



**PROBLEMS IN ENGLISH LANGUAGE
COMMUNICATION PERCEIVED BY SALESPEOPLE
AT A TELECOMMUNICATION COMPANY IN
BANGKOK, THAILAND**

BY

MISS NICHAKORN PHUANGMANEE

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE, THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
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ENTITLED

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SALESPEOPLE AT A TELECOMMUNICATION COMPANY IN BANGKOK,
THAILAND

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Career English for International Communication

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ABSTRACT

The major objective of this study was to investigate problems in English language communication as perceived by salespeople at a telecommunication company in Bangkok, Thailand in order to know their problems in their English language communication skills when dealing with foreign customers. The research instrument in this study was a questionnaire. The participants of this study consisted of 70 salespeople working in a telecommunication company in Bangkok, Thailand. The questionnaires were distributed and collected in May 2017. The data obtained were analyzed with the SPSS program (version 24) and shown in the form of descriptive statistics, e.g., percentages, frequency, mean, and standard deviation.

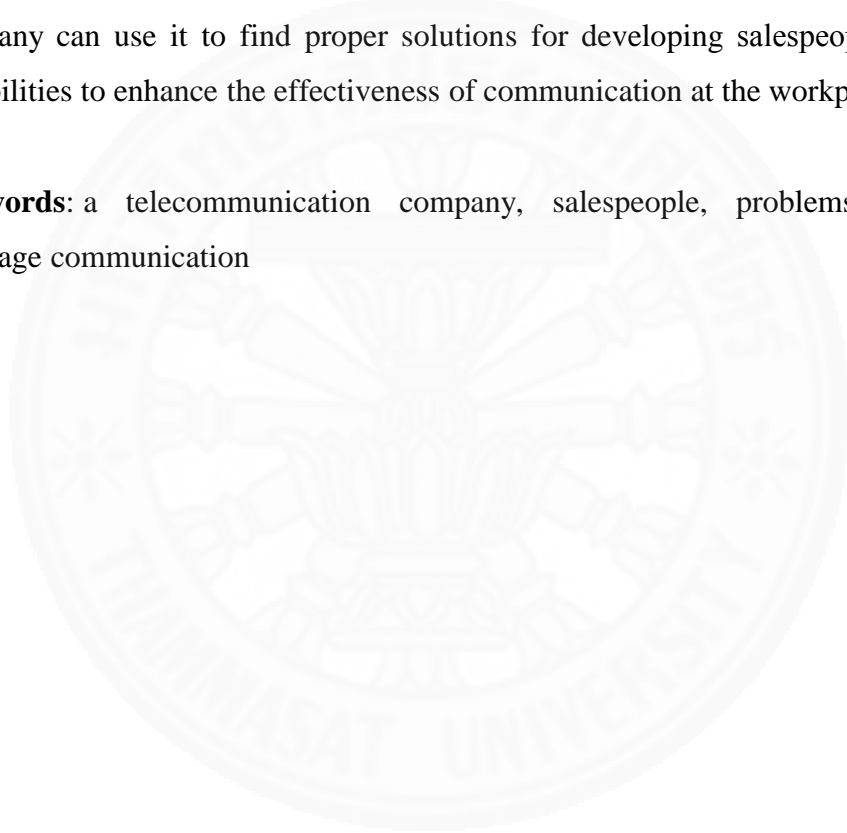
The findings of the study revealed the respondents mostly use English at work every day. Regarding the problems of English language communication at the workplace, the respondents had a moderate level of problems in every skill in overall problems of English skills usage in the workplace. The problems were ranked as speaking, listening, writing, and reading, respectively. Regarding the problems with each skill, the respondents had a high level of problems when listening and speaking, whereas they had a moderate level of problems when reading and writing while working. The problems in using English were ranked as listening, speaking, writing,

and reading, respectively. In addition, being unable to use correct grammar was the most problematic area when using English communication skills.

In terms of listening skill, it was found that their problems were related to the inability to comprehend fast speech. Concerning speaking, the results revealed that the greatest obstacle was inability to use correct grammar. In addition, they also had problems with knowing technical terms for reading skill and the inability to use correct grammar was also the most problematic area in terms of their writing skill.

The results obtained from this study could be used as valuable data that the company can use it to find proper solutions for developing salespeople's language capabilities to enhance the effectiveness of communication at the workplace.

Keywords: a telecommunication company, salespeople, problems in English language communication



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I hope that the findings of this research study will be useful for improving English language communication skills of salespeople at this particular telecommunication company in Bangkok, Thailand.

Miss Nichakorn Phuangmanee

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CHAPTER 1

INTRODUCTION

1.1 Background

Today, the world has been in the digital age where technology is the important thing in communication among people in the society. Telecommunication becomes the needed factor in people's living because technology and new innovations support people for a more convenient life. People can connect each other and access information around the world in real time through various communication channels, such as mobile phones, the internet, online games, and social networks. Accordingly, telecommunication companies cannot stop inventing and providing new innovations, products and services with advanced technology to serve today's life styles.

In the communication world, people have to use language as a tool of communication and English is accepted to be the universal language used most around the world. Crystal (2003) states that English language has become a global language because wherever you go, you can find English signs and people using English language. People use English as an international communication tool more than any other language in the world.

At the present time, there is more competition in the business world. Companies and people in business world are necessary to connect or contact each other to do business. When dealing with business partners as a professional, it is necessary to have accurate information and be excellent in the global language, English, which is the main language used in communicating around the world. English Language is also the second language in Thailand.

Among primary skills, knowledge, and experience category, 86% of recruiters ranked communication skills (oral and written) as the number one hiring characteristic looked for in new MBA hires (Edgington, 2011). For the importance of English and communication skills, it is business person will be expected to have capability in English language communication for working. In addition, Dellinger and Deane (1980) claim that many communication problems occur when communicating with people from different culture.

As a result, this research focuses on the problems in English language communication perceived by salespeople working at a telecommunication company in Bangkok, Thailand. Even though it is a Thai company, there are foreign executives, international corporate customers and foreign business partners for salespeople to deal with. Latha (2014) asserts that English is used as an operational language allowing communication and co-operation between people from different places and language groups to take place as usual.

The major roles of salespeople are selling products, services and business solutions to corporate customers to generate revenue. Not only do they sell products, salespeople are also assigned to take care of corporate customers by serving, supporting and entertaining them at the highest level of service mind.

There are totally 70 salespeople in this particular telecommunication company in Bangkok, Thailand who need English language communication skills in their work. Duties of salespeople are sending and receiving emails, assisting customers on the phone, and reading and writing memorandum or business documents.

However, based on observation, most salespeople lack English language skills, which are the fundamental skill in working. The lack of English competency affects their working proficiency and self-confidence. In conclusion, English is the major problem in communicating with foreign customers.

1.2 Research Objectives

The present research aims to investigate problems in English language communication perceived by salespeople at a telecommunication company in Bangkok, Thailand.

The main purposes of this survey study are:

- 1.2.1 To investigate the frequency of salespeople using English language communication to deal with foreign customers.
- 1.2.2 To investigate the major English language communication problems that salespeople confront.

1.3 Research Questions

This study aims to answer the following questions:

- 1.3.1 How often do salespeople use English language communication to deal with foreign customers?
- 1.3.2 What are the major English language communication problems that salespeople confront?

1.4 Definitions of Terms

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

- 1.4.1 **A telecommunication company** refers to a company that provides digital services and solutions to serve customers with advanced technology.
- 1.4.2 **Salespeople** refer to the position of sales who have major roles in selling products, services and business solutions to customers to generate company revenues.
- 1.4.3 **Problems in English language communication** refer to problems when salespeople use English language in communicating in their work including speaking, writing, listening and reading skills.

1.5 Scope of the Study

This study is limited to investigating problems in English language communication perceived by salespeople at a telecommunication company in Bangkok, Thailand. The study also focuses on English language communication problems that salespeople confront when dealing with foreign customers. The participants in this study were 70 salespeople working in a telecommunication company in Bangkok, Thailand and the research instrument used in this study was questionnaires.

1.6 Significance of the Study

This study investigated problems in English language communication as perceived by salespeople at a telecommunication company in Bangkok, Thailand, so it is significant in several respects. The results from this study will show the problems in English language communication encountered by salespeople when dealing with foreign customers. The company can use the results from this study to find the proper solutions to develop salespeople's language capabilities in order to enhance the effectiveness of communication in their work.



CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature in four parts with a summary: (1) the importance of English language communication, (2) definitions of communication, (3) the problems in using English language communication and (4) relevant research.

2.1 The Importance of English Language Communication

Nowadays, English is broadly acknowledged as a universal language used in international communication and it is used in many industries such as airlines, tourism, telecommunication, international business, and related fields (Boonkit 2010). According to Wilson (2005), the important role of English language communication among people is the concentration on generating people with ability to communicate effectively in different situations. Moreover, communication skills play a fundamental role in workplace situations. However, English was chosen to be the main language, formal language and secondary language in every country in the world because English is a worldwide language.

Graddol (1997) said that there are three groups of people who speak English language in the world today. First, people who speak English as the first language and use English only. Second, people who use English as a second language or optional language and the third is people who use and learn English as a foreign language. Even though English is not always used as the main language in every country, a language achieves a genuinely global status when it develops a special role that is recognized in every country (Crystal, 1997).

Generally, English language is the most common and main foreign language used in the business world. Latha (2014) states that English is used to communicate and co-operate among people from different places and language zones in operation. Effective communication is fundamental and an additional advantage for work. Thus, practicing is the best way to increase English language communication capability.

At the present time, there are several factors that make English language essential for communication in human life. Flanagan (2007) claims that communication skills are very important and essential in people's daily life such as in travelling, business and workplace. According to Welch, Welch and Piekkari (2005), English language is needed for successful professional communication and people also use it to communicate in their daily life as a professional language at the present period of globalization.

2.1.1 The Importance of English Language in the Workplace

In the international workplace, English language is required for dealing with different communicative situations in both interpersonal and organizational terms. According to Keyton, J., Caputo, J. M., Ford, E. A., Fu, R., Leibowitz, S. A., Liu, T., Polasik, S. S., Ghosh, P. and Wu, C. (2013), the ten most common communication behaviors in U.S. business operations and workplaces were identified, as follows: listening, asking questions, discussion, sharing information, agreeing, suggesting, getting feedback, seeking, answering questions, and explaining. In addition, communication skills are used with both native and non-native English speakers, such as clients, contractors, suppliers, colleagues, supervisors, and subordinators. Generally, communicative situations in the workplace usually cover employee's responsibilities. They include discussions of related issues, formal and informal communication, presentations, persuasion and negotiations (Apelman, 2010; Ayokanmbi, 2011; Reimer, 2002; Spence and Liu, 2013).

If employees have English language communication skills, they will have the potential to succeed in the business world because communication is very essential for the operation of business. They will use English language communication skills to share thoughts, ideas, exchange information or knowledge in related issues of business. In the context of workplace communication, having good communication skills is the way to success and they are seen as fundamental and an additional advantage.

Hamilton and Parker (1997) write that communication skills are an important factor in the success of the organization. If people have good understanding and communicating in English, they can travel to do business around the world or they can work as a professional to communicate with people working with multinational companies, which give them more potential to work well in the business world.

In addition, English language communication skills have become one of the important factors when companies recruits new employees. The applicants who have poor English language communication skills find it quite hard to get job. Yingamnuaychai (2013) states that English language competency is required for finding a job in business in many countries, such as the United States and China. Most big companies hire their professional staff after getting to know the level of English language communication abilities of the applicants. International companies or companies who want to work at an international level consider the applicants who have potential in English language communication abilities as the first priority.

2.2 Definitions of Communication

There are many definitions of communication. The meanings depend on the context and field of study. Different definitions of communication can be found in the related literature. Samples of different definitions are presented below.

Adler and Rodman (2006) write that communication refers to the process of responding to human behavior.

Lustig and Koester (1996) explain that communication is the process through which people create and share their meanings with voice and non-voice communication, so the symbol will refer to word or action that represents the meaning.

Samovar, Porter and McDaniel (2009) state that communication is an activity in which people receive and respond to words, messages or movements created and produced by other people called senders.

Hamilton (2011) defines communication as the process of sharing thoughts, ideas and feelings with each other for understanding the purposes.

In addition, this research very much relates to interpersonal communication. Costley and Todd (1991) divide interpersonal communication divided into two categories, verbal and non-verbal communication.

Verbal communication refers to communication using speaking and writing to convey messages, thoughts, ideas, emotion and information.

Non-verbal communication refers to communication using facial expressions, tone and pitch of the voice, gestures, body language, movement and eye contact.

2.2.1 The Basic Model of Communication

A message or communication is delivered by the sender through a communication channel to a receiver. The sender must encode the message into a form that is appropriate to the communication channel and the receiver will decode the message for understanding the meaning and significance. On the other hand, misunderstanding can always happen in any time of the communication process. Hamilton and Parker (1997) point out that communication is used by two persons, small groups or many people, so misunderstanding can always occur in the process.

There are basic elements of the communication process that the communicator should realize if he/she would like to communicate effectively. They are person A/person B, stimulus and motivation, encoding and decoding, frame of reference, code, channel, feedback, environment and noise (Hamilton, 2014).

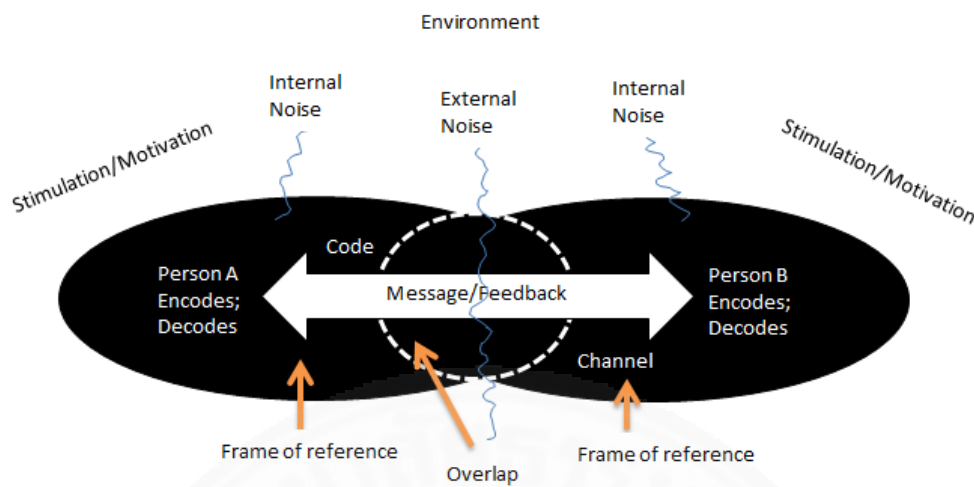


Figure 1. A basic model of communication

(Source: Hamilton, C. (2014). *Communicating for Results: A Guide for Business and the Professions* (10th ed.)

Person A/Person B

Either person A or person B could be the sender (the source of the message) or the receiver (the interpreter of the message).

Stimulus and Motivation

Stimulus and motivation are two things that happen before sending a message. Stimulus consists of external and internal factors that stimulate a thought to become the communication. In addition, motivation is a requirement for sending a message in the communication process.

Encoding and Decoding

Encoding is the process in which the sender puts the message into a communication form. He/she has to encode the message before communicating. The sender is called as the encoder. On the other hand, decoding is the process in which the receiver tries to interpret the correct meaning of the message and the receiver can be called the decoder (Hamilton, 2014).

Frame of Reference

Frame of reference is about the background and experience of the encoder and decoder. The differences of frame of reference of the sender and receiver can lead to communication breakdown. Frame of reference includes educational background, race, cultural values, gender, life experiences, attitudes, and personality.

Code

Code is the factor of conveying the message from the sender to the receiver. It consists of verbal language (verbal code including spoken and written words), paralanguage (vocal code including tone of voice, pitch, rate, volume and emphasis) and nonverbal cues (visual code including facial expressions, eye contact, gestures, appearance, posture, size and location of office, and arrival time at meetings).

Channel

Channel is the selected way to convey the message for communicating. Examples of channel are face to face discussions, telephone calls, memorandums, emails, instant messages, blogs, newsletter, social networks, magazines, radio, and television.

Feedback

Feedback can be both verbal and nonverbal responses to message. The receiver should give feedback regarding how they understand the messages by using verbal and non-verbal reactions. Effective communicators will pay attention to feedback because it is the only way to know how receiver understands the message and any confusion or misunderstanding will be corrected at the same time.

Environment

Environment includes time, place, physical and social surroundings that you people find themselves (Holm, 1981).

Noise

Noise is anything that interferes with communication by blocking or distorting the message. It includes internal noise and external noise. External noise is distractions in the environment and internal noise refers to conditions of communicators.

2.3 The Problems in Using English Language Communication

In Thailand, English language is very important and quite necessary in daily life and in the business world because the Thai government uses English as a second language (Chensarikit, 2013). Nowadays, English language plays an important role in the work life of people in the business world. Employees need to use the four skills of English language in their work; they are listening, speaking, reading and writing skills through the selected communication channels. Verapornvanichkul (2011) identifies that Thai employees have problems in oral communication skill and apprehension about communication because of the infrequent use of English language in their daily lives and nervousness in speaking English. However, Comstock (1985) insists that communication problems can always occur in communication process.

There are many types of English language communication problems which occur when salespeople encounter foreign customers such as wording, sentences, spelling, expressing ideas, grammar, cultural differences, background and problems in four skills of English language. Krizan, Merrier and Jones (2002) explain that the most important language barriers are (1) word choice, (2) denotative versus connotative meaning, (3) grammar, (4) spelling, punctuation, and sentence structure. The problems of using English language communication can happen in several ways and in different situations. Words are found more often than other factors to be a cause of communication problems because the receiver can get the meaning of word differently, depending on the background and experiences, even if communication is done through the same language. Bovee and Thill (2005) state that receivers may not understand the meaning of words if they are too complicated or technical.

In this study, the salespeople need to use English language communication in four skills in their work. They use speaking and listening skills to deal with foreign customers, including talking on the telephone, face-to-face and giving presentation. They use reading skill when reading emails and documents and they use writing skill when writing emails, memorandums and other documents related to their responsibilities.

Not all salespeople have enough English language communication abilities. Most of them may still have weakness in English language skills because of their educational background, so there are some obstacles when they communicate with foreign customers, which might make them not seem professional as businesspeople.

2.4 Relevant Research

The following are previous research studies investigating the problems in English language communication that are relevant to research study.

Buddhithammaporn (2013) studied problems with the English communication skills of employees at a branch office of Oxford University Press. The sample was all twelve employees who worked in the firm. The results showed that the majority of the respondents thought their speaking skill was the most serious problem, followed by listening, writing, and reading skills, which were not the most serious problems for them.

Owjariyaphithak (2014) investigated English communication problems when communicating with foreign customers and fellow employees at a restaurant. The participants were separated into two groups with 30 customers and 20 Thai staff member. The findings showed that the main problems of this restaurant employees were intonation and pronunciation. Moreover, the results revealed that foreign customers and Thai staff considered that complex sentences were the communication problem of Thai staff.

Chitanon (2014) examined the problems of intercultural communication encountered by Thai employees working in the U.S. Embassy. The subjects of the study were Thai employees who worked in the U.S. Embassy at least one year. The results showed that Thai employees with and without experience staying abroad encountered the same communication problems at the same level and it also showed that most problems were caused by cultural differences and the lack of English language proficiency.

Yingamnuaychai (2013) studied the needs for English language skills of the employees at an online hotel reservation company. The sample group of this study was 30 employees who work at an online hotel reservation company in the Hotels Department and the Content Department. The results showed that employees needed

speaking skill more than other skills because they wanted to speak with foreigners confidently and effectively. Moreover, they also needed listening, reading and writing skills to deal with foreigners via other channels.

Winiyakul (2011) examined the needs, problems and remedies of English for international trade of Thai customs officers regarding their English. The sample group was 100 Customs Technical Officers in Practitioner Level and Professional Level who worked at Suvarnabhumi Airport Cargo Clearance Customs Bureau. The results showed that the practitioner level officials use reading and writing skills more than professional level officials do and the customs officers revealed that they encountered more troubles when they spoke than when they listened.

Chensarikit (2013) explored the major English communication problems between foreign customers and salespeople of Siam Paragon department store. The sample of this study was sixty Siam Paragon salespeople who had fair knowledge of English and worked in a position that deals with foreign customers. The results revealed that Siam Paragon salespeople had more problems in listening when compared to speaking. The three major problems were: speaking speed of foreign customers, accent, and pronunciation.

Suthaceva (2013) studied communication problems between non-Thai passengers and Thai cabin crew. The participants in this research were fifty Thai cabin crew of Thai Airways International selected by the random sampling technique. The results revealed that the sample group of Thai cabin crew was unable to understand slang, idiomatic expressions or colloquialisms and were unfamiliar with foreign accents. They were unable to speak with correct grammar and choose the appropriate word in each situation. Moreover, they still encountered cultural problems.

Wawongmoon (2014) investigated problems occurring in intercultural communication in Japanese companies in Thailand. The population in the study was 85 Thai employees who worked in Japanese companies in Bangkok. The results of this study showed that the differences in language and culture had some impacts on the problems because Thai and Japanese employees have different frame of reference. Moreover, listening skill was the problem that Thai employees encountered with Japanese pronunciation and accent.

Soda (2014) studied staff's needs and problems in English communication at an international company. The participants of the study were 36 officers working at the head office of a leading factory for all kind of plastic/paper cards from three main departments: Customer Service Department, Service Engineer Department and the Sales and Marketing Department. The findings revealed that the respondents felt that their English was fair and speaking was the most necessary skill at work for the officers. Moreover, the respondents needed English training courses in speaking and followed by listening, reading and writing skills.



CHAPTER 3

RESEARCH METHODOLOGY

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

3.1 Subjects

The participants of this study were 70 salespeople who worked in a telecommunication company in Bangkok, Thailand. They were assumed to be able to apply English language communication skills at the workplace, so the convenience sampling method was used to select them. All of them were asked to answer the questionnaires by taking around 5-10 minutes.

3.2 Instrument

The research instrument in the study was a questionnaire designed in relation to the objectives of the research and it was divided into three parts: (1) demographic data of the respondents, (2) the problems of English language communication at the workplace, and (3) other comments. The details of each part are described below:

Part 1: Demographic data

This part had checklist items and was designed to obtain the demographic data of the respondents: gender, age, educational background, working period, the most necessary English skills used at work, the frequency of using English at work, period of studying English in school and the rate of overall English proficiency.

Part 2: The problems of English communication at the workplace

In this part, the respondents were asked to identify the problems in using English language communication at the workplace. There were two sections. The first section was about their problems in using overall English skills. The second section included the problems in using English in each situation. A five-point Likert scale was used in the questionnaire with the following criteria:

5 = very high

4 = high

3 = moderate

2 = low

1 = lowest

Part 3: Other comments

For this part, the respondents were free to make suggestions or comments about the problems in English language communication they faced at the workplace.

3.3 Procedures

This section describes the procedures for the collection and analysis of the study as follows:

3.3.1 Research Design

A survey was the research design for this study in order to investigate problems in English language communication perceived by salespeople at a telecommunication company in Bangkok, Thailand. The questionnaire in this study was designed in English and translated into Thai for convenient answering from the respondents.

3.3.2 Data Collection

After the questionnaire was completed, the sale manager was asked for permission to distribute the questionnaires to 70 salespeople and all 70 questionnaires were returned. They were asked to fill in the questionnaires by checking, ranking and giving comments. The data were collected during May 2017.

3.4 Data Analysis

The data collected was analyzed by SPSS (version 24). The data from the first part of the questionnaire were analyzed by way of descriptive statistics, which included frequency and percentage. The second part of the questionnaire, which employed a Likert scale, was also analyzed into descriptive statistics, e.g., percentage, frequency, mean, and standard deviation. The third part of the questionnaire was suggestions and comments.

3.4.1 Frequency distribution and percentage were used in the analysis of answers concerning respondents' demographic data.

3.4.2 A Likert scale was used to score the extent of problems in using English language in their profession, as well as rate their opinions on English language skills needed to focus on problems in using English language communication at their work. To interpret the mean score results, the following formula was used.

$$\text{Mean Range} = \frac{\text{Maximun} - \text{Minimun}}{\text{Range}} = \frac{5-1}{5} = 0.8$$

Scale	Level of problems	Mean range
5	very high	4.21 - 5.00
4	high	3.41 - 4.20
3	moderate	2.62 - 3.4
2	low	1.81 - 2.60
1	lowest	1.00 - 1.80

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results of the study conducted among salespeople at a telecommunication company in Bangkok, Thailand. The research questions formulated in chapter 1 served to organize the presentation of the findings, which were analyzed and computed from the data obtained from the questionnaire.

The results of the study are divided into three main parts:

Part 1: Demographic data

Part 2: The problems of English communication at the workplace

Part 3: Other comments

4.1 Demographic Data of the Respondents

The results included the demographic data of the respondents; gender, age, educational background, working period, the most necessary English skills at work, the frequency of using English at work, period of studying English in school and the ratings of overall of English proficiency. The results are shown as follows:

Table 1. Gender of the respondents

Gender	Frequency	Percentage (%)
Female	51	72.9
Male	19	27.1
Total	70	100

As shown in the table 1, the total number of the respondents was 70 and more than half (72.9%) of the respondents were female.

Table 2. Age

Age	Frequency	Percentage (%)
Less than 25	1	1.4
25 -30	13	18.6
31- 35	32	45.7
36 – 40	16	22.9
41 and over	8	11.4
Total	70	100

With regard to respondent's age, those between 31 – 35 years were the largest group, making up 45.7% of the total number of respondents. The next age range was 36 - 40 (22.9%). Only one respondent (1.4%) was in the age range of less than 25 years.

Table 3. Highest education

Education	Frequency	Percentage (%)
Bachelor's Degree	45	64.3
Master's Degree	25	35.7
Doctoral Degree	0	0
Total	70	100

In terms of highest education, more than half of the respondents (64.3%) held a bachelor's degree and 35.7% of them held a master's degree.

Table 4. Period of working in the company

Period of Working	Frequency	Percentage (%)
Less than 1 year	3	4.3
1 – 5 years	26	37.1
6 – 10 years	17	24.3
11 – 15 years	16	22.9
16 – 20 years	6	8.6
More than 20 years	2	2.9
Total	70	100

With regard to the duration of working time in the company, the highest proportion (37.1%) of the salespeople had been working in the company for 1-5 years. The second highest proportion (24.3%) was those having worked for 6 – 10 years. The lowest proportion, 2.9% of the respondents, was those who had been working more than 20 years.

Table 5. The most necessary English skills at work

The Most Necessary English Skills	Frequency	Percentage (%)
Listening	13	18.6
Speaking	22	31.4
Reading	10	14.3
Writing	25	35.7
Total	70	100

According to table 5 showing the most necessary English skill at work, 35.7% said writing, followed by speaking skill (31.4%), listening skill (18.6%) and reading skill (14.3%).

Table 6. The frequency of using English at work

The Frequency of Using English	Frequency	Percentage (%)
Every day	32	45.7
Every other day	3	4.3
Twice a week	6	8.6
Once a week	3	4.3
Once in a while	26	37.1
Never	0	0
Total	70	100

As shown in table 6, the highest number of respondents (45.7%) use English at work every day, followed by 37.1% of the respondents reporting that they use English at work once in a while. Only 4.3% reported that they use English at work once a week.

Table 7. Period of studying English in school

Period of Studying	Frequency	Percentage (%)
Less than 5 years	8	11.4
5 -10 years	14	20
11 -15 years	12	17.1
16 – 20 years	16	22.9
More than 20 years	20	28.6
Total	70	100

As shown in table 7, the highest proportion of the respondents (28.6%) had studied English in school for more than 20 years. Those who had studied English for 16 – 20 years, and 5 – 10 years were found to make up 22.9% and 20% respectively. Only 8 people (11.4%) had spent less than five years studying English in school.

Table 8. The ratings of overall English proficiency

The Ratings of Overall English Proficiency	Frequency	Percentage (%)
Excellent	3	4.3
Good	9	12.9
Fair	42	60
Poor	16	22.9
Total	70	100

Most of the respondents (60%) reported that their English proficiency was at a fair level. Those who rated their overall of English proficiency as poor, and good were found to make up 22.9% and 12.9%, respectively. Only 3 respondents (4.3%) considered their English proficiency to be at an excellent level.

4.2 The Problems of English Communication at the Workplace

To answer this research question, the questionnaires were examined and the mean scores were described in the below ranges.

Scale	Level of problems	Mean range
5	very high	4.21 - 5.00
4	high	3.41 - 4.20
3	moderate	2.62 - 3.4
2	low	1.81 - 2.60
1	lowest	1.00 - 1.80

The results are shown in tables 9 to 15 below.

Table 9. Overall problems of English skills usage in the workplace

English skills	Mean	SD	Level of Problems
Listening	3.3	0.94	moderate
Speaking	3.36	1.01	moderate
Reading	2.79	0.88	moderate
Writing	3.1	0.99	moderate

Regarding the difficulty of using English language in communication, the respondents thought that their English was very problematic in speaking ($\bar{x} = 3.36$), followed by listening ($\bar{x} = 3.3$), writing ($\bar{x} = 3.1$) and reading ($\bar{x} = 2.79$). However, every English skill was perceived as a problem at a moderate level.

Table 10. Problems with listening skill

Problems	Mean	SD	Level of Problems
Difficult to comprehend hard words/Jargon	3.3	1.03	moderate
Difficult to comprehend complicated sentences	3.61	1.08	high
Difficult to comprehend unfamiliar topics	3.54	1.03	high
Difficult to comprehend fast speech	3.63	1.00	high
Difficult to comprehend stress of native speakers of English	3.46	1.07	high
Average mean score	3.51		high

The results showed that the respondents considered their inability to listen to English at a high level ($\bar{x} = 3.51$). The respondents perceived that “to comprehend fast speech” was perceived as their biggest problem ($\bar{x} = 3.63$) in English listening. The second problem ($\bar{x} = 3.61$) was “unable to comprehend complicated sentences”.

Table 10.1 Level of difficulty to comprehend hard words/Jargon

Level of difficulty	Frequency	Percent
1	3	4.3
2	11	15.7
3	27	38.6
4	20	28.6
5	9	12.9
Total	70	100.0

From table 10.1, the majority of the respondents perceived themselves as having difficulty in comprehending hard words/jargon at the average ($n=27$) (38.6%), at a moderate level and a high level of difficulty ($n=20$) (28.6%).

Table 10.2 Level of difficulty to comprehend complicated sentences

Level of difficulty	Frequency	Percent
1	2	2.9
2	11	15.7
3	14	20.0
4	28	40.0
5	15	21.4
Total	70	100.0

From table 10.2, the majority of the respondents perceived themselves as having difficulty in comprehending complicate sentences at the average (n=28) (40%) at a high level and a very high level of difficulty (n=15) (21.4%).

Table 10.3 Level of difficulty to comprehend unfamiliar topics

Level of difficulty	Frequency	Percent
1	2	2.9
2	10	14.3
3	18	25.7
4	28	40.0
5	12	17.1
Total	70	100.0

From table 10.3, most of the respondents (n=28) (40%) perceived themselves as having difficulty in comprehending unfamiliar topics at a high level.

Table 10.4 Level of difficulty to comprehend fast speech

Level of difficulty	Frequency	Percent
1	2	2.9
2	5	7.1
3	25	35.7
4	23	32.9
5	15	21.4
Total	70	100.0

From table 10.4, the majority of the respondents (n=25) (35.7%) perceived themselves as having a moderate level of difficulty in comprehending fast speech. This was followed by respondents (n=23) (32.9%) who perceived themselves as having a high level of difficulty (n=23) (32.9%).

Table 10.5 Level of difficulty to comprehend stress of native speakers of English

Level of difficulty	Frequency	Percent
1	4	5.7
2	8	11.4
3	21	30.0
4	26	37.1
5	11	15.7
Total	70	100.0

From table 10.5, the majority of the respondents (n=26) (37.1%) perceived themselves as having a high level of difficulty in comprehending stress of native speakers of English, followed by those (n=21) (30%) who perceived themselves as having a moderate level of difficulty.

Table 11. Problems with Speaking Skill

Problems	Mean	SD	Level of Problems
Less confident to speak face to face	3.36	1.19	moderate
Difficult to use proper words	3.39	0.98	moderate
Difficult to pronounce words clearly	3.31	1.15	moderate
Difficult to express ideas/feelings/opinions	3.30	1.05	moderate
Difficult to use correct grammar	3.73	0.83	high
Average mean score	3.42		high

The results showed that the respondents considered their inability to speak English to be a high level ($\bar{x} = 3.42$). The respondents perceived that “to use correct grammar” was perceived as their biggest problem ($\bar{x} = 3.73$) in speaking English. The second problem ($\bar{x} = 3.39$) was “unable to use proper words”.

Table 11.1 Level of difficulty of less confident to speak face to face

Level of difficulty	Frequency	Percent
1	4	5.7
2	15	21.4
3	17	24.3
4	20	28.6
5	14	20.0
Total	70	100.0

From table 11.1, the majority of the respondents (n=20) (28.6%) perceived themselves as having a moderate level of difficulty in being less confident to speak face to face, followed by those (n=17) (24.3%) having a high level of difficulty in having less confidence to speak face to face.

Table 11.2 Level of difficulty to use proper words

Level of difficulty	Frequency	Percent
1	3	4.3
2	9	12.9
3	23	32.9
4	28	40.0
5	7	10.0
Total	70	100.0

From table 11.2, the majority of the respondents (n=28) (40%) perceived themselves as having a high level of difficulty to use proper words, followed by those (n=23) (32.9%) having a moderate level of difficulty to use proper words.

Table 11.3 Level of difficulty to pronounce words clearly

Level of difficulty	Frequency	Percent
1	4	5.7
2	15	21.4
3	17	24.3
4	23	32.9
5	11	15.7
Total	70	100.0

From table 11.3, the majority of the respondents (n=23) (32.9%) perceived themselves as having a high level of difficulty to pronounce words clearly, followed by those (n=17) (24.3%) having a moderate level of difficulty to pronounce words clearly.

Table 11.4 Level of difficulty to express ideas/feelings/opinions

Level of difficulty	Frequency	Percent
1	4	5.7
2	11	15.7
3	23	32.9
4	24	34.3
5	8	11.4
Total	70	100.0

From table 11.4, the majority of the respondents (n=24) (34.3%) perceived themselves as having a high level of difficulty to express ideas/feelings/opinions, followed by those (n=23) (32.9%) having a moderate level of difficulty to express ideas/feelings/opinions.

Table 11.5 Level of difficulty to use correct grammar

Level of difficulty	Frequency	Percent
1	3	4.3
2	27	38.6
3	26	37.1
4	14	20.0
Total	70	100.0

From table 11.5, the majority of the respondents (n=27) (38.6%) perceived themselves as having a low level of difficulty to use the correct grammar, followed by those (n=26) (37.1%) having a moderate level of difficulty to use the correct grammar.

Table 12. Problems with Reading Skill

Problems	Mean	SD	Level of Problems
Difficult to infer the meaning of jargon	3.30	0.85	moderate
Difficult to understand the main ideas of texts/articles	3.07	1.01	moderate
Difficult to understand long sentences despite knowing the meaning of every words	2.94	1.09	moderate
Difficult to know technical terms	3.39	0.95	moderate
Need time for reading	3.19	0.97	moderate
Average mean score	3.12		moderate

The results showed that the respondents considered their inability to read English to be at a moderate level ($\bar{x} = 3.12$). The respondents perceived that “to know technical terms” was perceived as their biggest problem ($\bar{x} = 3.39$) in reading English. The second problem ($\bar{x} = 3.30$) was “unable to infer the meaning of jargon”.

Table 12.1 Level of difficulty to infer the meaning of jargon

Level of difficulty	Frequency	Percent
1	2	2.9
2	16	22.9
3	35	50.0
4	14	20.0
5	3	4.3
Total	70	100.0

From table 12.1, the majority of the respondents (n=35) (50%) perceived themselves as having a moderate level of difficulty to infer the meaning of jargon, followed by those (n=16) (22.9%) having a low level of difficulty to infer the meaning of jargon.

Table 12.2 Level of difficulty to understand the main ideas of texts/articles

Level of difficulty	Frequency	Percent
1	3	4.3
2	17	24.3
3	29	41.4
4	14	20.0
5	7	10.0
Total	70	100.0

From table 12.2, the majority of the respondents (n=29) (41.4%) perceived themselves as having a moderate level of difficulty to understand the main ideas of texts/articles, followed by those (n=17) (24.3%) having a low level of difficulty to understand the main ideas of texts/articles.

Table 12.3 Level of difficulty to understand long sentences despite knowing the meaning of every word

Level of difficulty	Frequency	Percent
1	8	11.4
2	13	18.6
3	30	42.9
4	13	18.6
5	6	8.60
Total	70	100.0

From table 12.3, the majority of the respondents (n=30) (42.9%) perceived themselves as having a moderate level of difficulty to understand long sentences despite knowing the meaning of every word, followed by those (n=13) (18.6%) having a low and high level of difficulty to understand long sentences despite knowing the meaning of every word.

Table 12.4 Level of difficulty to know technical terms

Level of difficulty	Frequency	Percent
1	2	2.90
2	10	14.3
3	24	34.3
4	27	38.6
5	7	10.0
Total	70	100.0

From table 12.4, the majority of the respondents (n=27) (38.6%) perceived themselves as having a high level of difficulty to know technical terms, followed by those (n=24) (34.3%) having a moderate level of difficulty to know technical terms.

Table 12.5 Level of difficulty to need time for reading

Level of difficulty	Frequency	Percent
1	3	4.30
2	11	15.7
3	33	47.1
4	16	22.9
5	7	10.0
Total	70	100.0

From table 12.5, the majority of the respondents (n=33) (47.1%) perceived themselves as having a moderate level of difficulty to need time for speed, followed by those (n=16) (22.9%) having a high level of difficulty to need time for reading.

Table 13. Problems with writing skill

Problems	Mean	SD	Level of Problems
Difficult to spell words correctly	3.06	1.02	moderate
Difficult to use correct vocabulary	3.17	0.99	moderate
Difficult to use correct grammar	3.40	1.20	moderate
Difficult to use correct connectors	3.33	1.07	moderate
Difficult to write with coherent organization	3.36	1.10	moderate
Average mean score	3.26		moderate

The results showed that the respondents considered their inability to write English to be at a moderate level ($\bar{x} = 3.26$). The respondents perceived that “to use correct grammar” was perceived as their biggest problem ($\bar{x} = 3.40$) in writing English. The second problem ($\bar{x} = 3.36$) was “unable to write with coherent organization”.

Table 13.1 Level of difficulty to spell words correctly

Level of difficulty	Frequency	Percent
1	4	5.70
2	16	22.9
3	28	40.0
4	16	22.9
5	6	8.60
Total	70	100.0

From table 13.1, the majority of the respondents (n=28) (40%) perceived themselves as having a moderate level of difficulty to spell words correctly, followed by those (n=16) (22.9%) having a low and high level of difficulty to spell words correctly.

Table 13.2 Level of difficulty to use correct vocabulary

Level of difficulty	Frequency	Percent
1	3	4.30
2	16	22.9
3	21	30.0
4	26	37.1
5	4	5.70
Total	70	100.0

From the table 13.2, the majority of the respondents (n=26) (37.1%) perceived themselves as having a high level of difficulty to use correct vocabulary, followed by those (n=21) (30%) having a moderate level of difficulty to use correct vocabulary.

Table 13.3 Level of difficulty to use correct grammar

Level of difficulty	Frequency	Percent
1	5	7.1
2	11	15.7
3	20	28.6
4	19	27.1
5	15	21.4
Total	70	100.0

From table 13.3, the majority of the respondents (n=20) (28.6%) perceived themselves as having a moderate level of difficulty to use correct grammar, followed by those (n=19) (27.1%) having a high level of difficulty to use correct grammar.

Table 13.4 Level of difficulty to use correct connectors

Level of difficulty	Frequency	Percent
1	4	5.70
2	10	14.3
3	25	35.7
4	21	30.0
5	10	14.3
Total	70	100.0

From table 13.4, the majority of the respondents (n=25) (35.7%) perceived themselves as having a moderate level of difficulty to use correct connectors, followed by those (n=21) (30%) having a high level of difficulty to use correct connectors.

Table 13.5 Level of difficulty to write with coherent organization

Level of difficulty	Frequency	Percent
1	3	4.30
2	14	20.0
3	19	27.1
4	23	32.9
5	11	15.7
Total	70	100.0

From table 13.5, the majority of the respondents (n=23) (32.9%) perceived themselves as having a high level of difficulty to write with coherent organization, followed by those (n=19) (27.1%) having a moderate level of difficulty to write with coherent organization.

Table 14. Summary of the problems with each skill as perceived by the salespeople

Problems with each skill		
as perceived by the salespeople	Mean	Level of Problems
Listening	3.51	high
Speaking	3.42	high
Reading	3.12	moderate
Writing	3.26	moderate

Table 14, shows the results of the problems with each skill as perceived by the salespeople (Tables 10, 11, 12, 13). The results revealed that the respondents perceived listening skill as the most problematic ($\bar{x} = 3.51$), followed by speaking ($\bar{x} = 3.42$), writing ($\bar{x} = 3.26$), and speaking skills ($\bar{x} = 3.12$). This showed that listening and speaking skills were rated at a high level, whereas reading and writing were rated at a moderate level.

Table 15. The most problematic activities regardless of skills

Problems	Mean	SD	Level of Problems
Unable to use the correct grammar	3.73	0.83	high
Unable to comprehend fast speech	3.63	0.99	high
Unable to comprehend complicate sentences	3.61	1.08	high
Unable to comprehend unfamiliar topics	3.54	1.03	high
Unable to comprehend stress of native speakers of English	3.46	1.07	high

It can be seen from table 15 that when each activity was rated regardless of the skills, the most problematic English activity ($\bar{x} = 3.73$) was the inability to use correct grammar, followed by inability to comprehend fast speech ($\bar{x} = 3.63$) and inability to comprehend complicated sentences ($\bar{x} = 3.61$). All of them were rated at a high level of problems.

4.3 Other Comments

The respondents were free to make suggestions or comments about this research or problems in using English communication at work but nobody answered this part.

4.4 Discussion of the Findings

This section describes the findings based on the research questions relates to the theories and the previous studies. They are as follows:

4.4.1 Research question number 1

How often do salespeople use English language communication to deal with foreign customers?

The findings revealed that the respondents mostly use English language at work every day. That may be because salespeople usually have to contact with foreign customers through face-to-face communication and communication channels to

generate the company's revenues for successful business. Latha (2014) states that English is used to communicate and co-operate among people from different places and language zones in operation. The results partly support the previous study of Chensarikit (2013), who found that most salespeople of Siam Paragon (58.33%) often dealt with foreign customers.

4.4.2 Research question number 2

What are the major English language communication problems that salespeople confront?

The research results pointed out that the major English language communication problems that salespeople confront were listening, followed by speaking, writing, and reading. This result partly supports the previous study of Chensarikit (2013) indicating that salespeople of Siam Paragon had problems in listening skill more often than speaking skill. The three major English communication problems encountered by salespeople of Siam Paragon Department Store were about speaking speed, accent, and pronunciation.

In terms of English listening and speaking skills, the respondents felt that they had great problems when listening to comprehend fast speech and the greatest obstacle of speaking English was the inability to use correct grammar. This might be due to the fact that most of them lack opportunities to listen and speak English in daily life because they communicate with foreign customers via writing e-mails rather than speaking and listen on the telephone. This result partly supports the previous study of Chitanon (2014), who discovered that respondents lacked confidence when communicating in English and they were afraid to make mistakes in speaking. On the other hand, they agreed to frequently practice speaking and listening English with foreign colleagues or native speakers. With regard to listening skill, people can practice by watching soundtrack movies, international news, international TV programs or listening to English songs. Verapornvanichkul (2011) found that Thai employees had problems in oral communication skill and apprehension about communication because of the infrequent use of English in their daily lives and nervousness in speaking English. Moreover, the lack of commonly used language and

the ways to use an appropriate level of language can lead to misunderstanding in communication (Wiwattananukul, 2005). On the other hand, some customers use English language to communicate via e-mail but they speak Thai when they talk on the phone. That can probably reduce the opportunities for salespeople to practice their English listening and speaking. “The problem in using English as second language learners not being able to use English skills, especially listening and speaking in a comfortable way” (Moll et al., 1980).

In terms of writing and reading skills, the most problematic for the respondents with regard to writing skill was the inability to use correct grammar and they had problems with technical terms in reading. The respondents always use them in various tasks including email, business letters, business documents, news, notices, meeting minutes, and reports. However, writing and reading skills are still their problems. It is possible that their English background knowledge is not good enough for performing writing and reading effectively. This result partly supports the previous study of Soda (2014). This study revealed that respondents lacked practice in daily work because they always communicate via email correspondence, which does not have strict sentence structure when compared with writing business letters or official reports. Moreover, they lacked knowledge about technical terms in part of their work, which was an obstacle for them. Written communication problems (i.e. project report, emails, meeting minutes, and presentation slides) usually happen at the workplace (Apelman, 2010; Ayokanmbi, 2011; Reimer, 2002; Spence & Liu, 2013).

4.5 Summary of the Findings

4.5.1 Demographic data of the Respondents

The findings revealed that the majority of the respondents (72.9%) were female. The biggest age group of the respondents was 31- 35 years old (45.7%). Most of them (64.3%) held bachelor’s degrees while 35.7% held master’s degrees. A total of 37.1% of the respondents had working experience with the telecommunication company between 1 – 5 years; 24.3% had been working for 6 – 10 years. Those who had been working in the company for 11 – 15 years were found to make up 22.9%. In addition, 35.7% use writing skill at work the most, followed by speaking skill, listening skill

and reading skill at 31.4%, 18.6% and 14.3%. The largest group of respondents at 45.7% use English at work every day; 37.1% of the respondents use English at work once in a while, followed by 8.6% who use English at work twice a week. A total of 4.3% of respondents use English at work every other day and once a week. Moreover, 28.6% had learned English in school for more than 20 years. 22.9% of them had studied it for 16 – 20 years. A total of 20% had studied for 5 -10 years. In terms of overall of English Proficiency, 60% of the respondents felt that they were fair in English.

4.5.2 The problems of English communication at the workplace

The respondents had a moderate level of problems in every skill with regard to the overall problems of English skills usage in the workplace. The problems were ranked as speaking, listening, writing, and reading, respectively.

In the part of problems with each skill, the respondents had a high level of problems when listening and speaking, whereas they had a moderate level of problems when reading and writing while working. The problems in using English were ranked as listening, speaking, writing, and reading, respectively.

Listening skill: The respondents felt that they had great problems when listening to fast speech.

Speaking skill: The results of the questionnaire revealed that the greatest obstacle of speaking English was the inability to use the correct grammar.

Writing skill: The most problematic part for the respondents was the inability to use correct grammar.

Reading skill: The respondents had problems with knowing technical terms.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the study, the conclusion, limitations of the study, and recommendations for further research.

5.1 Summary of the Study

5.1.1 Research Questions

The study was specifically designed to answer the following questions:

- How often do salespeople use English language communication to deal with foreign customers?
- What are the major English language communication problems that salespeople confront?

5.1.2 Subjects, Materials, and Procedures

Subjects: Seventy salespeople working at a telecommunication company in Bangkok, Thailand were the subjects. Purposive sampling technique was used in this study. The subjects were chosen because they were required to use English language communication for their work.

Materials: The research instrument was a questionnaire developed from previous studies on similar research. There were three parts: demographic data, the problems of English communication at the workplace and other comments.

Procedures: The Thai questionnaires were distributed to seventy salespeople during May 2017 and all of them were returned in one week. After checking for their completion, the standard deviation and percentage were determined in order to generate the demographic data of the respondents and to consider the level of problems in using English.

5.2 Conclusion

Six main conclusions can be made from the discussion above.

5.2.1 The respondents often use English at work every day.

5.2.2 The respondents rated their English skill proficiency as “Fair”

5.2.3 The respondents rated their overall English proficiency at the moderate level.

5.2.4 Speaking skill was seen as the most problematic overall when the respondents use English at work.

5.2.5 Listening skill was the highest level of English language communication problem as perceived by the salespeople.

5.2.6 The findings showed that “Unable to use correct grammar” is the most significant problem of the respondents.

It is hoped that the findings from this study can be used as a guideline for developing the English ability of salespeople by suitable techniques such as designing English courses training. Moreover, the results of each English problem will develop salespeople’s English proficiency to help them have more confidence to use English at work.

5.3 Limitations of the Study

Gaps were found in this study that further researchers should improve upon.

5.3.1 The sample size of this research was limited to just 70 respondents, which is quite low.

5.3.3 This research was limited to find out only problems in English language communication.

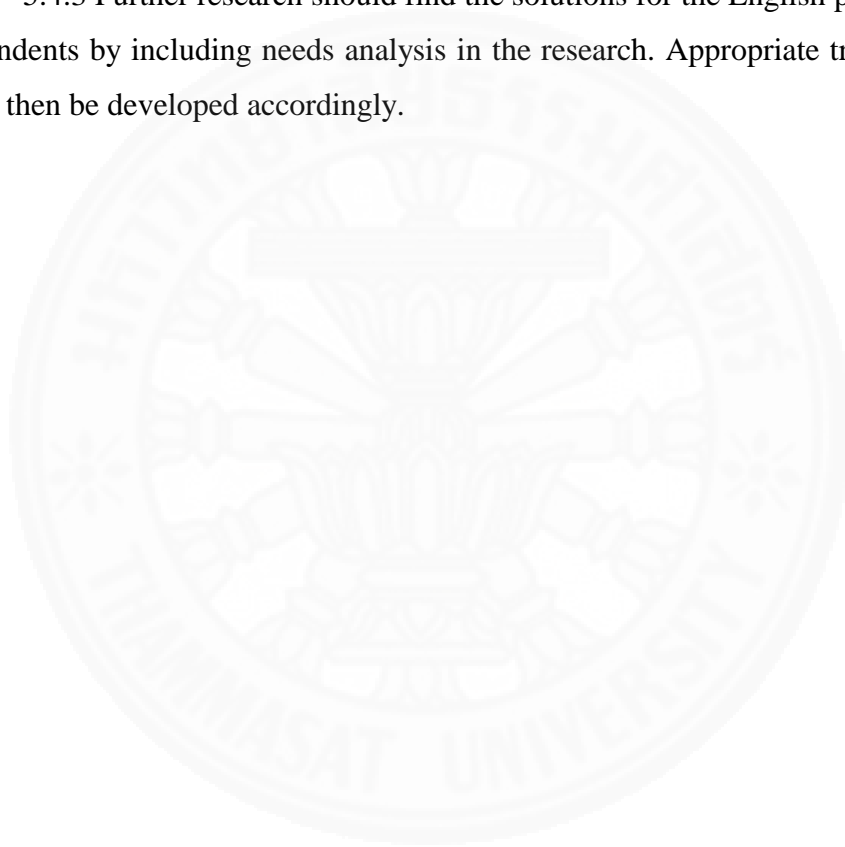
5.4 Recommendations for Further Research

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

5.4.1 Further research should include a larger number of subjects in other companies in order to increase the generalizability of the study results.

5.4.2 Further research should include in-depth interviews to get more details for answering the research questions.

5.4.3 Further research should find the solutions for the English problems of the respondents by including needs analysis in the research. Appropriate training courses could then be developed accordingly.



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APPENDIX A

QUESTIONNAIRE IN ENGLISH

PROBLEMS IN ENGLISH LANGUAGE COMMUNICATION PERCEIVED BY SALESPEOPLE AT A TELECOMMUNICATION COMPANY IN BANGKOK, THAILAND

This questionnaire is a part of independent study submitted in the requirement or the Master of Arts in Career English for International Communication, Language Institute, Thammasat University. The objective of this questionnaire is aimed to investigate problems in English language communication perceived by salespeople at a telecommunication company in Bangkok, Thailand. Your response will be strictly confidential and will only be used for this research.

The questionnaire is divided into 3 parts:

Part 1: Demographic data

Part 2: The problems of English communication at the workplace

Part 3: Other comments

Part 1: Demographic data

Instructions: Please check (✓) in the box according to your information.

1. Gender

- Male
- Female

2. Age

- Less than 25
- 25 -30
- 31- 35
- 36 – 40
- 41 and over

3. Highest Education

- Bachelor's Degree
- Master's Degree
- Doctoral Degree

4. How many year have you been working at a telecommunication company?

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

5. Which English skill is the most necessary at your work?

- Listening
- Speaking
- Reading
- Writing

6. How frequently do you use English in your work?

- Everyday
- Every other day
- Twice a week
- Once a week
- Once in a while
- Never

7. How many years have you studied English?

- Less than 5 years
- 5 -10 years
- 11 -15 years
- 16 – 20 years
- More than 20 years

8. How would you rate your overall English proficiency?

- Excellent
- Good
- Fair
- Poor

Part 2: The problems of English communication at the workplace

Instruction: Please check (✓) in the boxes below, according to your opinions concerning the English problems for communicating at work. The level of problems as follows.

5 = very high

4 = high

3 = moderate

2 = low

1 = lowest

- Please rate your overall problems of using English communication at your work

Skills	Level of the problems				
Listening					
Speaking					
Reading					
Writing					

- Please rate your problems of using English communication at your work in each situation as follow

No.	Situation	Level of difficulty				
	Listening					
	1.1 Difficult to comprehend hard words/jargon					
	1.2 Difficult to comprehend complicated sentences					
	1.3 Difficult to comprehend unfamiliar topics					
	1.4 Difficult to comprehend fast speech					
	1.5 Difficult to comprehend stress of native speakers of English					
	Speaking					
	2.1 Less confident to speak face to face					
	2.2 Difficult to use proper words					
	2.3 Difficult to pronounce words clearly					
	2.4 Difficult to express ideas/feelings/opinions					
	2.5 Difficult to use correct grammar					

No.	Situation	Level of Difficulty				
	Reading					
	3.1 Difficult to infer the meaning of jargon					
	3.2 Difficult to understand the main ideas of texts/articles					
	3.3 Difficult to understand long sentences despite knowing the meaning of every word					
	3.4 Difficult to know technical terms					
	3.5 Need time for reading					
	Writing					
	4.1 Difficult to spell words correctly					
	4.2 Difficult to use correct vocabulary					
	4.3 Difficult to use correct grammar					
	4.4 Difficult to use correct connectors					
	4.5 Difficult to write with coherent organization					

Part 3: Other comments

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APPENDIX B

QUESTIONNAIRE IN THAI VERSION

แบบสอบถาม

การสำรวจปัญหาในการใช้ภาษาอังกฤษในการสื่อสารของพนักงานตำแหน่งที่ปรึกษาทางธุรกิจหรือฝ่ายขาย ของบริษัทโทรคมนาคมแห่งหนึ่ง

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาปัญหาในการใช้ภาษาอังกฤษในที่ทำงาน คำตอบและข้อมูลของท่านจะถูกเก็บเป็นความลับ และการนำเสนอข้อมูลจะนำเสนอเป็นภาพรวมเท่านั้น คำตอบของท่านมีส่วนช่วยให้การศึกษาครั้งนี้สำเร็จลุล่วง ขอขอบพระคุณอย่างยิ่งในความร่วมมือของท่านมา ณ โอกาสนี้

แบบสอบถามชุดนี้แบ่งออกเป็น 3 ส่วน คือ

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับปัญหาในการใช้ภาษาอังกฤษในที่ทำงาน

ส่วนที่ 3 ข้อคิดเห็นอื่นๆ

ส่วนที่ 1: คำถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำอธิบาย: กรุณาทำเครื่องหมาย ลงใน ที่ตรงกับข้อมูลของท่าน

1. เพศ

- ชาย
 หญิง

2. อายุ

- น้อยกว่า 25 ปี
 25 – 30 ปี
 31 – 35 ปี
 36 – 40 ปี
 41 ปีขึ้นไป

3. ระดับการศึกษาสูงสุด

- ระดับปริญญาตรี
 ระดับปริญญาโท
 ระดับปริญญาเอก

4. ท่านทำงานที่บริษัทโทรคมนาคมแห่งนี้ มาเป็นระยะเวลาเท่าใด

- น้อยกว่า 1 ปี
 1 – 5 ปี
 6 – 10 ปี
 11 – 15 ปี
 16 – 20 ปี
 มากกว่า 20 ปี

5. ทักษะภาษาอังกฤษด้านใดที่ท่านทำได้ดีที่สุดในการทำงานของท่าน

- การฟัง
 การพูด
 การอ่าน
 การเขียน

6. ท่านใช้ภาษาอังกฤษในการทำงานบ่อยแค่ไหน
- ทุกวัน
 - วันเว้นวัน
 - สัปดาห์ละสองครั้ง
 - สัปดาห์ละครั้ง
 - นานๆครั้ง
 - ไม่เคยใช้เลย
7. ท่านเรียนภาษาอังกฤษมาทั้งหมดกี่ปี
- น้อยกว่า 5 ปี
 - 5 – 10 ปี
 - 11 – 15 ปี
 - 16 – 20 ปี
 - มากกว่า 20 ปี
8. ท่านให้คะแนนความสามารถทางภาษาอังกฤษของท่านเท่าใด
- ดีเยี่ยม
 - ดี
 - ปานกลาง
 - ปรับปรุง

ส่วนที่ 2: ปัญหาในการใช้ภาษาอังกฤษในการสื่อสารในที่ทำงาน

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงตามปัญหาในการใช้ภาษาอังกฤษในที่ทำงานของท่าน

หมายเลขแต่ละตัวแสดงระดับในการใช้ภาษาอังกฤษดังนี้

5 = มีปัญหามากที่สุด

4 = มีปัญหามาก

3 = มีปัญหาปานกลาง

2 = มีปัญหาน้อย

1 = มีปัญหาน้อยมาก

1. กรุณาให้คะแนนระดับปัญหาในการใช้ภาษาอังกฤษในการสื่อสารในที่ทำงานของท่าน

ทักษะ	ระดับปัญหาในการใช้ภาษาอังกฤษ				
การฟัง					
การพูด					
การอ่าน					
การเขียน					

2. กรุณาให้คะแนนระดับปัญหาในการใช้ภาษาอังกฤษในการสื่อสารในที่ทำงานของท่านในสถานการณ์ต่างๆ

ข้อ	ปัญหา	ระดับปัญหาในการใช้ภาษาอังกฤษ				
1	ทักษะการฟัง					
	1.1 ท่านไม่รู้ความหมายของคำศัพท์หรือศัพท์เทคนิคต่างๆ					
	1.2 ท่านไม่เข้าใจประโยคที่ซับซ้อน					
	1.3 ท่านไม่เข้าใจภาษาอังกฤษในหัวข้อที่ท่านไม่คุ้นเคย					
	1.4 ท่านฟังภาษาอังกฤษไม่เข้าใจเนื่องจากผู้พูดพูดเร็วเกินไป					
	1.5 ท่านไม่เข้าใจสำเนียงของชาวต่างชาติ					
2	ทักษะการพูด					
	2.1 ท่านรู้สึกประหม่าและขาดความมั่นใจเวลาพูดภาษาอังกฤษ					
	2.2 ท่านไม่สามารถนึกคำศัพท์ที่เหมาะสมได้					
	2.3 ท่านไม่สามารถออกเสียงภาษาอังกฤษได้ถูกต้องชัดเจน					
	2.4 ท่านไม่สามารถแสดงความคิดเห็นหรือความรู้สึกออกมาเป็นภาษาอังกฤษได้					
	2.5 ท่านไม่สามารถพูดประโยคที่ต้องการตามไวยากรณ์ได้					

ข้อ	ปัญหา	ระดับปัญหาในการใช้ภาษาอังกฤษ				
3	ทักษะการอ่าน					
	3.1 ท่านไม่สามารถเดาความหมายของคำศัพท์ได้					
	3.2 ท่านไม่สามารถจับใจความสำคัญของเนื้อเรื่องที่อ่านได้					
	3.3 ท่านไม่สามารถเข้าใจความหมายของประโยคยาวๆ ได้ ถึงแม้จะรู้ความหมายของคำศัพท์ทุกคำ					
	3.4 ท่านไม่เข้าใจคำศัพท์เทคนิค					
	3.5 ท่านใช้เวลาในการอ่านนาน					
4	ทักษะการเขียน					
	4.1 ท่านสะกดคำไม่ถูกต้อง					
	4.2 ท่านใช้คำศัพท์ไม่ถูกต้อง					
	4.3 ท่านเขียนไม่ถูกหลักไวยากรณ์					
	4.4 ท่านใช้คำเชื่อมประโยคไม่ถูกต้อง					
	4.5 ท่านไม่สามารถเรียบเรียงข้อความให้เชื่อมโยงและสัมพันธ์กัน					

ส่วนที่ 3: ข้อคิดเห็นอื่นๆ

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BIOGRAPHY

Name	Miss Nichakorn Phuangmanee
Date of Birth	October 7, 1990
Educational Attainment	2014: Bachelor of Arts (English) Dhurakij Pundit University
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Publications	-
Work Experiences	July 2014 – present Sales Administrator, Corporate Account Management, International Business, Advanced Info Service Plc.