in this study came from only one Japanese trading company, which means that the results of this study may not cover all Thai employees who work in a Japanese trading company. Moreover, all the questions in the questionnaire were close-ended questions. The results thus may not reflect other aspects of the participants' attitudes.

1.8 Organization of the study

This study is divided into five chapters. Chapter one presents the background of the study, which explains the importance of English, research questions, research objectives including definition of terms, scope of the study, significance of the study, limitations. Chapter two describes related literature and organization of the study including communication, problems in English communication, international business, intercultural communication, language

barriers, and previous related studies. Chapter three describes the participants, research instruments, procedure, and data analysis. Chapter four explains the findings of the study. Chapter five includes summary of the study, the discussion, the conclusion, and recommendations for further study.



CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews related literature. The contents of the review of literature are as follows: (1) communication, (2) problems in English communication, (3) international business, (4) intercultural communication, (5) language barriers, and (6) relevant research.

2.1 Communication

2.1.1. The definition of communication

Communication is related to interactions between people. The definition will focus on processing, understanding, sharing and meaning. All these factors influence the process of communication (Pearson & Nelson, 2000). Moreover, McLean (2010) states that communication is an important point for success in relationships in life and the workplace. The capability of communication comes from many experiences. You can be an effective communicator by learning from your life or others' lives.

“The root of the word “communication” in Latin is *communicare*, which means share or make common.” (Weekley, 1967, p.338)

The importance of communication is maintaining organizational success. Communicators must have effective communication to recognize the content and aspect of verbal messages and to realize the importance of perceptions, as well as flexible listening styles and all the nonverbal messages necessary for effective communication (Geddes, 1993).

2.1.2. Models of Communication

There are three models of communication, starting from one-way model, to circular model, and transactional model.

One-way model

Hamilton (2013) states that the one-way model or ‘a mathematical model of communication is easy to understand and can be called a “linear process”. This communication starts with a sender who encodes the message and then sends the

message to a receiver without any response. Both internal noise and external noise can occur in the process.

Two-way or Interactive model

Communication begins with a sender who sends a message to a receiver who interprets the message and gives feedback to the sender (Hamilton, 2013). Boyd and Dare (2014) state that a sender and a receiver can communicate better if they have the same experiences.

Transaction model

In this model, communication happens simultaneously between a sender and a receiver. A communicator can send and receive a message at the same time. In the communication process, each person will have different reactions depending on many factors such as background, attitudes, experiences, and cultures (Hamilton, 2013).

2.2 Problems in English communication

According to Runnakit (2007), effective communication is required for employees in the workplace and it is a main problem. Not only is using correct words a problem that employees face, but it is also difficult for them to learn specific words and use appropriate language. There are four skills that affect communication in the workplace: listening, speaking, reading, and writing.

Listening skills

Bite (2013) states that listening skill is the process to receive a message effectively. It is a combination between hearing the message that another person says and psychological involvement with people while they are talking. It requires a high level of concentration, desire to understand, an attitude of empathy and acceptance, and a willingness to open the mind to try and see things from another person's point of view. Furthermore, McLean (2010) claims that listening is a skill to evaluate and interpret the feedback of the message in any conversation by hearing. Interpretive feedback can happen in the form of a question for clarification about the message.

Speaking skills

Speaking is a skill that shows the uniqueness of each person. This skill takes all of childhood to develop by using extensive interaction. New words are added

in the continuing growth of language. Speech errors are a major source of information about the way we speak (Levelt, 1989). Moreover, NACE (2009) found speaking skill to be one of the top ten ranked skills, which is a desirable skill for employees.

Reading skills

Reading is a skill in which readers analyze and interpret data in a text in order to understand the detail by using their own knowledge from general information such as culture, experience, and knowledge from education. There are four kinds of reading: skimming, scanning, intensive reading, and extensive reading (Haarman & Leech, 1988).

Writing skills

Good business writing is clear, concise, efficient, and meets the reader's expectation (Bailey, 2008). Moreover, McLean (2010) points out that business writing involves selecting the formality level that is appropriate for the particular situation and the receiver. Misspellings or grammatical errors involving misplacement or inappropriate words in a sentence can lead to confusion and misunderstanding about the meaning, and can have a negative impact.

2.3 International business

International business focuses on the trading of goods and services between two or more countries that have implemented joint activities. The trend of international business is increasing amidst decreasing political barriers and new technology. Many companies choose to do business outside their own country. These companies have to learn the background, culture, economy, technology, and politics of those countries, which constitute potential barriers to international trading (Ferrell & Hirt, 2000). In addition, Walker (1995) states that selling or negotiation skills, product knowledge and language ability are the important point of marketing communication. Moreover, Lewis (2005) indicates that corporate cultures vary widely inside one country.

2.4 Intercultural communication

The managers of a multinational company have to face obstacles in communication when they do business in countries that have a different language.

English is the official language in business around the world. Managers should learn more about the culture and communication patterns of the host country (Bounds & Lamb, 1998).

The concept of intercultural communication refers to the relationship of cultural languages between people from different countries or regions (Russell, 2009). Culture has an important role in communication. You use your own culture to interpret the message while communicating with people from different cultures. People from different cultures will communicate differently. The meaning of words will differ even though they speak the same language and use the same words. Each culture has different gestures as well as attitudes toward touch, personal appearance, personal space, and time (Neuliep, 2003).

Unavoidably, people in international companies have to work with people who come from different backgrounds, religions, and cultures, which can lead to misunderstanding when interpreting the different meanings of verbal and nonverbal languages (Thill & Bovee, 1999). People therefore should be aware of cultural differences and learn more about other cultures. They can make a good relationships with people from different cultures by starting to understand the effective communication (Bovee & Thill, 2005).

2.5 Language barrier

The fundamental communication barrier is always human beings. Humans are the reason for communication failures, both interpersonal barriers and technological barriers (Blundel, 1998).

Language and verbal communication can help you and be against you. English language can help you to communicate correctly, but sometimes it also leads to miscommunication. The same system that you use to express yourself can fail to convey your thoughts. One may reduce errors and improve communication by explaining more about expression (McLean, 2010).

2.6 Relevant research

Much research has been conducted on attitudes toward the English communication problems. Three related studies are reviewed as follows:

2.6.1 Unkaew (2010) investigated employees' needs and problems regarding English communication using each English skill at Venus Technology Co., Ltd. (VTEC). The purposes were to survey the problems of English for employees in the workplace and the type of English courses that employees would like to attend. The instrument used in the study was a questionnaire to collect data. The researcher used purposive sampling technique to select 30 employees from three departments, namely, business development department, sales and marketing department, and service engineer department, to be the respondents. The results of this research showed that the main English problem in the working place was speaking skill and most of the respondents needed a 50-hour speaking training course.

2.6.2 Sangsook (2007) studied the needs for English communication in the careers of employees at Bangkok Produce Merchandising Public Company Limited. The population was 1,042 divided into four groups: Production Department, Engineering Department, Quality Assurance, Quality Control, Laboratory and Research and Development Department, and Supporting Department. A total of 125 employees were selected from 12% of population to be the respondents. A questionnaire was used as an instrument to collect data. The result of this research showed that the majority of the respondents in all groups agreed and strongly agreed that English communication was necessary for their careers and speaking was the most necessary skill. The respondents agreed that in-house training was the best way that could help them improve English communication.

2.6.3 Anantawan (2010) conducted a study of communication problems between Thai and foreign flight attendants of Thai Airways International. The purposes were to find the most communication problems between the Thai and the foreign flight attendants, the relationship between the experience of exposure to English and communication problems, and the relationship between experience of working as flight attendants and communication problems. The population was over four thousand Thai and around three hundred foreign flight attendants. The foreign flight attendants were Chinese, Taiwanese, Japanese and Korean. A questionnaire was used to collect the data from 36 respondents using the random sampling technique. The results of this research showed that accent was the main communication problem between Thai and foreign flight attendants. Moreover, the experience of working as

flight attendants had a relationship with communication problems but experience of exposure to English did not have a relationship with communication problem.

After reviewing the three research studies, the researcher found that these studies investigated participants who were working in international companies using English for communication. Moreover, all participants had English backgrounds and some of them studied English as their major. The results of the three studies were similar. The research findings of Unkaew's study (2010) revealed that the main English problem was speaking skill. Sangsook (2007) determined that the majority of the respondents agreed that speaking was the most necessary skill for their careers. Additionally, Anantawan's study (2010) showed that accent was the main communication problem between Thai and foreign flight attendants.

2.7 Summary of the chapter

The aim of this chapter was to review the related theories and studies to clarify and extend the understanding of communication, problems in English communication, international business, intercultural communication, language barriers, and relevant research.

The first part gave the definitions of communication and models of communication. Communication is very important for interaction between people.

The second part explained English communication problems in each skill: listening, speaking, reading and writing.

The third part imparted information on international business.

The fourth part focused on intercultural communication. Most people who work in a multinational company are faced with obstacles in communication, especially when they have to communicate with people from different countries or regions.

The fifth part reviewed language barriers. It explained that communication can help people to communicate correctly, but it also leads to miscommunication.

Finally, the last part reviewed the relevant studies concerning the English communication problems in international companies. They were conducted with people who used English in their jobs. Therefore, the researcher chose to investigate

the English communication problems in the workplace in order to answer the research questions and achieve the objective of the study.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter will describe: (1) participants, (2) research instruments, (3) procedure and (4) data analysis.

3.1 Participants

The participants of this study were 120 Thai employees of one Japanese trading company in the Sathorn area. The participants were divided into three groups based on their positions (sales staff, sales coordinator staff, and administrative staff) Twenty-one participants were sales staff, seventy participants were sales coordinators staff, and twenty-nine were administrative staff. They all use English to communicate in their job will some variation, depending on their positions.

Purposive sampling was utilized to obtain the subjects and collect the data in this study. Purposive sampling aims to study a particular segment of a population, which would be the best group to complete the research question. Therefore, the researcher chose all Thai employees of this Japanese trading company as the particular sample.

3.2 Instruments

The research instrument used to collect the data in this study was a set of questionnaires. The questionnaire was adapted from a questionnaire used in a study conducted by Unkaew (2010). The questions in the questionnaire were written in both English and Thai. The Thai version was for the participants who were not comfortable to read and answer in English.

The first part of the questionnaire aimed to get the general background information of the participants. There were seven close-ended questions on gender, age, education, field of study, position, TOEIC score, and years of experience in the company.

The second part consisted of 20 close-ended items relating to English communication problems. There were six items for listening skill, five items for speaking skill, four items for reading skill, and five items for writing skill. The participants were asked to rate their opinions about the problems of English communication in the workplace for each item based on a five-point Likert scale with

the following criteria: very great = 5, great = 4, moderate = 3, little = 2, and very little = 1. The scales were adopted based on the study done by Mohd Afiz (2005). The details of each point are listed as follows:

4.50-5.00 = very great

3.50-4.49 = great

2.50-3.49 = moderate

1.50-2.49 = little

1.00-1.49 = very little

The third part consisted of six closed-ended questions that asked for the opinions of the participants on their preferences concerning an English training course.

3.3 Procedure

The questionnaire was piloted to examine whether the instructions and questions were clearly understood. Five people who worked at another Japanese company in the same building were asked to complete the questionnaire and assess the content to identify unclear questions and to give suggestions in general. After the revision, 120 questionnaires were distributed to 120 participants on a Monday afternoon at 14.00 hrs. in the office. Then, the researcher collected the questionnaires on the following Monday.

3.4 Data analysis

The quantitative data obtained were analyzed to calculate the frequencies, percentages, means and standard deviations using the Statistical Package for the Social Sciences Program (SPSS).

CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

This chapter reports the research findings of the study. The results are presented in five parts as follows:

1. General background information
2. English communication problems in the workplace
3. An English training course to develop English skills in the workplace
4. English communication problems in the workplace for each position
5. An English training course to develop English skills for each position

4.1 General background information

The first part of the questionnaire examined the general background of the participants in this study. It included gender, age, education, field of study, position, TOEIC score, and working experience. The results are as follows:

Table 1. General background information

General information		Frequency	Percentage (%)
Gender	Male	22	18.3%
	Female	98	81.7%
Age	Less than 25 years	11	9.2%
	25-35 years	83	69.2%
	36-45 years	21	17.5%
	More than 45 years	5	4.2%
Education	Vocational school	0	0.0%
	Bachelor's degree	95	79.2%
	Master's degree	25	20.8%
	Doctoral degree	0	0.0%
Field of study	English major	21	17.5%
	Other major	99	82.5%

(Table continues)

Table 1. (continued)

General information		Frequency	Percentage (%)
Position	Sales staff	21	17.5%
	Sales coordinator staff	70	58.3%
	Administrative staff	29	24.2%
TOEIC score	Less than 500	25	20.8%
	500-600	37	30.8%
	601-700	38	31.7%
	More than 700	20	16.7%
Working experience	Less than 1 year	18	15.0%
	1-5 years	70	58.3%
	6-10 years	20	16.7%
	11-15 years	5	4.2%
	16-20 years	5	4.2%
	More than 20 years	2	1.7%

Note. N = 120.

As shown in table 1, twenty-two participants (18.3%) were males, and ninety-eight participants (81.7%) were females. The participants were aged 23 to 55. The majority (69.2%) were between 25 and 35 years old. Ninety-five participants (79.2%) graduated with a bachelor's degree, and twenty-five (20.8%) graduated with a master's degree. However, only twenty-one (17.5%) graduated with an English major. Ninety-nine (82.5%) graduated with Business Administration, Economics, Science, and Engineering majors. The participants worked in three positions. Seventy participants (58.3%) were sales coordinator staff, followed by administrative staff (24.2%) and sales staff (17.5%). Most of them (62.5%) had TOEIC scores ranging between 500 – 700. Most participants (58.3%) had working experience with this company of 1-5 years.

4.2 English communication problems in the workplace

The second part of the questionnaire examined English communication problems in the workplace with respect to four English skills (listening, speaking, reading, and writing). The results are as follows:

Table 2. English communication problems

Problem of English communication	Mean	SD	Level
Listening			
1. Unable to understand unfamiliar words or technical terms	2.53	.879	Moderate
2. Unable to understand accents of Japanese speakers of English	2.75	.972	Moderate
3. Unable to understand rapid speech	2.75	.972	Moderate
4. Unable to extract main ideas of the speaker	2.40	.834	Little
5. Unable to understand telephone conversations	2.53	.935	Moderate
6. Unable to understand complex sentences	2.60	.893	Moderate
	2.59	.763	Moderate
Speaking			
1. Feel nervous and lack confidence when speaking English	2.46	.995	Little
2. Unable to respond using appropriate words	2.53	.925	Moderate
3. Unable to pronounce correctly	2.48	.943	Little
4. Unable to use correct grammar	2.55	.878	Moderate
5. Unable to express complex sentences	2.69	.887	Moderate
	2.54	.796	Moderate
Reading			
1. Unable to guess the meaning of unfamiliar words or technical terms	2.46	.888	Little
2. Unable to get the main ideas of email	2.20	.904	Little
3. Unable to understand written announcements	2.25	.882	Little
4. Slow reading speed	2.28	.862	Little
	2.30	.769	Little
Writing			
1. Unable to spell words correctly	2.48	.907	Little
2. Unable to use appropriate vocabulary	2.65	1.001	Moderate
3. Unable to use correct grammar	2.64	.887	Moderate
4. Unable to use correct conjunctions for smooth sentences	2.59	1.065	Moderate
5. Unable to write with coherent organization	2.63	1.054	Moderate
	2.60	.864	Moderate

According to table 2, the results of the listening problems showed that the average mean score was 2.59 (SD = .763), which was at the moderate level. The two main problems with the highest mean score in English listening were “*unable to understand accents of Japanese speakers of English*” and “*unable to understand rapid speech*”. Next, the results of speaking problem indicate that the average mean score was 2.54 (SD = .796), which was at the moderate level. “*Unable to express complex sentences*” was reported as the main problem. “*Unable to use correct grammar*” and “*Unable to respond using appropriate words*” came second and third. The average mean score of 2.30 (SD = .769) showed that the participants had little problem in reading English. The participants perceived that “*unable to guess the meaning of unfamiliar words or technical terms*” was the biggest problem in English reading. The second problem was “*slow reading speed*”. Finally, the average mean score of 2.60 (SD = .864) indicated that the participants considered “*unable to use appropriate vocabulary*” as the biggest problem of writing in English at a moderate level, followed by “*unable to use correct grammar*” and “*unable to write with coherent organization*”.

4.3 An English training course to develop English skills in the workplace

The third part of the questionnaire examined an English training course to develop English skills in the workplace. This part was divided into training skills, course duration, time per week, time length per class, day for studying and preferred instructor for each skill. The results are as follows:

Table 3.1 An English training course

English training course		Frequency	Percentage (%)
Training skill	Listening	25	20.8%
	Speaking	53	44.2%
	Reading	4	3.3%
	Writing	38	31.7%
Course duration	30 hours	44	36.7%
	40 hours	40	33.3%
	50 hours	13	10.8%
	60 hours	23	19.2%

Table 3.1 (continued)

English training course		Frequency	Percentage (%)
Time per week	Once a week	34	28.3%
	Twice a week	56	46.7%
	Three times a week	23	19.2%
	Everyday	7	5.8%
Time length per class	1 hour	25	20.8%
	2 hours	74	61.7%
	3 hours	19	15.8%
	4 hours	2	1.7%
Day for studying	Weekdays after work	75	62.5%
	Saturday	22	18.3%
	Sunday	3	2.5%
	Saturday and Sunday	20	16.7%

As shown in table 3.1, regarding the skills to be focused on in an English training course, participants would like to concentrate on speaking, writing, listening and reading, respectively. Most of the participants preferred studying English for a thirty-hour course followed by a forty-hour course. Fifty-six participants (46.7%) would like to take an English training course twice a week, and seventy-four participants (61.7%) wanted to study two hours per class. Most of them (62.5%) wanted to attend the class on weekdays after work.

Table 3.2 Instructors for an English training course

	Thai teacher		Native teacher	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Listening	6	5.0%	114	95.0%
Speaking	5	4.2%	115	95.8%
Reading	36	30.0%	84	70.0%
Writing	47	39.2%	73	60.8%

As shown in table 3.2, regarding the four skills, most participants (95.0%, 95.8%, 70.0%, and 60.8%) preferred native English teachers. For reading instructors and writing instructors, it can be noticed that some participants would like to have Thai teachers in their reading and writing classes (30.0%, 39.2%).

4.4 English communication problems in the workplace for each position

This table shows the results from the second part of the questionnaire, which divided the participants into three positions: sales staff, sales coordinator staff, and administrative staff. The results are as follows:

Table 4. English communication problems in the workplace for each position

		Sale staff			Sales coordinator staff			Administrative staff		
Problem		Mean	SD	Level	Mean	SD	Level	Mean	SD	Level
Listening	Item 1	2.33	.856	Little	2.40	.788	Little	2.97	.981	Moderate
	Item 2	2.33	1.065	Little	2.73	.900	Moderate	3.10	.976	Moderate
	Item 3	2.19	.928	Little	2.73	.962	Moderate	3.21	.819	Moderate
	Item 4	2.10	.768	Little	2.40	.841	Little	2.62	.820	Moderate
	Item 5	2.05	.921	Little	2.47	.912	Little	3.00	.802	Moderate
	Item 6	2.00	.632	Little	2.60	.907	Moderate	3.03	.778	Moderate
		2.17	.693	Little	2.56	.743	Moderate	2.99	.684	Moderate
Speaking	Item 1	2.05	.865	Little	2.37	.904	Little	2.97	1.117	Moderate
	Item 2	2.14	.854	Little	2.50	.881	Moderate	2.86	.990	Moderate
	Item 3	2.05	.865	Little	2.49	.897	Little	2.76	1.023	Moderate
	Item 4	1.95	.740	Little	2.59	.843	Moderate	2.90	.860	Moderate
	Item 5	2.33	.913	Little	2.67	.829	Moderate	3.00	.926	Moderate
		2.10	.720	Little	2.52	.732	Moderate	2.90	.851	Moderate
Reading	Item 1	2.33	.966	Little	2.37	.820	Little	2.76	.951	Moderate
	Item 2	1.86	.854	Little	2.16	.879	Little	2.55	.910	Moderate
	Item 3	2.05	.865	Little	2.20	.844	Little	2.52	.949	Moderate
	Item 4	1.81	.873	Little	2.30	.768	Little	2.59	.946	Moderate
		2.01	.796	Little	2.26	.701	Little	2.61	.828	Moderate
Writing	Item 1	2.38	.965	Little	2.37	.887	Little	2.83	.928	Moderate
	Item 2	2.33	1.155	Little	2.60	.969	Moderate	3.00	.886	Moderate
	Item 3	2.43	.978	Little	2.53	.829	Moderate	3.07	.842	Moderate
	Item 4	2.29	1.271	Little	2.46	.973	Little	3.14	.953	Moderate
	Item 5	2.24	1.221	Little	2.56	.987	Moderate	3.07	.961	Moderate
		2.33	.991	Little	2.50	.804	Moderate	3.02	.784	Moderate

Table 4 shows the results of problems among the three positions. Sales staff had little problem in the four skills of English communication. However, administrative staff and sales coordinator staff found that they had moderate problem in skill listening, speaking, and writing, except for reading skill, with which administrative staff had a moderate problem. The fact that sales coordinators have to read email everyday might be a reason why they had little problem while administrative staff do not often use English communication; thus, they had more problems than other positions. For listening skill, the average mean score of the sales staff was 2.17 (SD = .693). The two main problems of English listening were “*Unable to understand unfamiliar words or technical terms*” and “*Unable to understand accents of Japanese speaker of English*”. The average mean scores of sales coordinator staff and administrative staff were 2.56 (SD = .743) and 2.99 (SD = .684), respectively. The two main English listening problems of these two groups were “*Unable to understand accents of Japanese speaker of English*” and “*Unable to understand rapid speech*”. The results of speaking showed that the average mean scores and problem levels of sales staff, sales coordinator staff, and administrative staff were 2.10 (.720, little), 2.52 (.732, moderate), and 2.90 (.851, moderate) respectively. The major problem of all three positions was “*Unable to express complex sentences*”. Next, the level of reading problem for all positions was little. “*Unable to guess the meaning of unfamiliar words or technical terms*” was the main problem that most participants in each position for this skill. Regarding the results of writing, sales staff had the average mean score of 2.33 (SD = .991) at the little level. They considered “*Unable to use correct grammar*” as the highest problem. The average mean score of the sales coordinator staff was 2.50 (SD = .804) at the moderate level. “*Unable to use appropriate vocabulary*” was the biggest problem in writing skill for most participants of this position. However, the result showed that the writing problems of administrative staff were at a moderate level with the average mean score of 3.02 (SD = .784). “*Unable to use correct conjunctions for smooth sentences*” was reported as the main problem.

4.5 An English training course to develop English skills for each position

The table below shows the results from the second part of the questionnaire on the differences and similarities among the three positions (sales staff, sales coordinator staff, and administrative staff) with respect to the four English skills: listening, speaking, reading, and writing.

Table 5.1 An English training course for each position

English training course		Sales		Sales coordinator		Administrative	
		N	%	N	%	N	%
Training skill	Listening	3	14.3%	21	30.0%	1	3.4%
	Speaking	11	52.4%	28	40.0%	14	48.3%
	Reading	0	0.0%	2	2.9%	2	6.9%
	Writing	7	33.3%	19	27.1%	12	41.4%
		21	100%	70	100%	29	100%
Course duration	30 hours	9	42.9%	26	37.1%	9	31.0%
	40 hours	6	28.6%	27	38.6%	7	24.1%
	50 hours	2	9.5%	9	12.9%	2	6.9%
	60 hours	4	19.0%	8	11.4%	11	37.9%
		21	100%	70	100%	29	100%
Time per week	Once a week	6	28.6%	21	30.0%	7	24.1%
	Twice a week	10	47.6%	33	47.1%	13	44.8%
	Three times a week	5	23.8%	11	15.7%	7	24.1%
	Everyday	0	0.0%	5	7.1%	2	6.9%
		21	100%	70	100%	29	100%
Tim length per class	1 hour	8	38.1%	13	18.6%	4	13.8%
	2 hours	9	42.9%	42	60.0%	23	79.3%
	3 hours	4	19.0%	14	20.0%	1	3.4%
	4 hours	0	0.0%	4	5.7%	1	3.4%
		21	100%	70	100%	29	100%
Day for studying	Weekdays after work	15	71.4%	42	60.0%	18	62.1%
	Saturday	2	9.5%	16	22.9%	4	13.8%
	Sunday	1	4.8%	1	1.4%	1	2.4%
	Saturday and Sunday	3	14.3%	11	15.7%	6	20.7%
		21	100%	70	100%	29	100%

As shown in table 5.1, the results are in agreement with those in table 3.1. Most sales staff (52.4%), sales coordinator staff (40.0%) and administrative staff (48.3%) would like be trained on speaking rather than other skills. All positions showed a preference of a thirty-hour (42.9%, 37.1%, and 31.0%) or a forty-hour course (28.6%, 38.6%, and 24.1%). However, administrative staff preferred a sixty-hour course (37.9%), a bit more than a thirty-hour course (31.0%), while sales coordinator staff showed a preference for a 40-hour course (38.6%), a little bit more than a thirty-hour course (37.1%). Ten sales staff (47.6%), thirty-three sales coordinator staff (47.1%) and thirteen administrative staff (44.8%) would like to study twice per week. Most participants of the three positions agreed that they would like to study on weekdays after work (71.4%, 60.0%, and 62.1%).

Table 5.2 Instructors for English training courses for each position

Sales staff				
	Thai teacher		Native teacher	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Listening	1	4.8%	20	95.2%
Speaking	0	0.0%	21	100%
Reading	9	42.9%	12	57.1%
Writing	7	33.3%	14	66.7%
Sales coordinator staff				
	Thai teacher		Native teacher	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Listening	3	4.3%	67	95.7%
Speaking	3	4.3%	67	95.7%
Reading	16	22.9%	54	77.1%
Writing	28	40.0%	42	60.0%
Administrative staff				
	Thai teacher		Native teacher	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Listening	2	6.9%	27	93.1%
Speaking	2	6.9%	27	93.1%
Reading	11	37.9%	18	62.1%
Writing	12	41.4%	17	58.6%

Regarding table 5.2, the results showed that most staff in all positions would like to study with a native-speaking teacher. It can be noticed that with reading (42.9%, 22.9%, and 37.9%) and writing skills (33.3%, 40.0%, and 41.4%), some of the participants in all positions would also like to study with a Thai teacher.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter consists of five parts: (1) summary of the study, (2) summary of the findings, (3) discussion of the results, (4) the conclusion, and (5) recommendations for further study.

5.1 Summary of the study

The summary of the study includes the objectives of the study, subjects, instruments, and procedure. They are as follows:

5.1.1 Objectives of the study

The main objective of this study was to investigate the problems of English communication in the workplace of Thai employees in a Japanese trading company. In addition, another objective was to obtain the opinions of Thai employees about an English training course.

5.1.2 Subjects

The subjects of this study were 120 Thai employees who worked in three positions, namely, sales staff, sales coordinator staff and administrative staff, in one Japanese trading company in the Sathorn area.

5.1.3 Instruments

The study was conducted using a questionnaire adapted from a study conducted by Unkaew (2010). The questionnaire consisted of 20 five-point Likert scales items and 13 close-ended questions. It was divided into three parts as follows:

Part 1: General background information

Part 2: Opinion on problems of English communication in the workplace

Part 3: Opinion on an English training course to develop English skills

5.1.4 Procedures

The questionnaires in both English and Thai versions were distributed to 120 Thai employees in the same office. All 120 questionnaires were completed and returned. Then, the data were analyzed using the Statistical Package for the Social

Sciences Program (SPSS) to obtain the frequencies, percentages, means and standard deviations.

5.2 Summary of the findings

The results of the study can be summarized as follows:

5.2.1 General background information

Most participants in this study were female. The biggest age group of the participants was 25-35 years old. Most of them held a bachelor's degree. The majority of the participants were non-English majors, whereas only of them had studied in English majors. Sales coordinator staff made up the majority at followed by administrative staff and sales staff. A total of the participants had TOEIC scores between 500-700. Most participants had worked for 1-5 years in this company.

5.2.2 English communication problems in the workplace

The results showed that the skill that the participants had little problem with was reading. The ranking of problems in the English skills from most to least was writing, listening, speaking and reading, respectively.

Listening skill: The results showed that the problems in listening were at a moderate level except "*unable to extract main ideas of the speaker*", which was a little problem.

Speaking skill: The participants had a little problem about "*feel nervous and lack confidence when speaking English*" and "*unable to pronounce correctly*".

Reading skill: Almost all of the participants had a little problem with this skill.

Writing skill: The participants had moderate problems with most of the items in writing skill except "*unable to spell words correctly*".

5.2.3 An English training course to develop English skills in the workplace

According to the skills of an English training course, most participants would like be trained in speaking followed by writing, listening and reading. Most of them wanted to study English in a thirty-hour course or a forty-hour course. Almost half of the participants wanted to study an English course twice a week and more than

half of them would like to study two hours per class. Most of them wanted to attend the class on weekdays after work, and preferred native-speaker teachers to teach them in all four skills.

5.2.4 English communication problems in the workplace for each position

The results of the problems of the four skills among sales staff, sales coordinator staff and administrative staff show that sales staff was the only position that had little problem in all four skills. Both sales coordinator staff and administrative staff had moderate problems with listening, speaking, and writing skills. Sales coordinator staff, however, had little problem with reading skill while administrative staff had a moderate problem with it.

5.2.5 An English training course to develop English skills for each position

All positions reported the need to be trained in speaking and writing. Sales coordinator staff, however, reported the need to be trained in listening a little more than writing. All positions showed a preference for a thirty-hour or a forty-hour course. However, administrative staff preferred a sixty-hour course, a bit more than a thirty-hour course, while sales staff showed a preference for a 40-hour course, a little bit more than a thirty-hour course. All would like to study twice per week and agreed that they would like to study on weekdays after work. For instructors, they all would like to study with native-speaker teachers.

5.3 Discussion

The findings of this study are discussed as follows:

5.3.1. According to the definition of communication by Pearson and Nelson (2000), communication is related to interaction between people. The definition focuses on processing, understanding, sharing and meaning. All these factors influence the process of communication. The problems shown from this research reflect that even in our daily life, we can communicate and work with Japanese colleagues, but it does not always mean we can communicate effectively.

5.3.2. From table 2, writing skill is the most significant problem because written communication in this workplace mostly involves sending and receiving emails. Writing emails can be difficult for both the sender and recipient, probably due to the lack of knowledge in the English language. They also have different cultural backgrounds. This is similar to the two-way model theory from Hamilton (2013) and Boyd and Dare (2014), which states that you can communicate better if you have the same experience. Moreover, it is possible that communication problems happen from not understanding job details.

5.3.3 Regarding table 4, sales staff seem to have little problem in all English communication skills on a daily basis. This is because they have to communicate with suppliers and customers, which is an important part to improve their communication skills; as Walker (1995) states, selling or negotiation skills, product knowledge and language ability are the important points of marketing communication.

5.3.4 For the speaking skill of sales coordinator staff, the results showed that the participants work in a Japanese company. They always communicate with each other and their boss using English everyday, so the participants felt that it is not much of a problem for them. Moreover, the result of writing skill showed that it is possible that the words that they use to send emails and use in documents are basic or technical words that they have to use every day. Consequently, they do not think this is a problem. This is similar to Richards (1990), who points out that a feature of conversation is using of fixed expressions or routine words, which lead to clarity and understanding in conversations.

5.3.5 In the job of sales coordinator staff, there are many documents and letters. They have to read emails all the time and this is a skill they can do by themselves. This might be the reason that they had little problems with reading when compare with the other skills. As Haarman and Leech (1988) state, reading is a skill in which readers analyze and interpret data in a text in order to understand the details using their own knowledge from general information.

5.4 Conclusion

The following conclusions can be drawn from the discussion and results above.

5.4.1. For sales staff, the results showed that they mostly do not have problem in the English communication skills. However, most of them would like to take a course in speaking skill. It might be possible that they would like to improve their speaking skill in order to communicate with customers and suppliers more smoothly.

5.4.2. Regarding the sales coordinator staff, they have a little problem in reading skill and a moderate problem in listening, speaking, and writing. The results also showed that most of them would like to take a course in listening and speaking skills because they have to contact with customers and people in other countries by telephone sometimes. It is possible that they would like to practice in order to communicate more effectively. Some of them also need to study writing skill. This is normal because they have to send emails every day. Learning writing skill will help them to improve their email writing.

5.4.3. Administrative staff have a moderate problem in all the English communication skills. However, most of them would like to study only productive skills, which are speaking and writing. It might be possible that they do not think listening and reading are important because they do not use English to communicate with others much; thus, they focus on the productive skills.

5.5 Recommendations for further study

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

5.5.1 Further study may choose participants from many companies in order to get data from different working places and see if the results will be the same or different from the current study.

5.5.2 Future studies should add opened-ended questions in the questionnaire to obtain the exact reasons why participants would not like to take a course in the skill that they are weak in instead of choosing a skill that they think they want to improve.

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APPENDICES

APPENDIX A

QUESTIONNAIRE IN ENGLISH

A SURVEY OF A STUDY OF ENGLISH COMMUNICATION PROBLEMS AMONG THAI EMPLOYEES IN A JAPANESE TRADING COMPANY

This questionnaire is part of an independent study for Master's Degree in English for Careers at Language Institute of Thammasat University. The respondents are Thai employees in a Japanese trading company around Sathorn area. The purpose of this questionnaire is to find out the employees' problems in English communication in the workplace. This questionnaire will be useful for the company to provide English training courses for employees in order to develop their skills. Your information will be kept confidential and will be used for the research purpose. Thank you very much for your cooperation to answer this questionnaire.

There are 3 parts in the questionnaire.

Part 1: General background information

Part 2: Opinion on problem of English communication in the workplace

Part 3: Opinion on English training course to develop English skills

Part 1: General background information

Instructions: Please mark '✓' in the boxes provided according to your information.

1. Gender

Male Female

2. Age

Less than 25 25 - 35
 36 - 45 More than 45

3. Education

Vocational school Bachelor's degree
 Master's degree Doctoral Degree

4. Field of study

English major Other major _____

5. Position

Sales staff Sales coordinator staff
 Administrative staff

6. TOEIC score

Less than 500 500 - 600
 601 - 700 More than 700

7. How many years have you been working in Japanese trading company?

Less than 1 year 1-5 years 6-10 years
 11-15 years 16-20 years More than 20 years

Part 2: Opinion on problem of English communication in the workplace

Instructions: Please mark '✓' in the boxes provided according to your opinions concerning your English problems in your workplace.

Each number indicates the level of problems as follows.

5 = very great

4 = great

3 = moderate

2 = little

1 = very little

How would you indicate your problem in English skill when communicate with Japanese person in your work?

Problems of English Communication	Level of Problems				
	5	4	3	2	1
Listening					
1. Unable to understand unfamiliar words or technical terms					
2. Unable to understand accents of Japanese speaker of English					
3. Unable to understand rapid speech					
4. Unable to extract main ideas of the speaker					
5. Unable to understand telephone conversations					
6. Unable to understand complex sentences					
Speaking					
1. Feel nervous and lack confidence when speaking English					
2. Unable to respond using appropriate words					
3. Unable to pronounce correctly					
4. Unable to use correct grammar					
5. Unable to express complex sentences					

Problems of English Communication	Level of Problems				
	5	4	3	2	1
Reading					
1. Unable to guess the meaning of unfamiliar words or technical terms					
2. Unable to get the main ideas of email					
3. Unable to understand written announcements					
4. Slow reading speed					
Writing					
1. Unable to spell words correctly					
2. Unable to use appropriate vocabulary					
3. Unable to use correct grammar					
4. Unable to use correct conjunctions for smooth sentences					
5. Unable to write with coherent organization					

Part 3: Opinion on English training course to develop English skills

Instructions: Please mark '✓' in the boxes provided according to your preference concerning an English training course.

1. If the company arranges an English training course for you, which skill do you want to emphasize in the English training course?

- Listening Speaking
 Reading Writing

2. What is the course duration that you think is suitable?

- 30 hours 40 hours
 50 hours 60 hours

3. How often should the English training course be per week?

- Once a week Twice a week
 Three times a week Everyday

4. What is the time length for each class?

- 1 hour 2 hours
 3 hours 4 hours

5. What should be the most suitable time for the English training course?

- Weekdays after work Saturday
 Sunday Saturday and Sunday

6. Who do you want to be an English teacher for each language skill?

	Thai Teacher	Native English Teacher
Listening		
Speaking		
Reading		
Writing		

APPENDIX B

QUESTIONNAIRE IN THAI VERSION

แบบสอบถาม

การสำรวจปัญหาในการใช้ทักษะภาษาอังกฤษของพนักงานคนไทยในบริษัทเทรดดิ้งญี่ปุ่น

แบบสอบถามนี้เป็นส่วนหนึ่งของของวิชาการศึกษาโดยเอกเทศ ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษเพื่ออาชีพ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ผู้ทำแบบสอบถามคือพนักงานคนไทย ในบริษัทเทรดดิ้งญี่ปุ่น แถวถนนสาทร จุดประสงค์ในการจัดทำครั้งนี้คือเพื่อต้องการทราบปัญหาการสื่อสารเป็นภาษาอังกฤษในที่ทำงาน. โดยผู้จัดทำหวังว่าแบบสอบถามนี้จะเป็นประโยชน์ต่อบริษัทที่สนใจจัดหลักสูตร หรือโปรแกรมการเรียนภาษาอังกฤษ ให้แก่พนักงานเพื่อเพิ่มทักษะหรือพัฒนาศักยภาพ. ข้อมูลของผู้ตอบแบบสอบถามจะเก็บเป็นความลับเนื่องจากเป็นข้อมูลส่วนบุคคลและจัดทำขึ้นเพื่อการวิจัยเท่านั้น. ขอขอบคุณสำหรับความร่วมมือในการทำแบบสอบถาม

แบบสอบถามภาษาไทย

ส่วนที่ 1: ข้อมูลทั่วไป

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ท่านเห็นว่าเหมาะสมตรงและตรงกับความจริงเพียงข้อเดียว

1. เพศ

- () ชาย () หญิง

2. อายุ

- () น้อยกว่า 25 ปี () 25 - 35 ปี
() 36 - 45 ปี () มากกว่า 45 ปี

3. การศึกษา

- () ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.) () ปริญญาตรี
() ปริญญาโท () ปริญญาเอก

4. สาขาวิชา

- () เอกภาษาอังกฤษ () อื่นๆ โปรดระบุ _____

5. ตำแหน่งงาน

- () พนักงานขาย () ผู้ช่วยพนักงานขาย
() เจ้าหน้าที่ธุรการ

6. คะแนน TOEIC

- () น้อยกว่า 500 คะแนน () 500 – 600 คะแนน
() 601 – 700 คะแนน () มากกว่า 700 คะแนน

7. ท่านทำงานที่บริษัทเทรดดิ้งญี่ปุ่น มาเป็นเวลานานเท่าใด

- () น้อยกว่า 1 ปี () 1-5 ปี () 6-10 ปี
() 11-15 ปี () 16-20 ปี () 20 ปีขึ้นไป

ส่วนที่ 2: ความคิดเห็นต่อปัญหาในการใช้ภาษาอังกฤษสื่อสารกับพนักงานญี่ปุ่นในที่ทำงาน

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ท่านเห็นว่าท่านมีปัญหาในการใช้ภาษาอังกฤษกับพนักงานญี่ปุ่นในที่ทำงาน

หมายเลขแต่ละตัวแสดงระดับความคิดเห็นดังนี้

5 = มีปัญหามากที่สุด

4 = มีปัญหามาก

3 = มีปัญหาปานกลาง

2 = มีปัญหาน้อย

1 = มีปัญหาน้อยที่สุด

ท่านมีปัญหาในการใช้ภาษาอังกฤษสื่อสารกับพนักงานญี่ปุ่นในที่ทำงานมากน้อยเพียงใด

ปัญหา	ระดับของปัญหา				
	5	4	3	2	1
ทักษะการฟัง					
1. ท่านไม่รู้ความหมายของคำศัพท์หรือศัพท์เทคนิคต่างๆ					
2. ท่านไม่เข้าใจภาษาอังกฤษสำเนียงของคนญี่ปุ่น					
3. ท่านฟังภาษาอังกฤษไม่เข้าใจเนื่องจากผู้พูดพูดเร็วเกินไป					
4. ท่านไม่สามารถจับประเด็นที่ผู้พูดพูดได้					
5. ท่านฟังภาษาอังกฤษไม่เข้าใจเมื่อสนทนาทางโทรศัพท์					
6. ท่านไม่เข้าใจประโยคภาษาอังกฤษที่ซับซ้อน					
ทักษะการพูด					
1. ท่านรู้สึกประหม่าและขาดความมั่นใจเวลาพูดภาษาอังกฤษ					
2. ท่านไม่สามารถใช้คำศัพท์ที่เหมาะสมได้					

ปัญหา	ระดับของปัญหา				
	5	4	3	2	1
3. ท่านไม่สามารถออกเสียงคำในภาษาอังกฤษได้ถูกต้อง					
4. ท่านไม่สามารถพูดประโยคที่ไม่ถูกต้องตามไวยากรณ์ได้					
5. ท่านไม่สามารถพูดประโยคภาษาอังกฤษที่ซับซ้อนได้					
ทักษะการอ่าน					
1. ท่านไม่สามารถเดาความหมายของคำศัพท์หรือศัพท์เทคนิคต่างๆ					
2. ท่านไม่สามารถจับประเด็นจากอีเมลที่ได้รับ					
3. ท่านไม่เข้าใจประกาศภาษาอังกฤษของทางบริษัท					
4. ท่านใช้เวลานานในการอ่าน					
ทักษะการเขียน					
1. ท่านสะกดคำไม่ถูกต้อง					
2. ท่านใช้คำศัพท์ไม่ถูกต้อง					
3. ท่านเขียนไม่ถูกต้องหลักไวยากรณ์					
4. ท่านใช้คำเชื่อมประโยคไม่ถูกต้อง					
5. ท่านไม่สามารถเขียนข้อความให้เชื่อมโยงและสัมพันธ์กัน					

ส่วนที่ 3: ความคิดเห็นเกี่ยวกับหลักสูตรการพัฒนาทักษะภาษาอังกฤษ

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความต้องการของท่านมากที่สุด

- ถ้าบริษัทจัดการอบรมหลักสูตรภาษาอังกฤษสำหรับท่าน ทักษะใดที่ท่านต้องการเรียนได้รับมากที่สุดในการอบรมหลักสูตร

<input type="checkbox"/> ทักษะการฟัง	<input type="checkbox"/> ทักษะการพูด
<input type="checkbox"/> ทักษะการอ่าน	<input type="checkbox"/> ทักษะการเขียน
- ท่านคิดว่าการจัดอบรมภาษาอังกฤษในแต่ละหลักสูตรควรมีระยะเวลานานเท่าใด

<input type="checkbox"/> 30 ชั่วโมง	<input type="checkbox"/> 40 ชั่วโมง
<input type="checkbox"/> 50 ชั่วโมง	<input type="checkbox"/> 60 ชั่วโมง
- การจัดอบรมภาษาอังกฤษควรจัดบ่อยแค่ไหนในแต่ละสัปดาห์

<input type="checkbox"/> 1 ครั้ง/สัปดาห์	<input type="checkbox"/> 2 ครั้ง/สัปดาห์
<input type="checkbox"/> 3 ครั้ง/สัปดาห์	<input type="checkbox"/> 4 ครั้ง/สัปดาห์
- ในการเรียนแต่ละครั้งควรมีระยะเวลานานเท่าใด

<input type="checkbox"/> 1 ชั่วโมง	<input type="checkbox"/> 2 ชั่วโมง
<input type="checkbox"/> 3 ชั่วโมง	<input type="checkbox"/> 4 ชั่วโมง
- ท่านคิดว่าช่วงเวลาใดที่เหมาะสมสำหรับการจัดอบรมภาษาอังกฤษมากที่สุด

<input type="checkbox"/> หลังเลิกงานตอนเย็น	<input type="checkbox"/> วันเสาร์
<input type="checkbox"/> วันอาทิตย์	<input type="checkbox"/> วันเสาร์ และ วันอาทิตย์
- ในการเรียนการสอนภาษาอังกฤษแต่ละทักษะ ท่านต้องการเรียนกับอาจารย์ผู้สอนท่านใด

	อาจารย์คนไทย	อาจารย์เจ้าของภาษา
ทักษะการฟัง		
ทักษะการพูด		
ทักษะการอ่าน		
ทักษะการเขียน		

BIOGRAPHY

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