



**NEEDS ANALYSIS OF BUSINESS ENGLISH
FOR THE SALES DIVISION
AT A JAPANESE TRADING COMPANY IN THAILAND**

BY

PIRAYA POLSOMBAT

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

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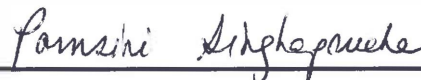
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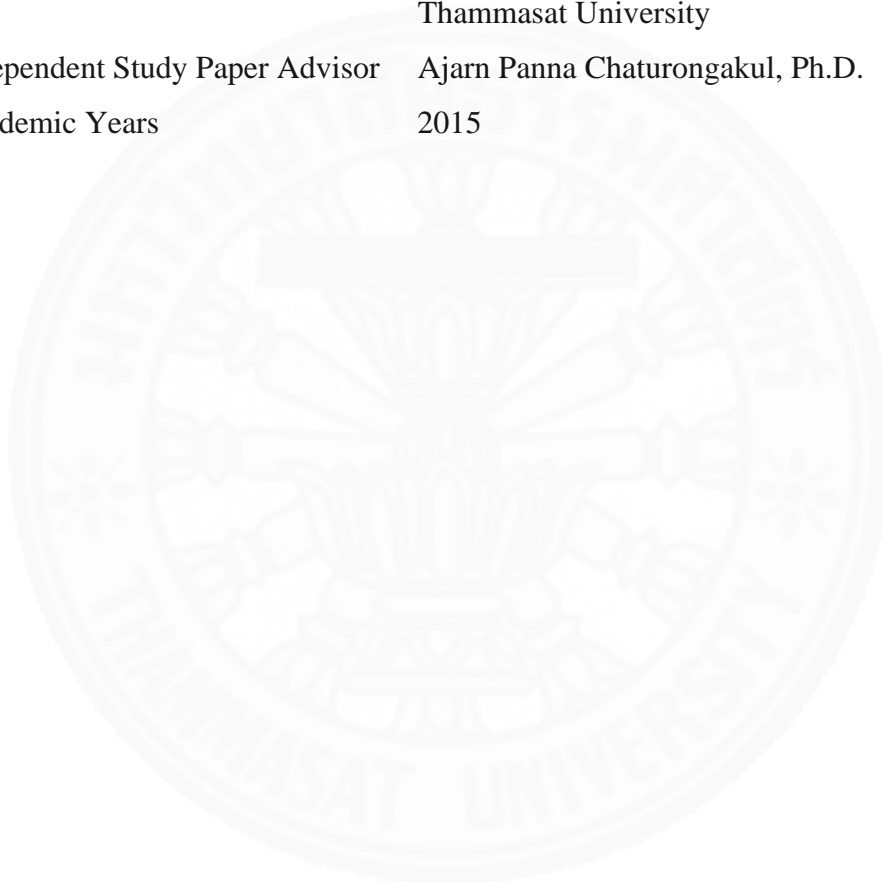
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ABSTRACT

Currently, it is known that English communication is one of the most significant tools to bridge the gap between people across different countries and languages. Thai people still often lack the English proficiency to communicate, especially in a business context. The purpose of this study was to investigate the English language skills needed by employees working at a Japanese company in Thailand, and analyze the language difficulties that they encounter when communicating in English at the work place. The participants were 30 employees in the sales division at the target Japanese trading company. A questionnaire containing close-ended questions, open-ended questions, and a 4 points Likert scale were distributed to the selected participants. It can be concluded from the findings that most of the employees in the sales division needed speaking and listening skills for communication in their careers. Their language difficulties in each skill that they encountered at the work place were mostly regarding Japanese accents, vocabulary, technical terms, word choices, grammar and the exposure to English language. The research conducted for this study could help Human Resource Departments to arrange business English courses for the employees according to their needs and difficulties.

Keywords: Needs, Business English course, Sales division

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Piraya Polsombat



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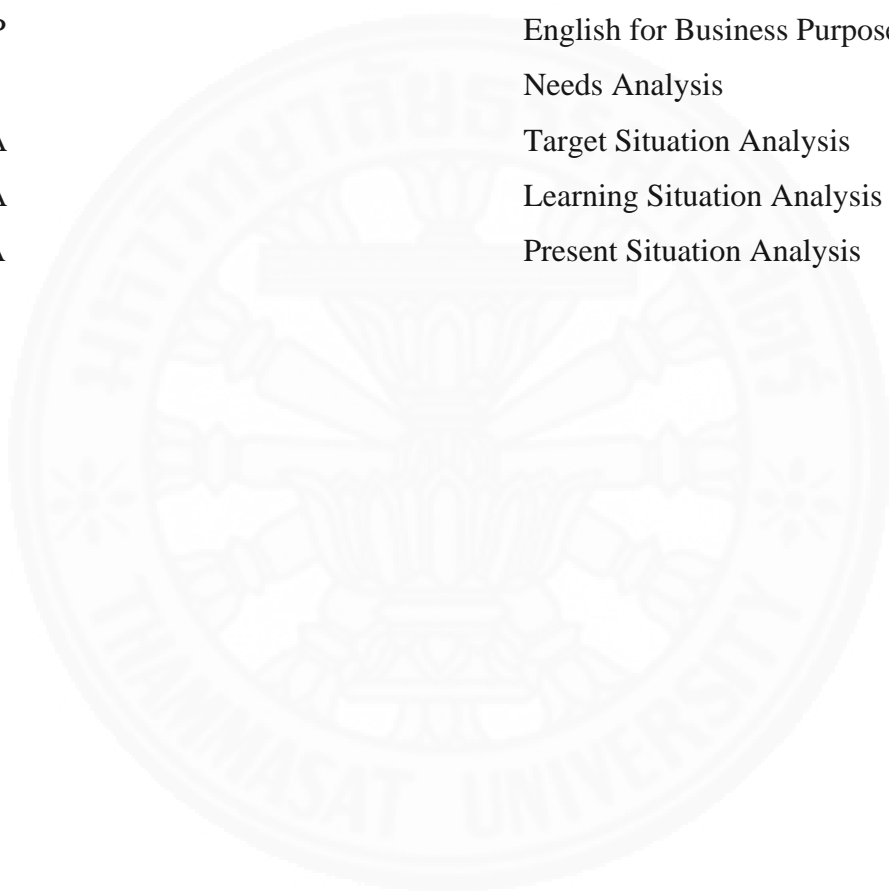
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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
ESP	English for Specific Purposes
EEP	English for Educational Purposes
EAP	English for Academic Purposes
EOP	English for Occupational Purposes
EBP	English for Business Purposes
NA	Needs Analysis
TSA	Target Situation Analysis
LSA	Learning Situation Analysis
PSA	Present Situation Analysis



CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Recently, the English language has been playing a significant role in Thailand. It is no longer restricted to only British or American people, but is being used by people all around the world. The English language is one of the most essential communication tools to bridge the gap between people who come from different countries and use different languages. English is used as an international language and is made up of so called 'World Englishes', meaning each country or groups own variety of English.

“Americans use American English, Canadians use Canadian English, and thanks to descriptive attempts by world Englishes scholars, people can now say that Singaporeans and Indians use their own varieties. Why then can't Japanese use Japanese English...” (Matsuda and Friedrich, 2011, p.335)

Nowadays, there are a large number of international companies in Thailand such as American, British, Japanese, French, German companies etc. Since more non-native speakers communicate in English, the English language becomes an essential tool for communication in an international company that is not merely American and British companies. Japanese people are quite conservative, and they mostly speak only Japanese. Though, thanks to world Englishes scholars, Japanese can also use what we call 'Japanese English'. They should adapt themselves to the changing world and consider the English language as a beneficial communication tool to communicate with people across cultures and languages. Above all, to speak English with native accents no longer matters as long as the meaning is still correct.

Additionally, now we are in the ASEAN Economic Community (AEC) which is not only set up as a free trade zone but also increases market unity and provides a production base to promote the Asian countries' competitiveness. This

means that Thai people will definitely have a tendency to use the English language more than in the past, especially in international business corporations including Japanese companies.

One of the proudest things for Thai people is that we have our own language. The standard Thai dialect comes from the central part of Thailand. Due to geographical factors, there are various dialects of Thai such as Southern Thai, Northern Thai, Northeastern Thai, etc. However, due to Thailand's history of autonomous rule, most Thai people are illiterate in the English language unlike the colonies that have the English language as their official language, for instance, Singapore and Hong Kong. Also, the English language has a great impact on many aspects: technology, business, politics, economics, and so on. Hence, a lot of materials such as textbooks, journals, and articles are written in English as well as the international media: newspaper, television, radio, internet, etc. People have become increasingly interested to learn more about English for Specific Purposes (ESP) due to the increasing demand for an international language which is one of the three factors of the origins of ESP according to Hutchinson and Waters (1987).

Due to the rapid advances in technology in this century, the way teachers teach and students learn has greatly changed a lot. English teachers today should have technological competence in order to be able to integrate new media into language teaching and learning processes. New media, including interactive communication technology and social communication such as internet, websites, smart phone, VDO conference etc., can now be easily accessed by the English language teachers and learners. There are a large number of beneficial resources for teaching and learning provided. According to the previous reasons, Thai people nowadays have a tendency to be higher in English language proficiency than in the past and the needs for English improvement of each skill has changed.

Although considerable research has been done on need analysis, it seems that further investigations are warranted in order to look at case studies and analyze needs analysis of business English in sales division of international

companies. The limitation found in previous research has been that there might be too few participants for the data to be generalizable to a broader population, and therefore the validity of the data to draw conclusions is unclear. Thus, in the present research study, to eliminate the previously mentioned limitation, the number of participants in this study would be at least 30 people. In addition, an open-ended section was added to the questionnaire in order to increase validity.

The use of English communication at a Japanese trading company in Thailand

The company is a Japanese small electronic components manufacturer whose headquarters is in Kyoto, Japan. Its products include resistors, transistors, diodes, ICs, and so on. The business has gradually expanded and has sales offices located in various countries around the world: Korea, Hong Kong, Thailand, Malaysia, India, etc. It is a vast international organizations and a top 20 Semiconductor sales leader.

Regarding the companies Thailand operations, although approximately 90% of employees are Thai people and 10% are Japanese people, English has to be used in the company to be as a mediator between Thai and Japanese employees. In order to contribute to the company as much as possible, all employees should be able to use the English language effectively at a business level.

1.2 STATEMENT OF THE PROBLEM

Although the target Japanese trading company in Thailand tries to encourage employees to learn the Japanese language by providing extra fringe benefits for those who obtain Japanese language proficiency at a certain level, such as a better career path and 50% financial support for Japanese classes, English is still considered the primary language that all employees should be able to accurately use for business. To enter this company, there are no required test scores such as the TOEIC test. There is only an interview with Japanese managers along with Thai managers in order to test the candidates on whether or not they are able to communicate in English in daily life. Moreover, to deal with

the Japanese managers, the language used is 90% in English, 10% in Thai and Japanese language. Therefore, at least the English language at a basic level is required in this company, especially in the sales division – which has the highest rate of English usage for communication in the company. On the other hand a lot of employees still lack some of the English language skills to be used for business purposes, and need to improve in order to reach the standards of a multinational company

Since the general background information of each employee in the sales division at the target Japanese trading company are varied, their English language proficiency is also different. It is not only because of their general background, but also their English background such as their experiences studying or traveling abroad, the individual's preferences: listening to foreign songs, chatting with foreign friends, etc, or their English language exposure which could affect their English language competence. Resulting from the reasons mentioned, English for general business purposes courses will be designed according to the employees' needs and difficulties and provided for any employees who need to improve themselves to be able to work effectively at a business level.

Additionally, the employees in the sales division at this Japanese trading company have never been investigated concerning their needs for business English before, so this study aims to explore the English communication skills that are most needed and the difficulties that employees face when communicating. The results from this study could contribute to Human Resource Department's understanding to serve the employees' need. Most importantly, the employees themselves would not only work for the company each day, but also add value by improving their English language skills helping with both their current job and future career.

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are as follows:

1. To investigate the employees' needs of English skills necessary for communication in their careers; and
2. To analyze language difficulty that employees at a Japanese trading company in Thailand encounter when communicating in English at the work place.

1.4 RESEARCH QUESTIONS

The research questions of this study are as follows:

1. Which skills of English are needed by employees in the sales division at a Japanese trading company in Thailand?
2. What English difficulties do employees at a Japanese trading company encounter when communicating in English at the work place?

1.5 DEFINITION OF TERMS

The definitions of the terms in this study are as follows:

1. **Needs** refers to the lacking English skills of the employees in the sales division at a Japanese trading company that are expected in order to be able to work effectively. Moreover, it also refers to the skills the employees consider as necessary and want to learn.
2. **Business English course** refers to any English business courses that aim to improve the employees' English skills to correspond to their needs and difficulties. For example, to improve two productive skills, writing and speaking skills, a business writing course and an effective business presentation course should be provided.
3. **Sales division** refers to one of the 3 divisions in the Japanese trading company. It is the largest division, which is mainly divided into 4 departments: sales, sales support, technical and delivery control department.
4. **A Japanese trading company in Thailand** refers to one of the Japanese companies in Thailand selling small electronic components. The focus of this study is a 'sales office' located in Thailand, though there are multiple branches around the world. The company headquarters is located in Kyoto, Japan.

5. **A native speaker** refers to someone who uses English from early childhood as their first language and is brought up in English-speaking countries such as Americans, British, Canada, New Zealand, and Australians.
6. **A non-native speaker** refers to someone whose first language is not English and uses English from late in their childhood or adulthood and might not be brought up in English speaking countries.
7. **English-speaking countries** refers to countries where English is an official language or widely spoken. There are a large number of English-speaking countries in the world such as Philippines, Singapore, Dominica, Pakistan, Ireland, Israel and a lot more.

1.6 SCOPE OF THE STUDY

1. The participants of the present study are 30 employees of the sales division, including 4 departments: sales, sales support, technical and delivery control department, at a focused Japanese trading company in Thailand.
2. This present study aims to investigate the employees' needs for English skills for communication in their careers as well as language difficulties that they encounter when communicating in English language at the work place

1.7 SIGNIFICANCE OF THE STUDY

The findings of the present study will provide the following implications:

1. Useful information regarding the needs of using each skill for English communication and the needs for business English courses for employees in the sales division at a Japanese trading company in Thailand.
2. Useful information regarding the investment in English education in this Japanese company for the Human Resource Department to consider and inform their decisions on how to improve their employees' English language skills in order to reach the level of proficiency required in an international top 20 Semiconductor company.

3. The ability of employees to communicate in the English language at a business level for both their current work and future career.

1.8 ORGANIZATION OF THE STUDY

This study investigates a need for Business English for the sales division at a Japanese company in Thailand. It is divided into 5 chapters: introduction, review of literature, research methodology, results and discussions, and, lastly, conclusions and recommendations respectively. The first chapter explains the background, statement of the problem objectives, definition of terms, scope, significance, and organization of this study. The next chapter describes needs analysis theories and previous studies followed by the third chapter which informs readers the methodology of this study consisting of participants, materials, procedure and the analysis of data. The fourth chapter demonstrates the results of this study as well as discussions based on 5 parts of the questionnaire which is comprised of general background information, English background information, the needs for English communication in careers, the needs for English communication improvement and problems in using English and solutions for English communication. Finally, the last chapter concludes the study and recommends possibilities for further research.

CHAPTER 2

REVIEW OF LITERATURE

2.1 ENGLISH FOR SPECIFIC PURPOSES (ESP)

2.1.1 Types of ESP

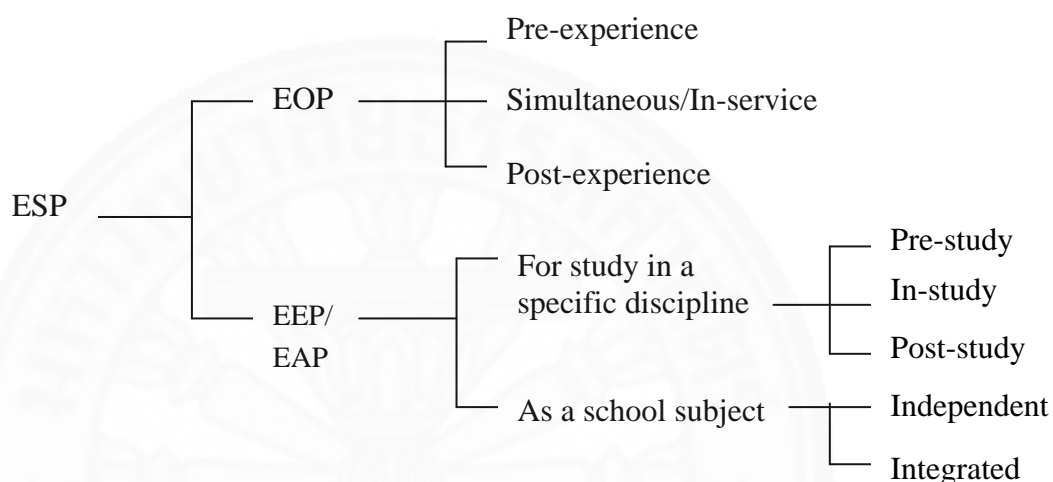


Figure 1 The ESP 'family tree'

As mentioned by Robinson (1991, p.2), there are many classifications of ESP. Traditionally, it is divided mainly into two types: 1.) *EOP (English for Occupational Purposes)* includes professional purposes in medicine, business, law, administration, and vocational purposes for non-professionals in work or pre-work situations and 2.) *EEP (English for Educational Purposes) or EAP (English for Academic Purposes)* consists of English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP), and English for Management, Finance and Economics.

2.1.2 A definition of ESP

According to Hutchinson and Waters (1987, p.19), ESP is an approach to explore the need of learners to learn a foreign language which depends on the individual's purposes such as to pursue a higher degree, to travel around the world, to make a hotel reservation, to join an international conference, to work in

an international organization, etc. It is not a specific type of methodology, language, nor teaching material. In conclusion, ESP is an approach to language learning based on learners' need. The learners might be simply asked 'Why do you need to learn a foreign language?'

2.1.3 The origins of ESP

As stated by Hutchinson and Waters (1987, p.6), the emergence of ESP can be explained by the following factors:

1. The demands of a Brave New World

After the Second World War had ended in 1945, economic, scientific, and technical international activities were expanded, so that technology and commerce, two forces, dominated and lead to the increasing demands for an international language such as English. A lot of people wanted to learn English as it became necessary and accepted worldwide. Hence, English teaching quickly became a big business. Additionally, time and money constraints were also factors that drove a need for cost-effective courses.

2. A revolution in linguistics

According to Widdowson (as cited in Hutchinson and Waters, 1987, p.7), there had been new English studies leading to a switch from grammar based instruction to using authentic communication. Demands for English courses and specific needs were increasing, so there had been a development of English courses for particular groups of learners. To conclude, the principle of ESP came from the analysis of learners' needs for their work and study fields.

3. Focus on the learner

Each learner has their own needs and interests which could affect their learning motivation, so that English courses should be developed on the basis of learners' needs that are relevant to them the most. If it corresponds to them, they will learn better and faster.

In conclusion, a combination of three factors: the English language demands expansion, the developments from the linguistics field, and the shift to learner centered instruction, lead to the growth of ESP.

2.2 ENGLISH FOR BUSINESS PURPOSES(EBP)

2.2.1 Users of business English

“English has become the international language of business. A Finn conducting business in South Korea uses English; a Brazilian doing business with the Dutch uses English; the French in China often use English; and an American and a German probably also employ English. Thus most English-medium communications in business are non-native speaker to non-native speaker (NNS-NNS)” (Dudley-Evans and St.John, 1998, p.53)

Nowadays, the role of English has been changed. English usage has been increasing, especially among non-native speakers communicating with other non-native speakers. The English language no longer belongs to native speakers only, but is used as a lingua franca through the business world.

2.2.2 A definition of EBP

As suggested by Dudley-Evans and St.John (1998, p.54), business communication has two particular aspects: communication with the public and communication within a company or between companies. The diagram is demonstrated as follows:

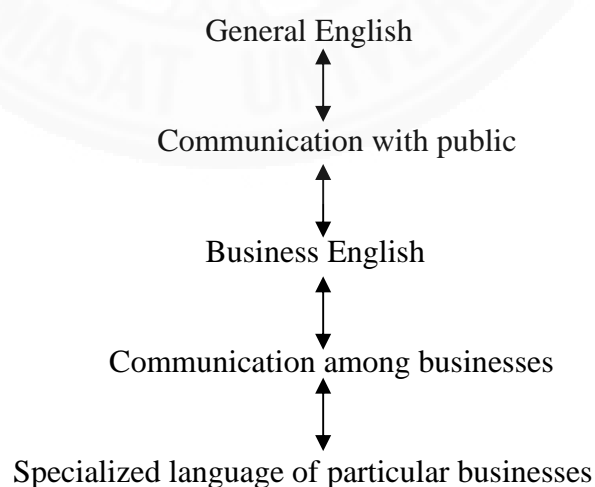


Figure 2 Two aspects to business communication

2.3 NEED ANALYSIS

There are various meanings and types of ‘*need*’ that have been discussed. According to Widdowson (as cited in Robinson, 1991, p.7), *needs* can refer to students’ study or job requirements, and this is considered a goal-oriented definition of needs. He also suggested that it is important to consider what the learner needs to do in order to actually acquire the language, which is a process-oriented definition of needs. In addition, Mountford (as cited in Robinson, 1991, p.7), mentioned that *needs* can mean what the user-institution or society consider as necessary or want to learn from a program. Berwick (as cited in Robinson, 1991, p.8) also claimed that *needs* can be interpreted as ‘lack’ since they are what the students do not know or cannot do in English.

Although the question ‘Why do these learners need to learn English’ is raised when ESP is mentioned, it does not mean that other English courses will not need to answer of this same question since the analysis of learners’ needs is a foundation of every course. Need analysis is essential in order to meet learners’ expectations and is also used for developing all English program. Furthermore, for the sake of professionalism and time saving, ESP practitioners need to do some researches in advance such as reviewing the relevant articles, finding materials, contacting learners’ colleagues and companies, etc.

2.3.1 Components of Need Analysis

As suggested by Dudley-Evans and St.John (1998, p.123), there are mainly three components of Need Analysis (NA) as follows:

1.) Target Situation Analysis (TSA)

Hutchinson and Waters (1987, p.59) claimed that TSA is completely about asking questions about the target situation including their attitudes towards that situation. A framework below is useful for course designers to conduct NA:

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learner use the language with?

- Where will the language be used?
- When will the language be used?

2.) Learning Situation Analysis (LSA)

West (as cited in Songhori, 2008, p.12) claimed that LSA consists of the strategies that learners use to learn another language. Rather than what they need to learn, it is how the learners desire to learn.

Apart from target situation needs, there are other kinds of needs which are learning needs. If the starting point is *lacks* and the destination is *necessities or wants*, the question is how are we going to get from the starting point to the destination? And this is LSA. According to Hutchinson and Waters (1987, p.62), “The target situation analysis can determine the destination; it can also act as a compass on the journey to give general direction, but we must choose our route according to vehicles and guides available (i.e. the conditions of the learning situation), the existing roads within the learner’s mind (i.e. their knowledge, skills and strategies) and the learners’ motivation for travelling.” A following framework was presented for analyzing learning needs (Hutchinson and Waters (1987, p.62):

- Why are the learners taking the course?
- How do the learners learn?
- What resources are available?
- Who are the learners?
- Where will the ESP take place?
- When will the ESP course take place?

3.) Present Situation Analysis (PSA)

If TSA attempts to indicate at the outcomes at the end of the course, what the learners are expected to be like, what learners are like at the beginning is what PSA attempts to identify. As Dudley-Evans and St.John (1998, p.124) pointed out, “a PSA estimates strengths and weaknesses in language, skills, learning experience.” Richterich and Chancerel (as cited in Robinson, 1991) stated that the learners, the language-teaching establishment and the user-institution are three

sources of information to investigate learners' levels of proficiency. Also, PSA is considered as a complement to TSA. Therefore, needs analysis might be a combination of TSA and PSA.

2.3.2 Target needs

1.) Necessities

As mentioned by Hutchinson and Waters (1987, p.55), necessity is the type of need and what the learner should know to operate proficiently. For example, at a Sales conference, to communicate effectively, a businessman needs to understand business English in order to get the necessary information from sales catalogues or website and so on.

2.) Lacks

We also need to explore what the learner knows to make a decision about which necessities the learner lacks.

3.) Wants

Wants are perceptions of the learners about their own needs. Hutchinson and Waters (1987, p.57) suggested that with 'the importance of learner motivation in the learning process, learner perceived wants cannot be ignored.'

Therefore, we need to know what learners already understand, and what they want to do with language by applying the analysis of target situation and learning needs in order to investigate the needs, expectations, and attitudes of employees toward English communication in their work place.

2.3.3 The role of needs analysis in Business English

As explained by Holden, 1993 (as cited in Hutchinson and Waters (1987, p.57), there are three stages of need analysis: firstly, the target language needs will be specified. Secondly, the learners' perceptions will be collected by questionnaire or interview. Lastly, learning styles will be identified by a questionnaire.

Cost effectiveness when developing short intensive courses is one reason to apply needs analysis. EBP teachers can receive information that participants filled in on the form before starting the course to help them design the course and provide materials that suits the learners' needs.

2.4 RELEVANT RESEARCH

There are a large number of research studies related to needs analysis of English for Specific Purposes (ESP). However, there are various branches that are mainly divided into English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). The selected studies conducted by both Thai and international researchers are demonstrated as follows:

In the business field, Choompon (2009) investigated needs for English communication using each skill at Siam Nissan Automobile Company Limited. The results revealed that most of employees (76.47%) agreed that speaking skills were needed the most improvement since employees always needed to speak English in their workplace and it was quite difficult for them to have practiced public speaking due to time constraints. Of the same group, 11.76% stated that writing and listening skills were the skills that needed the most improvement. In addition, the data demonstrated that fluency was considered to be more important than grammatical accuracy. On the other hand, Winiyakul (2011) was interested in needs and problem analysis in using English for international trade of Thai customs officers. The results of the study showed that the most necessary English skill was reading. The obstacles when they speak and listen were accent and pronunciation. Grammar was the problem of their writing and speaking skills. Winiyakul concluded that they need an English training course relevant to their work focusing on four basic skills. Additionally, Juan (2014) studied learner's needs analysis from the perspective of Business English graduates from Shandong Jiaotong University. The results of the questionnaires demonstrated that students who are working from different types of organizations and positions have different demands of using English knowledge and skills. Speaking on the

telephone, reading e-mail, writing business letters, and translating documents were the most frequently mentioned reasons for using English in the work place.

Similarly, Luankanokrat (2011) explored needs analysis for English communication skills of employees at HSBC in Thailand. It was found that the 150 respondents encountered problems in every language skill, especially listening skills. Reading skill was the most necessary skill while the least necessary skill was speaking. However, the respondents need to improve all communication skills. On the contrary, there was a study on the English Language Needs of Bank Employees of Saderat Bank in Mashhad conducted by Mohammadzadeh, Barati & Fatemi (2015). Seventy bank employees agreed that speaking skill was the most necessary for their job procedure. There was a similarity between this study and Luankanokrat (2011)'s study which showed that the respondents had problems with all skills and needed English courses to be provided by their company.

Regarding the hospitality and management field, Pourfarhad (2015) focused on the needs of postgraduate ESP students majoring in hospitality management in Iranian universities. It was found that writing, reading and translation were the highest needs of both MA and PhD students. In contrast, when it comes to authentic job procedure, Chantanont (2012) explored problems and needs for English communication improvement of hotel front office staff at hotels in Bangkok. The result showed that a major problem for hotel front office staffs was listening skills since they had to face various English accents that were difficult to deal with. Also, lack of vocabulary could lead to English speaking problems. Most of the respondents agreed that reading and writing business letters were also one of their obstacles, which was the same findings as Pourfarhad (2015)'s study. However, the most needed courses for hotel front office staff are speaking and listening courses to improve their proficiency.

In the academic discipline, Pitchayawisitkul (2010) examined needs of third year students studying communicative business English II at Thammasat University, Academic year 2009. The outcome revealed that the English language

skills most needed were speaking, listening, writing and reading, respectively. In addition, the need of each skill in different circumstance was also investigated. For example, for speaking and listening skills, the most extensive need was face to face conversation. For reading skills, the most required need was *e-mail correspondence*, and for writing skills, the largest need was *resume writing*. On the other hand, there was a Needs Analysis of a University General English Course in Iran that was investigated by Moiiinvaziri (2014), which found that vocabulary was the most significant component of language that needed practice. Reading skills were found to be the most important while listening and speaking were the most problematic skills. In each case, the students were motivated to learn English. Furthermore, the study showed that the English language also plays an important role in Singapore where Standard English is promoted. Warton (2002) revealed in his study that the English communication skills of undergraduates in Singapore need to be improved to correspond to government campaign, 'speak Good English Movement'. This is to show that although Singaporian's already use English as their official language, they still need to improve their proficiency to reach standard level.

As seen in each of the related research studies, a needs analysis is a foundation of every course. The result also depends on the functions and responsibilities of each department, division, and company. The English skills that are most necessary for some studies are speaking skills as the employees need this skill to communicate in their work places while the reading skill is the most important for some work places. Therefore, it absolutely depends on learners' needs at the time the research is conducted.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 THE PARTICIPANTS

3.1.1 Population

At the target Japanese trading company in Thailand, there are 87 employees. The company is divided mainly into three divisions: Sales (N = 43), Administration (N = 39), and Quality Assurance Center (QA) Divisions (N = 4). Each division is divided into multiple departments, except for the QA Center division which does not have a department. The organization chart is shown as follows:

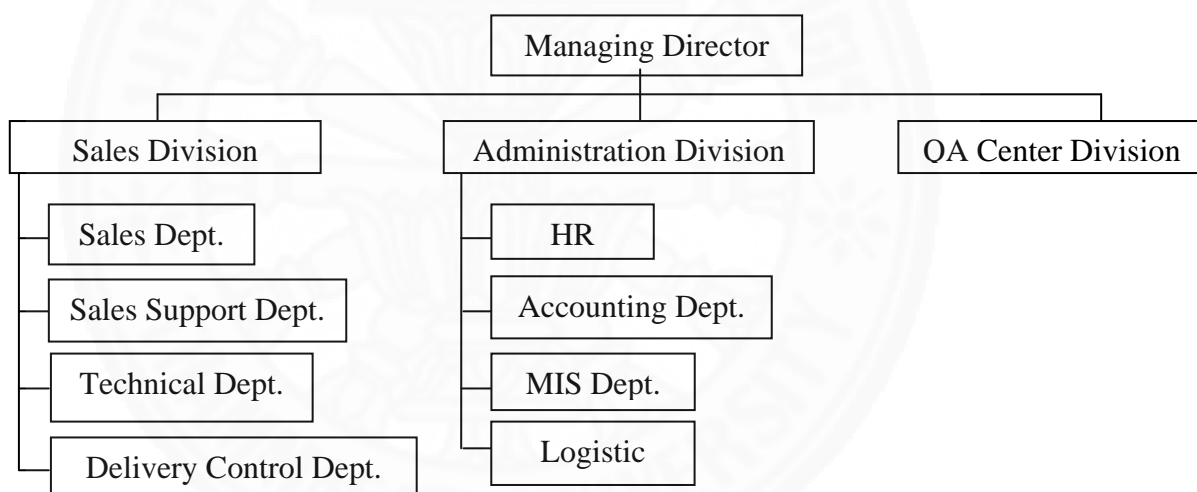


Figure3 Organization chart of the target Japanese company

3.1.2 Respondents

In order to reduce one of the threats to validity, which is that the respondents may not be representative of the entire population, the two following sampling procedures were used:

1.) Stratified Sampling

In this study, Thai employees from the sales division, one of the three divisions at the target Japanese company were selected. This division is known for their extensive exposure to English communication. These

employees use the English language with both insiders and outsiders. The insiders are Japanese managers from each department and Japanese employees at the headquarters in Japan, while the outsiders are local customers who do not communicate in Thai. After selecting the target division, the next sampling technique was used.

2.) Proportionate quota Sampling

In the sales division (N = 43), there are 4 different departments: sales, sales support, technical, and delivery control departments. Thirty employees were selected according to the proportion of the employees. To conclude, there were 13 employees each from the sales and sales support departments and 2 employees each from the technical and delivery control departments.

3.2 THE MATERIALS

The research instrument of this study was a questionnaire adapted from three previous questionnaires: (1) Choompon's questionnaire (2009) used in a "survey of employees' needs for English communication using each skill at Siam Nissan Automobile Company Limited", (2) Sonpuing's questionnaire (2014) exploring a "Needs analysis of using English of Muay Thai trainers in Thailand", and Chantanont's questionnaire (2012), used in "a study of problems and needs for English communication improvement of hotel front office staff at hotels in Bangkok". The questionnaire is divided into 5 parts as follows:

Part 1: General background information

This part consisted of 4 close-ended questions and a question regarding the level of education that needed respondents to answer in the provided space.

Part 2: English background information

There are 9 close-ended questions, 5 of which needed respondents' clarification by filling their answers in the provided space. The last question regarding their English language proficiency of each skill was a 4 Likert-scale

rating type question, ranging from “excellent” to” poor”. The English background information of each respondent was explored in this part.

Part 3: The needs for English communication in careers

This section consisted of ten questions examining respondents’ needs for English communication in their career. The questions were 4 Likert-scale rating items ranging from numbers 1 to 4, which are clarified as follows:

4 means ‘strongly agree’

3 means ‘agree’

2 means ‘disagree’

1 means ‘strongly disagree’

Part 4: The needs for English communication improvement

This part explored respondents’ needs for English communication skills improvement. They were required to put a checkmark in 10 close-ended questions.

Part 5: The difficulty in using English when communicating at the workplace

This part consisted of nine open-ended questions that needed respondents to explain their issues or problems regarding each English communication skill used at the work place.

3.3 THE PROCEDURE

3.3.1 Research Design

The study was a mixed-method approach based mostly on a quantitative research design. It consisted of close-ended, open-ended questions and 4 point Likert-scale questions. The open-ended questions, a qualitative research element, were used to further investigate in-depth information of the sales employees’ need of English at work especially the difficulty in using English when communicating at the work place.

3.3.2 Data Collection

To check whether the questionnaire was valid, a pilot study was conducted with the researcher’s advisor, one specialized professor, and five office

employees from similar companies. The questionnaire was revised when there were some unclear points. After that the questionnaires were randomly distributed to 30 respondents in the sales division at the target Japanese company. Data was collected via questionnaire.

3.4 THE ANALYSIS OF DATA

Microsoft Excel was used for analyzing the data. Descriptive statistics were used including the mean, standard deviation, frequencies and percentages. The data was analyzed as follows:

- **Mean and Standard Deviation (S.D.)** were used to analyze part 3, the needs for English communication in careers as well as part 2 - item 10, English language proficiency of each skill.
- **Frequency and percentage** were used to analyze part 1, 2 and 4 – general background information, English background information and the needs for English communication improvement, respectively.
- **Qualitative analysis** was used with part 5, which features the difficulty in using English for English communication at the work place.

CHAPTER 4

RESULTS AND DISCUSSION

The results of the needs analysis of Business English for the sales division at a Japanese trading company in Thailand is reported in this chapter. Furthermore, the discussion of the needs analysis of Business English is also presented. In total, there was a 100% response rate for this survey. Thirty participants answered the research questions of this study which were divided into 5 parts as follows:

PART 1: General background information

PART 2: English background information

PART 3: The needs for English communication in careers

PART 4: The needs for English communication improvement

PART 5: The difficulty in using English when communicating at the work place

4.1 RESULTS

4.1.1 GENERAL BACKGROUND INFORMATION

Table 1 General background information of employees in the sales division

Item	Frequency	Percentage (%)
1. Gender		
Female	25	83.33
Male	5	16.67
TOTAL	30	100.00
2. Age		
21-25 years	5	16.67
26-30 years	14	46.67
31-35 years	10	33.33
36-40 years	0	0
41-45 years	1	3.33
Over 45 years	0	0
TOTAL	30	100.00
3. Highest level of education		
Vocational/High Vocational Certificate	0	0
Bachelor's Degree	23	76.67
Master's Degree	7	23.33
Other	0	0
TOTAL	30	100.00

Item	Frequency	Percentage (%)
4. Title of department		
Sales Department	13	43.33
Sales Support Department	13	43.33
Technical Department	2	6.67
Delivery Control Department	2	6.67
TOTAL	30	100.00
5. Length of time in current job		
Less than 1 year	4	13.33
1-3 years	12	40.00
Over 3 years up to 5 years	4	13.33
Over 5 years up to 10 years	9	30.01
Over 10 years	1	3.33
TOTAL	30	100.00

The overall result of PART 1 is shown in the table above. The demographics section was divided in 5 items: Gender, Age, Highest level of education, Title of department, and Length of time in current job. The results give us an overall idea of the types of employees that work in the sales division of this Japanese trading company.

Table 2: Gender

Item	Frequency	Percentage (%)
Female	25	83.33
Male	5	16.67
TOTAL	30	100.00

In Table 2, the total number of selected employees in the sales division was 30. Most of them were female accounting for 83.33% while 16.67% were male.

Table 3: Age

Item	Frequency	Percentage (%)
21-25 years	5	16.67
26-30 years	14	46.67
31-35 years	10	33.33
36-40 years	0	0
41-45 years	1	3.33
Over 45 years	0	0
TOTAL	30	100.00

As shown in Table 3, 14 respondents (46.67%) were between 26-30 years old. 33.33% or 10 respondents were between 31-35 years old. There was only one respondent (3.33%) who was aged over 41 years old.

Table 4: Highest level of education

Item	Frequency	Percentage (%)
Vocational/High Vocational Certificate	0	0
Bachelor's Degree	23	76.67
Master's Degree	7	23.33
Other	0	0
TOTAL	30	100.00

Table 4 showed that the majority of the respondents (76.67%) held a Bachelor's degree and only 7 employees or 23.33% held a Master's degree.

Table 5: Title of department

Item	Frequency	Percentage (%)
Sales Department	13	43.33
Sales Support Department	13	43.33
Technical Department	2	6.67
Delivery Control Department	2	6.67
TOTAL	30	100.00

For the title of department, to be representatives of the entire population, 2 sampling techniques were used: stratified sampling and proportionate quota sampling. Although the sales division contains 43 employees, only 30 employees were selected to balance the proportions: sales and sales support department – 13 selected employees each while technical and delivery control department – 2 selected employees each.

Table 6: Length of time in current job

Item	Frequency	Percentage (%)
Less than 1 year	4	13.33
1-3 years	12	40.00
Over 3 years up to 5 years	4	13.33
Over 5 years up to 10 years	9	30.01
Over 10 years	1	3.33
TOTAL	30	100.00

Regarding length of time in current job, table 6 revealed that most of the employees in the sales division have worked in the Japanese trading company for 1-3 years and over 5 years up to 10 years accounting for 40% and 30.01% respectively. There was only one employee who has worked over 10 years or 3.33%.

4.1.2 ENGLISH BACKGROUND INFORMATION

Table 7: English background information of employees in the sales division

Item	Frequency	Percentage (%)
1. How long have you studied English?		
Less than 5 years	0	0
5-10 years	1	3.33
Over 10 years up to 15 years	8	26.67
Over 15 years	21	70.00
TOTAL	30	100.00
2. Have you ever taken any extra tutorial English classes: AUA, Wall Street, British Council, etc.?		
Yes	13	43.33
No	17	56.67
TOTAL	30	100.00
3. Have you ever taken any courses abroad?		
Yes	5	16.67
No	25	83.33
TOTAL	30	100.00
4. Have you ever taken a standardized English test such as TOEIC, TOEFL, IELTS or other?		
Yes	25	83.33
No	5	16.67
TOTAL	30	100.00
5. Have you ever been in an English-speaking country such as US, UK, Canada, Australia, etc?		
Yes	8	26.67
No	22	73.33
TOTAL	30	100.00
6. Which situations are you mostly exposed to English?		
In company	24	80.00
In daily life	0	0
Both	6	20.00
TOTAL	30	100.00
7. With whom do you usually use English?		
Non-native speakers	23	76.67
Native speakers	0	0
Both	7	23.33
TOTAL	30	100.00

Item	Frequency	Percentage (%)
8. How often are you exposed to English language?		
1 day/week	0	0
2-3 days/week	2	6.67
4-5 days/week	15	50.00
Everyday	13	43.33
TOTAL	30	100.00
9. Have you ever done anything to help improve your English skills?		
Yes	21	70.00
No	9	30.00
TOTAL	30	100.00
10. What do you think your English language proficiency of each skill is?		
10.1 Listening		
Excellent	1	3.34
Good	22	73.33
Fair	7	23.33
Poor	0	0
TOTAL	30	100.00
10.2 Speaking		
Excellent	0	0
Good	12	40.00
Fair	18	60.00
Poor	0	0
TOTAL	30	100.00
10.3 Reading		
Excellent	0	0
Good	25	83.33
Fair	5	16.67
Poor	0	0
TOTAL	30	100.00
10.4 Writing		
Excellent	0	0
Good	11	36.67
Fair	18	60.00
Poor	1	3.33
TOTAL	30	100.00
10.5 Translation		
Excellent	0	0
Good	16	53.33
Fair	14	46.67
Poor	0	0
TOTAL	30	100.00

Item	Frequency	Percentage (%)
10.6 Pronunciation		
Excellent	0	0
Good	9	30.00
Fair	17	56.67
Poor	4	13.33
TOTAL	30	100.00
10.7 Vocabulary in the Sales field		
Excellent	1	3.33
Good	9	30.00
Fair	18	60.00
Poor	2	6.67
TOTAL	30	100.00
10.8 Appropriate expressions		
Excellent	0	0
Good	10	33.33
Fair	19	63.34
Poor	1	3.33
TOTAL	30	100.00

In PART 2, there are 10 items regarding employees in the sales division's English background knowledge. The first 9 items were close-ended questions with the provided space to fill in only 5 items. The last item was a 4 Likert-scale rating type which was analyzed in frequency and percentage as well as mean and SD.

Table 8: English language proficiency of each skill of employees in the sales division

Skills	Mean	S.D.
Reading	2.83	0.38
Listening	2.80	0.48
Translation	2.53	0.51
Speaking	2.40	0.50
Writing	2.33	0.55
Appropriate expressions	2.30	0.53
Vocabulary in the sales field	2.30	0.65
Pronunciation	2.17	0.65

1. How long have you studied English?

The result showed that majority of respondents (70%) have studied English for over 15 years. There were 26.67% who have studied English for over 10 years up to 15 years.

2. Have you ever taken any extra tutorial English classes: AUA, Wall Street, British Council, etc.?

It was found that 56.67% have never taken any extra tutorial English classes while 43.33% have taken English classes at Fast English, Inlingua, AUA, British Council, and E-Time (Lopburi).

3. Have you ever taken any courses abroad?

The majority (83.33%) has never taken courses abroad. Those that have taken courses abroad did so in Australia, Canada, UK, USA, and Sweden.

4. Have you ever taken a standardized English test such as TOEIC, TOEFL, IELTS or other?

Most of the respondents (83.33%) have taken a standardized English test. The TOEIC scores obtained ranged from 365-840. There were only 3 respondents who took the IELTS test and their scores ranged from 4.5-6.

5. Have you ever been in an English-speaking country such as US, UK, Canada, Australia, etc?

More than two thirds of the respondents (73.33%) have never been in an English-speaking country.

6. Which situations are you mostly exposed to English?

Most of the respondents (80.00%) are mostly exposed to English at work while the other 20.00% used English both in the workplace and in daily life.

7. With whom do you usually use English?

The result revealed that 76.67% of the respondents used English with non-native speakers. The rest used it with both non-native and native speakers.

8. How often are you exposed to English language?

Half of the respondents, 50.00%, used English about 4-5 days a week. And almost half of them, 43.33%, used it every day.

9. Have you ever done anything to help improve your English skills?

A majority of the respondents, 70.00%, have improved their English skills by themselves by talking to their friends in English, listening to the radio in English, watching English subtitled TV series or movies, reading English books and news, listening to celebrity interviews on YouTube, enrolling in English courses, and finding an opportunity to get a job that required English skills such as a receptionist in a hotel.

10. What do you think your English language proficiency of each skill is?

About 56.67%-63.34% of the respondents considered that their English language proficiency of speaking, writing, pronunciation, vocabulary in the sales field and appropriate expressions were fair. For reading, listening, and translation skills, most of them thought that their levels were good with percentages of 83.33%, 73.33%, and 53.33% respectively.

According to table 8, the employees agreed that their reading skills were the skills that they have high proficiency level ($M = 2.83$, $S.D. = 0.38$), listening ($M = 2.80$, $S.D. = 0.48$), and translation ($M = 2.53$, $S.D. = 0.51$). For the pronunciation ($M = 2.17$, $S.D. = 0.65$), it is the skill that they have the lowest proficiency level, followed by vocabulary in the sales field and appropriate expressions ($M = 2.30$, $S.D. = 0.65$, 0.53 respectively).

4.1.3 THE NEEDS FOR ENGLISH COMMUNICATION IN CAREERS

Table 9: The needs for English communication of employees in the sales division

Skills	Mean	S.D.
Speaking	3.67	0.55
Listening	3.63	0.49
Reading & Writing	3.50	0.57
Vocabulary in the sales field	3.43	0.57
Appropriate expressions	3.40	0.56
Translation	3.37	0.72
Pronunciation	3.10	0.66

Table 9 showed that speaking was the most needed English skill for communication in the work place compared with other skills, with mean scores of

3.67 and S.D. of 0.55. Listening (M = 3.63, S.D.= 0.49), reading and writing were also needed skills, with mean scores of 3.50 and S.D. of 0.57.

Table 10: Listening skill needs

Listening skills	Mean	S.D.
Listening to conversation face to face	3.63	0.49
Listening to a discussion in a meeting	3.60	0.50
Listening to conversation by phone	3.53	0.57
Listening to spoken discourse of sales topics	3.40	0.62

As can be seen in table 10, the respondents strongly agreed that they need to be able to listen to conversation face to face (M = 3.63, S.D. = 0.49); listen to a discussion in a meeting (M = 3.60, S.D. = 0.50); listen to conversation by phone (M = 3.53, S.D. = 0.57). Others agreed that the ability to listen to spoken discourse of sales topics (M = 3.40, S.D. = 0.62) was also needed.

Table 11: Speaking skill needs

Speaking skills	Mean	S.D.
Conducting conversation face to face	3.57	0.57
Conducting conversations by phone	3.47	0.57
Delivering a presentation in a meeting	3.33	0.66
Participating in a group discussion	3.23	0.68

From the table above, employees strongly agreed on the need to be able to conduct conversation face to face (M=3.57, S.D.= 0.57). Others agreed on the needs to conduct conversation by phone (M = 3.47, S.D. = 0.57); to deliver a presentation in a meeting (M = 3.33, S.D. = 0.66) and to participate in a group discussion (M = 3.23, S.D. = 0.68).

Table 12: Reading skill needs

Reading skills	Mean	S.D.
Reading information from e-mails	3.47	0.57
Getting details information from Sales documents	3.30	0.65
Reading written documents related to Sales field : manuals, instructions, price list, product specifications, business letters, contracts, quotations, invoices, etc.	3.27	0.64
Reading business news to keep up-to-date about world events	3.20	0.55

As demonstrated by table 12, the ability to read information from e-mails was the most needed reading skill (M = 3.47, S.D. = 0.57), followed by the ability to get

details and information from Sales documents (M = 3.30, S.D. = 0.65); to read written documents related to Sales field: manuals, instructions, price list, product specifications, business letters, contracts, quotations, invoices, etc. (M = 3.27, S.D. = 0.64) and to read business news to keep up-to-date about world events is the least needed reading skill with mean scores of 3.20 and S.D. of 0.55.

Table 13: Writing skill needs

Writing skills	Mean	S.D.
Writing e-mails	3.47	0.63
Taking note at presentations, seminars and meeting	3.30	0.70
Producing the correct format of minutes of meeting	3.30	0.70
Writing manuals which include technical terms used in the Sales field	3.27	0.69

Regarding table 13, employees agreed that they need to be able to write e-mail (M = 3.47, S.D. = 0.63); to take note at presentations, seminars and meeting, to produce the correct format of minutes of meeting (M = 3.30, S.D. = 0.70) and to write manuals which include technical terms used in the Sales field (M = 3.27, S.D. = 0.69).

Table 14: Translation skill needs

Translation skills	Mean	S.D.
Translation from English to Thai	3.53	0.73
Translation from Thai to English	3.50	0.78

The result from table 14 revealed that employees strongly agreed to the needs to be able to translate from English to Thai (M = 3.53, S.D. = 0.73) and from Thai to English (M = 3.50, S.D. = 0.78).

Table 15: Pronunciation skill needs

Pronunciation skills	Mean	S.D.
Pronouncing English consonant sounds	3.20	0.61
Pronouncing English vowel sounds	3.20	0.61
Speaking English with appropriate word intonation	3.20	0.71
Speaking English with appropriate word stress	3.17	0.70

From table 15, it showed that the most needs of pronunciation skill were to be able to pronounce English consonant and vowel sounds ($M = 3.20$, $S.D. = 0.61$); speak English with appropriate word intonation ($M = 3.20$, $S.D. = 0.71$) and to speak English with appropriate word stress ($M = 3.17$, $S.D. = 0.70$).

Table 16: Vocabulary in the Sales field and related matters skill needs

Vocabulary skills	Mean	S.D.
Knowing English vocabulary related to the Sales field	3.43	0.57
Knowing English vocabulary in the business news	3.10	0.66

As illustrated by table 16, employees agreed that they needed to be able to know English vocabulary related to the Sales field ($M = 3.43$, $S.D. = 0.57$) and vocabulary in business news, with mean scores of 3.10 and $S.D.$ of 0.66.

Table 17: Appropriate expressions skill needs

Appropriate expressions skills	Mean	S.D.
Expressing with good understanding of cultural differences	3.60	0.56
Expressing agreements and disagreements	3.53	0.57
Expressing regrets or offering apologies	3.50	0.57
Giving advice and suggestions	3.50	0.57
Expressing thanks	3.50	0.63
Making appointments	3.50	0.63

It was found from table 17 that employees strongly agreed that the ability to express with good understanding of cultural differences, with mean scores of 3.60 and $S.D.$ of 0.56; to express agreements and disagreements ($M = 3.53$, $S.D. = 0.57$); to express regrets or offer apologies and give advice and suggestions ($M = 3.50$, $S.D. = 0.57$); to express thanks and make appointments ($M = 3.50$, $S.D. = 0.63$) were the most needed skills respectively.

4.1.4 THE NEEDS FOR ENGLISH COMMUNICATION IMPROVEMENT

Table 18: The needs for English communication improvement of employees in the sales division

Item	Frequency	Percentage (%)
1. Is the English language necessary for you to perform your current job?		
Yes	30	100.00
No	0	0
TOTAL	30	100.00
2. What level of English skills is needed to perform your current job?		
Beginner	0	0
Intermediate	16	53.33
Upper intermediate	14	46.67
Advanced	0	0
TOTAL	30	100.00
3. Do you need to improve your English skills for your current job?		
Yes	30	100.00
No	0	0
TOTAL	30	100.00
4. Is English language useful for your future career plan?		
Yes	29	96.67
No	1	3.33
TOTAL	30	100.00
5. How can the company help improve your performance and effectiveness in English communication?		
English usage at work	26	78.79
Training abroad	2	6.06
In-house training	3	9.09
Other	2	6.06
TOTAL	33	100.00
6. Which skills do you need to improve the most?		
Listening	10	18.18
Speaking	17	30.91
Reading	3	5.45
Writing	8	14.55
Translation	1	1.82
Pronunciation	3	5.45
Vocabulary in Sales field	5	9.09
Appropriate expressions	8	14.55
TOTAL	55	100.00
7. Would you prefer to study with native speakers to non-native speakers?		
Yes	28	93.33
No	2	6.67
TOTAL	30	100.00
8. Do you prefer autonomous learning or collaborative learning?		
Yes	7	23.33
No	23	76.67
TOTAL	30	100.00

Item	Frequency	Percentage (%)
9. Would you prefer to improve your integrated English skills or to focus on a specific skill?		
Yes	30	100.00
No	0	0
TOTAL	30	100.00
10. If a business English course was provided at your company, would you like to join the class?		
Yes	28	93.33
No	2	6.67
TOTAL	30	100.00

According to PART 4, there were 10 close-ended questions to investigate respondents' needs for English communication skills improvement.

1. Is the English language necessary for you to perform your current job?

All of 30 respondents, they agreed that English is necessary to perform their current job.

2. What level of English skills is needed to perform your current job?

The result from table 8 demonstrated that intermediate and upper intermediate levels of English skills are needed to perform their current job with the percentage of 53.33% and 46.67% respectively.

3. Do you need to improve your English skills for your current job?

All respondents absolutely agreed that their English skills need to be improved for their current job.

4. Is the English language useful for your future career plan?

There was only one respondent who did not consider English as a useful language for their future career plan while the rest, 96.67%, thought that it is useful.

5. How can the company help improve your performance and effectiveness in English communication?

Most of them (78.79%) agreed that the company can help them improve by using English at work place. 9.09% of them thought that the

company should hold in-house training. Only 6.06% of participants responded with other answers such as training aboard or offering financial support and free TOEIC test to help improve their performance and proficiency.

6. Which skills do you need to improve the most?

The skill that employees felt that they need to improve the most is speaking at 30.91%. This was followed by listening, writing, appropriate expressions and vocabulary in sales field accounting for 18.18%, 14.55%, 14.55%, and 9.09% respectively.

7. Would you prefer to study with native speakers to non-native speakers?

The result showed that 93.33% of the respondents prefer to study with native speakers.

8. Do you prefer autonomous learning or collaborative learning?

It was found that the majority of employees in the sales division, 76.67%, would prefer collaborative learning over autonomous learning.

9. Would you prefer to improve your integrated English skills or to focus on a specific skill?

A 100% agreed that they would like to improve their integrated English skills more than a specific skill.

10. If a business English course was provided at your company, would you like to join the class?

There were 93.33% of respondents who would like to join a business English course if it was provided at their company because they are interested to improve their English skills for business, especially listening and speaking skills. Also, it is convenient for them. On the other hand, there were about 6.67% who would not like to join the class. One of them stated that she would like to study on the weekend rather than the weekdays.

4.1.5 THE DIFFICULTY IN USING ENGLISH WHEN COMMUNICATING AT THE WORKPLACE

Table 19: The difficulty in using English when communicating at the workplace of employees in the sales division

Item	Difficulties	Frequency	Percentage (%)
1. Listening	1.1 To deal with Japanese accents	16	45.72
	1.2 To deal with new vocabulary and technical terms	10	28.57
	1.3 To be able to understand effectively	5	14.29
	1.4 To deal with rapid speaking rate	2	5.71
	1.5 To be able to listen to conversation by phone	2	5.71
	TOTAL	35	100.00
2. Speaking	2.1 To deal with new vocabulary, technical terms, and word choices	13	43.33
	2.2 To deal with difficult pronunciation and accents	6	20.00
	2.3 To be able to speak fluently	6	20.00
	2.4 To deal with Japanese interlocutors	2	6.67
	2.5 To deal with grammar	2	6.67
	2.6 To be exposed to English speaking	1	3.33
	TOTAL	30	100.00
3. Reading	3.1 To deal with new vocabulary and technical terms	14	56.00
	3.2 To be able to read effectively	6	24.00
	3.3 To be exposed to English reading	3	12.00
	3.4 To deal with grammar	2	8.00
	TOTAL	25	100.00
4. Writing	4.1 To deal with grammar	13	46.43
	4.2 To deal with word choices	8	28.58
	4.3 To deal with formal styles of writing	3	10.71
	4.4 To be exposed to English writing	2	7.14
	4.5 To be able to write effectively	2	7.14
	TOTAL	28	100.00

Item	Difficulties	Frequency	Percentage (%)
5. Translation	5.1 To deal with new vocabulary and technical terms	19	67.85
	5.2 To deal with grammar	4	14.29
	5.3 To be able to translate effectively	4	14.29
	5.4 To be exposed to English translation	1	3.57
	TOTAL	28	100.00
6. Pronunciation	6.1 To deal with correct pronunciation	10	62.50
	6.2 To deal with a native accent	4	25.00
	6.3 To be exposed to English language	2	12.50
	TOTAL	16	100.00
7. Vocabulary	7.1 To deal with new vocabulary and technical terms	26	83.87
	7.2 To be exposed to English language	3	9.68
	7.3 To be able to use vocabulary appropriately	2	6.45
	TOTAL	31	100.00
8. Appropriate expression	8.1 To be exposed to English language	8	29.63
	8.2 To be able to speak English fluently	8	29.63
	8.3 To deal with vocabulary	6	22.22
	8.4 To be confidence	4	14.82
	8.5 To deal with Japanese interlocutors	1	3.70
	TOTAL	27	100.00
9. Others	9.1 To improve English skills also depends on the interlocutors	2	100.00
	TOTAL	2	100.00

According to table 19, it was found out that there were various difficulties in using English when communicating at the work place of employees in the sales division at the Japanese trading company. The difficulty most frequently mentioned are shown as follows:

- Listening: to deal with Japanese accents (45.72%)
- Speaking: to deal with new vocabulary, technical terms, and word choices (43.33%)
- Reading: to deal with new vocabulary and technical terms (56%)
- Writing: to deal with grammar (46.43%)
- Translation: to deal with new vocabulary and technical terms (67.85%)
- Pronunciation: to deal with correct pronunciation (62.50%)
- Vocabulary: to deal with new vocabulary and technical terms (83.87%)
- Appropriate expression: to be exposed to English language and to be able to speak English fluently (29.63%)
- Others: to improve English skills also depends on the interlocutors (100.00%)

4.2 DISCUSSION

To summarize, the majority of employees agreed that they need all English skills to be able to communicate at the work place because it is necessary to perform their current job, which needs intermediate levels of English skills. More than half of the employees have tried to improve their English skills by watching series and movies with English soundtracks or English subtitles, reading English books and news, talking to their friends in English, and so on. They would like to join a business English course if it is provided at their company because they are interested in improving their English skills for business. Additionally, they prefer to study with native speakers. For a particular difficulty of each English skill, it can be summarized as follows:

4.2.1 Listening

Listening was the most needed skill for the employees in the sales division because it was primarily used in face to face conversation, discussion in a meeting, conversation by phone and also in spoken discourse of sales topics.

4.2.2 Speaking

Speaking skills were necessary for the employees in conducting face to face and phone conversation, delivering presentations in a meeting, and lastly, participating in a group discussion.

4.2.3 Reading

With regards to reading skills, the sales employees most often needed to read information from e-mails, followed by getting details information from sales documents, reading written documents related to the sales field: manuals, instructions, price lists, product specifications, business letters, contracts, quotations, invoices, etc., and reading business news to keep up-to-date about world events.

4.2.4 Writing

Writing skills are necessary for the sales employees since they need to frequently write e-mails, take notes at presentations, seminars and meeting, produce the correct format of minutes of meeting, and write manuals which include technical terms used in the sales field

4.2.5 Translation

Regarding translation skills, both translation from English to Thai and Thai to English were necessary for the sales employees.

4.2.6 Pronunciation

Pronunciation skills are necessary for the sales employees to pronounce English consonant and vowel sounds followed by speaking English with appropriate word intonation, and lastly, speaking English with appropriate word stress.

4.2.7 Vocabulary

The most needed vocabulary skill was to know English vocabulary related to the sales field. The next necessary skill for the employees in the sales division was to know English vocabulary in the context of business news.

4.2.8 Appropriate expression

In regards to appropriate expression skills, the employees in the sales division needed the following skills respectively: expressing with good understanding of cultural differences, expressing agreements and disagreements, expressing regrets or offering apologies, giving advice and suggestions, expressing thanks and making appointments.

To conclude, the skills that the majority of participants need for communication in the workplace were the four basic skills: speaking, listening, reading and writing. Also, the skills that they need to improve the most were speaking, listening, writing, and appropriate expressions. On the other hand, they felt

that their lowest levels of English language proficiency were in pronunciation, vocabulary in the sales field, appropriate expressions, and writing skills, respectively. Taken together, this shows that speaking and listening skill are their top priority and need to be improved as soon as possible. Although they agreed that they have quite high proficiency level of reading and listening skills, they are not high enough to professionally perform their current job and need to be improved to reach a business level.

As claimed by Dudley-Evans and St.John (1998, p.123), Need Analysis (NA) consists of three components which are Target Situation Analysis (TSA), Learning Situation Analysis (LSA) and Present Situation Analysis (PSA). These components could be explained with the present study and discussed in this section.

Regarding TSA, there are mainly six questions about target situation and attitudes towards that situation. Each question will be answered as follows:

- Why is the language needed?

The majority of employees in the sales division felt that English is necessary to perform their current job and useful for their future career plan.

- How will the language be used?

The English language will be used by communicating within the company.

- What will the content areas be?

The content areas should focus on sales topics along with the four basic English skills. However, an emphasis should be placed on speaking and listening skills, followed by reading and writing skills in order to correspond with their needs.

- Who will the learner use the language with?

Learners will use English with non-native speakers such as Japanese managers, Japanese colleague at headquarters, and customers.

- Where will the language be used?

English will mostly be used at the workplace. They normally conduct face to face conversation for listening and speaking skills while communicating by emails for reading and writing skills.

- When will the language be used?

The English language is used daily by the sales division in order to complete normal workplace duties.

In terms of LSA, it is learning needs. They are how we are going from lacks, which is the starting point, to necessities or wants, which is the destination. According to Hutchinson and Waters (1987, p.62), the following questions for analyzing learning needs will be discussed as follows:

- Why are the learners taking the course?

The majority of the employees in the sales division needed to improve their English skills for a business level, especially listening and speaking skills. Moreover, they agreed that they would like to join a business English course if it were to be provided.

- How do the learners learn?

Most of the employees preferred to study business English with native speakers and be in a collaborative learning environment.

- What resources are available?

Resources available are commercial textbooks and supplementary materials emphasizing speaking and listening skills for business English.

- Who are the learners?

The learners are the employees in the sales division at a Japanese trading company in Thailand who are interested in improving their English skills.

- Where will the ESP take place?

The ESP will take place at the Japanese trading company in Thailand.

- When will the ESP course take place?

The ESP course will take place after work around 5.30-7.00 p.m. (1.30 hours).

With regard to Present Situation Analysis or PSA, it is what learners are like at the beginning of the course. As Dudley-Evans and St.John (1998, p.124) suggested that strengths and weaknesses in language, skills, and learning experience are PSA.

From the present study, the English skills that the employees in the sales division agreed that they have the lowest level of proficiency were pronunciation, vocabulary in the sales field, appropriate expressions, and writing skills while the highest levels for them were reading, listening, translation, and speaking skills respectively.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The chapter presents a summary of the study, a summary of the findings, and the conclusions and recommendations for further research.

5.1 SUMMARY OF THE STUDY

This section summarizes the present study regarding objectives, subjects, materials, and procedures in order to give readers an overall picture as follows:

5.1.1 Objectives of the Study

This study explored the needs and difficulties of the employees in the sales division at a Japanese trading company in Thailand, which corresponded to the following objectives:

- 1.) To investigate the employees' needs of English skills necessary for communication in their careers;
- 2.) To analyze language difficulty that employees at a Japanese trading company in Thailand encounter when communicating in English at the work place

5.1.2 Subjects, Materials, and Procedures

5.1.2.1 Subjects

In this study, 30 Thai employees from the sales division at the target Japanese company were selected from a larger population (n =87) by stratified sampling and proportionate quota sampling.

5.1.2.2 Materials

The research instrument of this study was a questionnaire consisting of close-ended, open-ended questions and four-point Likert-scale questions. There are five parts: 1) general background information, 2) English background information, 3) the needs for English communication in careers, 4) the

needs for English communication improvement, and 5) the difficulty in using English when communicating at the work place.

5.1.2.3 Procedures

Procedures used in this study were a pilot study conducted with the researcher's advisor, one specialized professor, and five office employees from similar companies. After the questionnaire was revised accordingly, they were distributed to thirty respondents in the sales division at the target Japanese company. The questionnaires were completed within a week. The return rate was 100 percent.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 General background information

The results showed that the majority of the employees from the sales division at the target Japanese company were female accounting for 83.33%. Most of them were between 26-30 and 31-35 years (46.67%, 33.33% respectively). They hold a bachelor's degree (76.67%) and have been working in this company for 1-3 years and over 5 years up to 10 years as a percentage of 40.00% and 30.01% respectively.

5.2.2 English background information

The findings revealed that 70.00% of respondents have studied English for over 15 years. 56.67% of all respondents have never taken any extra tutorial English classes, never taken any courses abroad accounting for 83.33% as well as never been in an English-speaking country (73.33%). They were mostly exposed to English in company (80.00%) for 4-5 days/week (50.00%) usually with non-native speakers as a percentage of 76.67%. Additionally, 70.00% of them improved their English skills by themselves such as listening to the English news, watching English movies, etc. However, they agreed that their proficiency of reading skill was the highest level, followed by listening skill while pronunciation skill was the lowest level, followed by vocabulary in the sales field.

5.2.3 The needs for English communication in careers

The overall result demonstrated that compared to other skills, the four basic skills were the most needed English skills for communication in the work place. The very top rank was speaking, followed by listening, reading and writing skills, respectively. To have a conversation face to face was the top rank for speaking and listening skills. To deal with emails were also the first rank for reading and writing skills.

5.2.4 The needs for English communication improvement

It was found that all respondents agreed that the English language is necessary for them to perform their current job, so they all need to improve their English skills. Half of them (53.33%) agreed that the intermediate level of English skill was needed to perform their job. They agreed that English usage at work could help improve their performance and effectiveness in English communication (78.79%). Speaking was the skill that was most mentioned needing improvement (30.91%). All of them would like to improve integrated English skills. The majority of them (93.33%) preferred to study with native speakers as well as be in a collaborative learning environment (76.67%). If a business English course was provided at the focused company, most of the respondents (93.33%) would like to join the class.

5.2.5 The difficulty in using English when communicating at the workplace

The findings revealed eight difficulties in each English skill as well as other difficulties that the respondents have found in their work place as follows:

5.2.5.1 Difficulties in listening

The first two difficulties that caused the problems in listening the most were to deal with Japanese accents and new vocabulary and technical terms accounting for 45.72% and 28.57% respectively.

5.2.5.2 Difficulties in speaking

The majority of the respondents (43.33%) agreed that to deal with new vocabulary, technical terms, and word choices was the most difficult in

speaking, followed by dealing with difficult pronunciation and accents and fluency (20.00%).

5.2.5.3 Difficulties in reading

56.00% of the respondents think that the most difficult issue in reading was dealing with new vocabulary and technical terms. To be able to read effectively was the next difficulty in reading for 24.00% of the respondents.

5.2.5.4 Difficulties in writing

Most of the employees in the sales division accepted that dealing with grammar was the most difficult writing skill accounting for 46.43%, followed by dealing with word choices (28.58%).

5.2.5.5 Difficulties in translation

More than half of the respondents (67.85%) agreed that to deal with new vocabulary and technical terms was the main difficulty that they have faced.

5.2.5.6 Difficulties in pronunciation

To deal with correct pronunciation was the difficulty that the majority of the respondents agreed upon (62.50%).

5.2.5.7 Difficulties in vocabulary in sales field

A strong majority of the respondents (83.87%) said that dealing with new vocabulary and technical terms caused the most difficulty in vocabulary in the sales field.

5.2.5.8 Difficulties in appropriate expressions

To be exposed to the English language and to be able to speak English fluently were the first difficulties that many respondents have faced (29.63%). Dealing with vocabulary, accounting for 22.22%, was the next most difficult.

5.2.5.9 Opinions on other difficulties

Two of the employees in the sales division considered that to improve English skills also depend on the interlocutors. In this case, their interlocutors are Japanese managers. If they have low proficiency, it could lead the employees to decrease their skills. Therefore, when the employees have an

opportunity to speak with native speakers, they forget vocabulary as well as automatically decrease their listening and speaking skills.

5.3 CONCLUSIONS

The conclusions of this present research study can be summarized as follows:

5.3.1 Although the employees in the sales division at the target Japanese trading company considered themselves to have a high English language proficiency of the four basic skills: speaking, listening, reading and writing, they were in need of improvement in order to function at a business English level.

5.3.2 Due to the highest demands being speaking and listening skills, the business course for these employees should be concentrating on face to face conversation, telephone conversation, discussion in a meeting, and presentations that are generally encountered in this business context.

5.3.3 Regarding difficulties that employees encountered when communicating in English at the work place, it was found that there were various difficulties occurring from the different accents, new vocabulary and technical terms, grammar, and overall exposure of English, etc. Listening and speaking skills in particular were the most needed skill of these employees, since they need to deal with Japanese accents, difficult pronunciation, new vocabulary and technical terms, speaking rate, the conversation by phone, and grammar. These are topics that could be included in a business English course designed for international sales employees.

5.4 RECOMMENDATIONS

On the basis of the findings and conclusions of this study, the following recommendations were made for future research.

5.4.1 To broaden the scope of the research, since this study only focused on the sales division, future research could be conducted with other division to discover similarities and differences.

5.4.2 To be generalizable, a future research should be conducted with other Japanese trading companies in Thailand.

5.4.3 To obtain more information, an in-depth interview with a representative of each department should be included in a further study.

5.4.4 To be comparative, a further research should be conducted with non-native and native trading companies in Thailand in order to make a comparison.



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APPENDIX A



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IDENTIFYING THE RESPONDENT WILL NOT BE DISCLOSED UNDER ANY CIRCUMSTANCES.

APPENDIX A QUESTIONNAIRE

Needs analysis of Business English for the Sales Division Ata Japanese Trading Company in Thailand

การวิเคราะห์ความต้องการภาษาอังกฤษเพื่อธุรกิจสำหรับฝ่ายขาย

ที่บริษัทการค้าสัญชาติญี่ปุ่นในประเทศไทย

This study is a part of a research project which is in partial fulfillment of the requirements for Master of Arts in Teaching English as a Foreign Language, Language Institute, Thammasat University. The purpose of this questionnaire is to investigate the need of Business English for Sales Division at a Japanese trading company in Thailand. Please kindly complete all items in this questionnaire and note that your answers will be kept confidential and used only for academic purpose.

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต (ศส.ม.) สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อสำรวจความต้องการใช้ภาษาอังกฤษธุรกิจสำหรับฝ่ายขายที่บริษัทการค้าสัญชาติญี่ปุ่นในประเทศไทยแห่งหนึ่ง กรุณาตอบคำถามให้ครบถ้วน ผู้ทำวิจัยจะเก็บข้อมูลของท่านไว้เป็นความลับ และจะใช้ข้อมูลเหล่านี้เพื่อจุดประสงค์ทางการศึกษาเท่านั้น

The questionnaire is divided into five parts as follows:

แบบสอบถามแบ่งออกเป็น 5 ส่วน ดังต่อไปนี้

PART 1: General background information

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

PART 2: English background information

ส่วนที่ 2 ข้อมูลพื้นฐานภาษาอังกฤษของผู้ตอบแบบสอบถาม

PART 3: The needs for English communication in careers

ส่วนที่ 3 ความต้องการภาษาอังกฤษเพื่อการสื่อสารในอาชีพ

PART 4: The needs for English communication improvement

ส่วนที่ 4 ความต้องการในการพัฒนาภาษาอังกฤษเพื่อการสื่อสาร

PART 5: The difficulty in using English when communicating at the workplace

ส่วนที่ 5 อุปสรรคในการใช้ภาษาอังกฤษในการสื่อสารในที่ทำงาน

Instruction: Please read each question carefully, put a checkmark(✓) or fill in the blank that corresponds to your personal information.

คำชี้แจง กรุณาอ่านคำถามโดยละเอียด ทำเครื่องหมายหรือเติมข้อความ ✓ ลงในช่องว่างให้ตรงกับข้อมูลของท่าน

PART 1: General background information

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. Gender(เพศ)

Female (หญิง) Male(ชาย)

2. Age(อายุ)

21-25 years (20-25 ปี) 36-40 years (36-40 ปี)

26-30 years (26-30 ปี) 41-45 years (41-45 ปี)

31-35 years (31-35 ปี) Over 45 years (มากกว่า 45 ปี)

3. Highest level of education(ระดับการศึกษาสูงสุด)

Vocational/High Vocational Certificate (อาชีวศึกษา)

Bachelor's Degree in (ปริญญาตรี)_____

Master's Degree in (ปริญญาโท)_____

Other (Please specify) (อื่นๆโปรดระบุ)_____

4. Title of department(ชื่อแผนก)

Sales Department (แผนกขาย)

Sales Support Department (แผนกสนับสนุนแผนกขาย)

Technical Department (แผนกเทคนิค)

Delivery Control Department (แผนกควบคุมการส่งสินค้า)

5. Length of time in current job(ระยะเวลาที่ทำงาน)

- Less than 1 year (น้อยกว่า 1ปี) Over 5 years up to 10 years
(5 ปี ขึ้นไปถึง 10 ปี)
- 1-3 years(1-3 ปี) Over 10 years
(มากกว่า 10 ปี)
- Over 3 years up to 5 years (3 ปี ขึ้นไปถึง 5 ปี)

PART 2: English background information

ส่วนที่ 2 ข้อมูลพื้นฐานภาษาอังกฤษของผู้ตอบแบบสอบถาม

1. How long have you studied English? (ท่านเรียนภาษาอังกฤษมานานกี่ปีแล้ว)

- Less than 5 years (น้อยกว่า 5 ปี) Over 10 years up to 15 years
(10 ปี ขึ้นไปถึง 15 ปี)
- 5-10 years (5-10 ปี) Over 15 years
(มากกว่า 15 ปี)

2. Have you ever taken any extra tutorial English classes:AUA, Wall Street, British Council, etc.? (ท่านเคยเรียนพิเศษภาษาอังกฤษ เช่น AUA, Wall Street, British council หรือไม่)

- Yes (เคย) No (ไม่เคย)

Please specify the English language institute _____
(โปรดระบุชื่อสถาบันภาษา)

3. Have you ever taken any courses abroad? (ท่านเคยศึกษาในต่างประเทศบ้างหรือไม่)

- Yes (เคย) No (ไม่เคย)

Please specify _____year(s)_month(s), Country _____
(โปรดระบุ) (ปี) (เดือน) (ประเทศ)

4. Have you ever taken a standardized English test such as TOEIC, TOEFL, IELTS or other?

(ท่านเคยสอบวัดระดับภาษาอังกฤษ เช่น TOEIC, TOEFL, IELTS หรือ อื่นๆไหม)

- Yes (เคย) No (ไม่เคย)

Please fill in your score (โปรดระบุคะแนนของท่าน)

TOEIC(_____)

TOEFL (_____)

IELTS (_____)

Other (_____)

5. Have you ever been in an English-speaking country such as US, UK, Canada, Australia, etc? (ท่านเคยไปประเทศที่ใช้ภาษาอังกฤษในการติดต่อสื่อสาร เช่น US, UK, Canada, Australia หรือ อื่นๆ บ้างหรือไม่)

Yes (เคย)

No (ไม่เคย)

Please specify _____ year(s)_month(s), Country _____

(โปรดระบุ)

(ปี)

(เดือน) (ประเทศ)

6. Which situations are you mostly exposed to English? (สถานการณ์ใดที่ท่านมักได้ใช้ภาษาอังกฤษ)

In company (ในที่ทำงาน)

Both (ทั้งสองข้อ)

In daily life (ในชีวิตประจำวัน)

7. With whom do you usually use English? (ท่านมักจะใช้ภาษาอังกฤษกับใคร)

Non-native speakers (ผู้ที่ไม่ใช่เจ้าของภาษา)

Native speakers (เจ้าของภาษาเช่น Americans, British, Canada, New Zealand, and Australians)

Both (ทั้งสองข้อ)

8. How often are you exposed to English language? (ท่านใช้ภาษาอังกฤษบ่อยเพียงใด)

1 day/week (1วันต่อสัปดาห์)

4-5 days/week

(4-5วันต่อสัปดาห์)

2-3 days/week (2-3วันต่อสัปดาห์)

Everyday (ทุกวัน)

9. Have you ever done anything to help improve your English skills?

(ท่านเคยทำสิ่งใดเพื่อเป็นการพัฒนาทักษะภาษาอังกฤษของท่านให้ดีขึ้นหรือไม่)

Yes (เคย)

 No (ไม่เคย)

Please specify _____

(โปรดระบุ)

10. What do you think your English language proficiency of each skill is?

Please put a checkmark (✓) according to the following scale. (ท่านคิดว่า

ความสามารถในการใช้ภาษาอังกฤษแต่ละทักษะของท่านจัดอยู่ในเกณฑ์ใด กรุณาทำเครื่องหมาย

(✓) ตามลำดับความเห็นด้วย

4 – Excellent (ดีเยี่ยม)

3 – Good (ดี)

2 – Fair (ปานกลาง)

1 – Poor (แย่มาก)

English language proficiency (ความสามารถในการใช้ภาษาอังกฤษ)		4	3	2	1
10.1	Listening (การฟัง)				
10.2	Speaking (การพูด)				
10.3	Reading (การอ่าน)				
10.4	Writing (การเขียน)				
10.5	Translation (การแปล)				
10.6	Pronunciation (การออกเสียง)				
10.7	Vocabulary in the Sales field (คำศัพท์ที่เกี่ยวข้องในวงการขาย)				
10.8	Appropriate expressions (การใช้ภาษาพูดได้อย่างเหมาะสม)				
10.9	Others (Please specify.....) (อื่นๆ โปรดระบุ)				

PART 3: The needs for English communication in careers

ส่วนที่ 3 ความต้องการภาษาอังกฤษเพื่อการสื่อสารในอาชีพ

Instruction: Please read each statement describing needs for English communication in the career and put a checkmark (✓) according to the following scale.

คำชี้แจง กรุณาอ่านข้อความด้านล่างที่บรรยายถึงความต้องการในการใช้ภาษาอังกฤษในการสื่อสาร พร้อมทั้งทำเครื่องหมาย

✓ ตามลำดับความเห็นด้วย

4 – Strongly agree(เห็นด้วยอย่างมาก)

3 – Agree (เห็นด้วย)

2 – Disagree(ไม่เห็นด้วย)

1 – Strongly disagree(ไม่เห็นด้วยอย่างมาก)

No. (ข้อ)	Needs for English communication (ความต้องการในการใช้ภาษาอังกฤษในการสื่อสาร)	4	3	2	1
1.	Need English skills for communication in the work place (ความต้องการใช้ทักษะภาษาอังกฤษในการสื่อสารในที่ทำงาน)				
	1.1 Listening (การฟัง)				
	1.2 Speaking (การพูด)				
	1.3 Reading(การอ่าน)				
	1.4 Writing (การเขียน)				
	1.5 Translation (การแปล)				
	1.6 Pronunciation (การออกเสียง)				
	1.7 Vocabulary in the Sales field (คำศัพท์ที่เกี่ยวข้องในวงการขาย)				
	1.8 Appropriate expressions(การใช้ภาษาพูดได้อย่างเหมาะสม)				
	1.9 Others(Please specify.....) (อื่นๆ โปรดระบุ)				
2.	Listening skill needs (ความต้องการทักษะด้านการฟัง)				
	2.1 Listening to spoken discourse of Sales topics (การฟังภาษาที่ใช้ในวงการขาย)				
	2.2 Listening to conversation face to face (การฟังบทสนทนาแบบตัวต่อตัว)				
	2.3 Listening to conversation by phone (การฟังบทสนทนาทางโทรศัพท์)				
	2.4 Listening to a discussion in a meeting (การฟังการอภิปรายในที่ประชุม)				
	2.5Others (Please specify.....) (อื่นๆ โปรดระบุ)				
3.	Speaking skill needs (ความต้องการทักษะด้านการพูด)				
	3.1 Conducting conversation face to face (การสนทนาแบบตัวต่อตัว)				
	3.2 Conducting conversations by phone (การสนทนาทางโทรศัพท์)				
	3.3 Participating in a group discussion (การมีส่วนร่วมในการอภิปรายกลุ่ม)				

No. (ข้อ)	Needs for English communication (ความต้องการในการใช้ภาษาอังกฤษในการสื่อสาร)	4	3	2	1
	3.4 Delivering a presentation in a meeting (การนำเสนอในที่ประชุม)				
	3.5 Others (Please specify.....) (อื่นๆ โปรดระบุ)				
4.	Reading skill needs (ความต้องการทักษะด้านการอ่าน)				
	4.1 Reading written documents related to Sales field : manuals, instructions, price list, product specifications, business letters, contracts, quotations, invoices, etc. (การอ่านเอกสารต่างๆที่เกี่ยวข้องกับวงการการขาย เช่น คู่มือ รายละเอียดสินค้า จดหมายทางธุรกิจ สัญญา ใบเสนอราคา ใบแจ้งราคาสินค้า และอื่นๆ)				
	4.2 Getting details information from Sales documents (การอ่านเพื่อเก็บรายละเอียดต่างๆ จากเอกสารที่เกี่ยวข้องกับการขาย)				
	4.3 Reading business news to keep up-to-date about world events (การอ่านข่าวธุรกิจเพื่อติดตามข้อมูลข่าวสารตลาดโลก)				
	4.4 Reading information from e-mails (การอ่านเพื่อเก็บรายละเอียดจากอีเมล)				
	4.5 Others (Please specify.....) (อื่นๆ โปรดระบุ)				
5.	Writing skills needs (ความต้องการทักษะด้านการเขียน)				
	5.1 Writing e-mails(การเขียนอีเมล)				
	5.2 Writing manuals which include technical terms used in the Sales field (การเขียนคู่มือที่มีคำศัพท์เฉพาะทางด้านการขาย)				
	5.3 Taking note at presentations, seminars and meeting (การจดบันทึกระหว่างการนำเสนอ การสัมมนา และ ในที่ประชุม)				
	5.4 Producing the correct format of minutes of meeting (การเขียนรายงานการประชุมที่มีรูปแบบที่ถูกต้อง)				
	5.5 Others (Please specify.....) (อื่นๆ โปรดระบุ)				
6	Translation skills needs (ความต้องการทักษะด้านการแปล)				
	6.1 Translation from English to Thai (การแปลภาษาอังกฤษเป็นภาษาไทย)				

No. (ข้อ)	Needs for English communication (ความต้องการในการใช้ภาษาอังกฤษในการสื่อสาร)	4	3	2	1
	6.2 Translation from Thai to English (การแปลภาษาไทยเป็นภาษาอังกฤษ)				
7.	Pronunciation skills needs (ความต้องการทักษะด้านการออกเสียง)				
	7.1 Pronouncing English consonant sounds (การออกเสียงพยัญชนะภาษาอังกฤษ)				
	7.2 Pronouncing English vowel sounds (การออกเสียงสระภาษาอังกฤษ)				
	7.3 Speaking English with appropriate word stress (การพูดภาษาอังกฤษด้วยการออกเสียงคำโดยใช้เสียงเน้นสูงต่ำอย่างเหมาะสม)				
	7.4 Speaking English with appropriate word intonation (การพูดภาษาอังกฤษด้วยการออกเสียงในประโยคโดยใช้เสียงสูงต่ำอย่างเหมาะสม)				
	7.5 Others (Please specify.....) (อื่นๆ โปรดระบุ)				
8.	Vocabulary in the Sales field and related matters skill needs (ความต้องการทักษะทางคำศัพท์ที่ใช้ในวงการขายและที่เกี่ยวข้อง)				
	8.1 Knowing English vocabulary related to the Sales field (การรู้คำศัพท์ภาษาอังกฤษที่เกี่ยวข้องกับวงการขาย)				
	8.2 Knowing English vocabulary in the business news (การรู้คำศัพท์ภาษาอังกฤษที่ใช้ในข่าวธุรกิจ)				
	8.3 Others (Please specify.....) (อื่นๆ โปรดระบุ)				
9.	Appropriate expressions skill needs (ความต้องการทักษะการใช้ภาษาพูดได้อย่างเหมาะสม)				
	9.1 Expressing thanks (การแสดงความขอบคุณ)				
	9.2 Expressing regrets or offering apologies (การแสดงความเสียใจ หรือ การขออภัย)				
	9.3 Giving advice and suggestions (การให้ข้อเสนอแนะและคำแนะนำ)				
	9.4 Making appointments (การนัดหมาย)				

No. (ข้อ)	Needs for English communication (ความต้องการในการใช้ภาษาอังกฤษในการสื่อสาร)	4	3	2	1
	9.5 Expressing agreements and disagreements (การแสดงออกถึงการเห็นด้วย/ไม่เห็นด้วย)				
	9.6 Expressing with good understanding of cultural differences (การแสดงออกด้วยความเข้าใจในความแตกต่างทางวัฒนธรรมของคนจากหลายที่)				
	9.7 Others(Please specify.....)(อื่นๆ โปรดระบุ)				
10.	Other skills (Please specify.....) (ทักษะอื่นๆ โปรดระบุ)				

PART 4: The needs for English communication improvement

ส่วนที่ 4 ความต้องการในการพัฒนาภาษาอังกฤษเพื่อการสื่อสาร

Instruction: Please read each question carefully, put a checkmark (✓) or fill in the blank that corresponds to your personal information.

คำชี้แจง กรุณาอ่านคำถามโดยละเอียด ทำเครื่องหมาย ✓ หรือเติมข้อความลงในช่องว่างให้ตรงกับข้อมูลของท่าน

1. Is the English language necessary for you to perform your current job?

(ภาษาอังกฤษมีความจำเป็นต่อการปฏิบัติงานในปัจจุบันของท่านหรือไม่)

- Yes (จำเป็น)(Go to No.2)(ทำข้อ 2 ต่อ) No (ไม่จำเป็น) (Go to no.4)
(ข้ามไปทำข้อ 4)

2. What level of English skills is needed to perform your current job?

(ภาษาอังกฤษระดับใดที่มีความจำเป็นต่อการปฏิบัติงานของท่านในปัจจุบัน)

- Beginner (ระดับต้น) Upper intermediate
(ระดับที่สูงกว่าระดับกลาง)
- Intermediate (ระดับกลาง) Advanced (ระดับเชี่ยวชาญ)

3. Do you need to improve your English skills for your current job?

(ท่านต้องการพัฒนาทักษะภาษาอังกฤษเพื่อใช้ในงานปัจจุบันของท่านหรือไม่)

- Yes(ต้องการ) No(ไม่ต้องการ)

4. Is the English language useful for your future career plan?

(ภาษาอังกฤษจำเป็นต่อแผนในอนาคตของอาชีพท่านหรือไม่)

Yes(จำเป็น)

No(ไม่จำเป็น)

5. How can the company help improve your performance and effectiveness in English communication?(ทางบริษัทมีส่วนช่วยให้ท่านพัฒนาการสื่อสารภาษาอังกฤษของท่านได้อย่างไร)

English usage at work

(ใช้ภาษาอังกฤษที่ทำงาน)

In-house training

(การฝึกอบรมในที่ทำงาน)

Training abroad

(การฝึกอบรมในต่างประเทศ)

Others (Please specify)

(อื่นๆ โปรดระบุ)

6. Which skills do you need to improve the most?

(ทักษะทางด้านใดที่ท่านต้องการพัฒนามากที่สุด)

Listening (ทักษะการฟัง)

Translation (ทักษะการแปล)

Speaking (ทักษะการพูด)

Pronunciation (ทักษะออกเสียง)

Reading (ทักษะการอ่าน)

Vocabulary in Sales field

(คำศัพท์ในวงการขาย)

Writing (ทักษะเขียน)

Appropriate expressions

(การใช้ภาษาพูดได้อย่างคล่องแคล่ว)

7. Would you prefer to study with native speakers to non-native speakers?

(ท่านต้องการจะเรียนกับเจ้าของภาษามากกว่าผู้ที่ไม่ใช่เจ้าของภาษา)

Yes (ใช่)

No(ไม่ใช่)

8. Do you prefer autonomous learning or collaborative learning?

(ท่านชอบที่จะเรียนรู้ด้วยตัวเองหรือเรียนรู้ร่วมกันกับเพื่อน)

Yes (ใช่)

No(ไม่ใช่)

11. Would you prefer to improve your integrated English skills or to focus on a specific skill? (ท่านชอบที่จะพัฒนาทักษะภาษาอังกฤษหลายด้านพร้อมกันมากกว่าเฉพาะด้านใดด้านหนึ่ง)

Yes (ใช่)

No (ไม่ใช่)

9. If a business English course was provided at your company, would you like to join the class? (ถ้าหลักสูตรภาษาอังกฤษธุรกิจจัดขึ้นที่บริษัทของท่าน ท่านจะเข้าร่วมเรียนหรือไม่)

Yes (เข้าร่วม)

No (ไม่เข้าร่วม)

Please specify your reason _____
(โปรดระบุเหตุผลของท่าน)

PART 5: The difficulty in using English when communicating at the work place

ส่วนที่ 5 อุปสรรคในการใช้ภาษาอังกฤษในการสื่อสารในที่ทำงาน

Instruction: Please express your idea in the provided space below

คำชี้แจง โปรดแสดงความคิดเห็นในช่องว่างด้านล่าง

1. What are your problems related to **listening** in the Sales Division?

(ปัญหาด้านทักษะการฟังของท่านในงานฝ่ายขายคืออะไร)

2. What are your problems related to **speaking** in the Sales Division?

(ปัญหาด้านทักษะการพูดของท่านในงานฝ่ายขายคืออะไร)

3. What are your problems related to **reading** in the Sales Division?

(ปัญหาด้านทักษะการอ่านของท่านในงานฝ่ายขายคืออะไร)

4. What are your problems related to **writing** in the Sales Division?

(ปัญหาด้านทักษะการเขียนของท่านในงานฝ่ายขายคืออะไร)

5. What are your problems related to **translation** in the Sales Division?

(ปัญหาด้านทักษะการแปลของท่านในงานฝ่ายขายคืออะไร)

6. What are your problems related to **pronunciation** in the Sales Division?

(ปัญหาด้านทักษะการออกเสียงของท่านในงานฝ่ายขายคืออะไร)

7. What are your problems related to **vocabulary** in the Sales Division?

(ปัญหาด้านทักษะคำศัพท์ที่เกี่ยวข้องของท่านในงานฝ่ายขายคืออะไร)

8. What are your problems related to **appropriate expressions** in the sales Division?

(ปัญหาด้านการใช้ภาษาพูดได้อย่างคล่องแคล่วของท่านในงานฝ่ายขายคืออะไร)

9. Any other problems, please specify (ถ้ามีปัญหาคืออะไร โปรดระบุ)

Thank you very much for your time to fill in this questionnaire.

Any comments that you made, they will be strictly kept confidential.

(ขอบคุณมากสำหรับการเสียสละเวลาอันมีค่าของท่านในการตอบแบบสอบถามชุดนี้
โปรดมั่นใจว่าความคิดเห็นของท่านจะถูกเก็บเป็นความลับ)

BIOGRAPHY

Name	Piraya Polsombat
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