FACTORS AFFECTING UTAC THAI EMPLOYEES IN REGARD TO IMPROVING THEIR ENGLISH SPEAKING ABILITIES

BY

MISS CHUTHARAT THANAKIATTINON

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH FOR CAREERS LANGUAGE INSTITUTE THAMMASAT UNIVERSITY ACADEMIC YEAR 2017 COPYRIGHT OF THAMMASAT UNIVERSITY
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LANGUAGE INSTITUTE

INDEPENDENT STUDY

BY

MISS CHUTHARAT THANAKIATTINON

ENTITLED

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Chairman

(Alisa Ratanapruks, Ph.D.)

Member and Advisor

(Associate Professor Sripatham Noom-ura)

Dean

(Associate Professor Supong Tangkiengsirisin, Ph.D.)
ABSTRACT

This study aimed to investigate factors affecting the improvement of English speaking abilities of Thai Employees who were working at the head office of United Test and Assembly Center Limited (UTAC Holdings Ltd.) in Bangkok, Thailand. The participants were 89 employees working in the Production Control Planner Department at UTAC. The research instrument was a questionnaire consisting of three parts: demographic information of the participants, 25 questions asking about problems and factors in improving speaking abilities, and an open-ended question. The data was analyzed and presented in frequency, percentage, mean, and standard deviation.

It was found that the employees had problems at a moderate level. The biggest problem affecting speaking abilities was listening ability, followed by topical knowledge, confidence, accents, grammatical problems, losing face, and experience in dealing with foreign customers. In the part of factors, the extrinsic motivation factors were slightly higher than the intrinsic motivation. The highest factor was key performance, followed by job security, rewards, bonuses and company policy. Their intrinsic motivation involving attitude and self-esteem were also rated as high.

Keywords: speaking abilities, UTAC Thai employees, improving English skills, problems in speaking English.
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Miss Chutharat Thanakiattinon
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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

English has become an international language that people in many parts of the world use for communication in various sections such as education, journey and business. Many Thai firms in Thailand nowadays have to contact with foreigners and English is mainly used for communication in the workplace; therefore, Thai employees have to adapt themselves to keep up. English speaking ability is the first qualification that Human Resources Department seeks from candidates. This trend indicates the importance of English speaking in Thai working society.

United Test and Assembly Center Limited (UTAC Holdings Ltd. or UTAC Thai Company Limited), which will be called “UTAC” in this study, was the initial electronics manufacturer in Thailand. This company has been operating for more than 40 years to support worldwide customers. UTAC is renowned for producing the electric tooling, for example, integrated circuits (IC), chips, many kind of cards and all electronic instruments and the headquarter is in Singapore. Furthermore, UTAC has other plants around the world to support international customers there are in Taiwan, Malaysia, Indonesia and China. The sales team also covers many continents: Asia, Americas and Europe. UTAC has 6,000 employees in Thailand in three branches in Bangkok and Chachoengsao.

UTAC is also an international company that uses English for business dealings extensively. Since Thai employees have to contact with their counterparts in China, Singapore, Japan and America as well as foreign customers and suppliers from different continents, it is essential that UTAC employees develop their English level to meet the company’s standard, and they may have good opportunities to work in overseas branches. However, there are questions from the head office about the English development of Thai employees because only a few Thai officers can work overseas when compared with employees from other Asian countries such as the Philippines, Singapore and Vietnam. The substandard of English communication among Thai staff makes it difficult for them to in participate or communicate with the head office.
UTAC Thai company also knows the importance of English speaking abilities as the company provides incentives based on TOIC score levels, includes this ability in employee key performance index and offers English classes for all employees. The company provides many ways to improve English speaking abilities of employees but UTAC still faces the inability of employees in terms of English oral skills. For example, some officers still need support from a colleague while speaking with customers; they request customers to write an email instead of talking on the phone directly and they avoid receiving phone calls from abroad. It is very interesting to study the difficulties and the methods to improve this ability. In order to be successful in their job and have their ability recognized, Thai employees have to give priority to developing their English speaking proficiency. However, to be successful in developing English speaking skills depends on many factors such as English educational background, attitudes toward studying a language and the intrinsic and extrinsic motivation to learn English.

Therefore, this study aims to investigate UTAC employees’ problems in speaking English based on their viewpoints, attitudes, topical knowledge, listening abilities as well as the factors affecting UTAC Thai employees efforts to improve their English speaking abilities regarding education background, motivation and attitude. As a result of the frequent use of English speaking, the Production Control Planning Department is trying to survey the factors that motivate Thai staff to develop their English speaking abilities. Therefore, this survey aimed to help the company investigate what factors can help Thai staff in terms of developing their speaking skills and what are attractive ways for Thai staff to improve English speaking. Finally, UTAC will reap the benefit in the near future in terms of business growth and efficient employees that make the company strong in the face of business competition.

1.2 RESEARCH QUESTIONS
1.2.1 What are UTAC Thai employees’ problems in speaking English?
1.2.2 What factors influence UTAC Thai employees to improve their English speaking abilities?

1.3 RESEARCH OBJECTIVES
1.3.1 To find the problems in speaking English of UTAC employees.
1.3.2 To survey the factors that influence UTAC Thai employees to improve English speaking abilities

1.4 DEFINITION OF TERMS

For better understanding in this study, here are the meanings of key terms.

1.4.1 Factors: The parts or determinants that are the causes of the results.

1.4.2 UTAC: A electronics manufacturer in Thailand whose full name is United Test and Assembly Center Ltd (UTAC Holdings Ltd. or UTAC Thai Company limited), which has headquarters in Singapore and branches in Thailand, Taiwan, Malaysia, Indonesia and China, in addition to its global network of sales offices in the United States, Europe, Japan, Korea, China and Singapore. However, this study specifies only the branch in Thailand.

1.4.3 Thai employees: The UTAC employees working at Bangkok, Head Office in Thailand. The total number of participants was 89 persons working in the Production Control Planner or PC Department. All of them had different responsibilities, various educational backgrounds and different ages.

1.4.4 Improve: To develop to be better in order to support customer requirements and meet the company’s targets.

1.4.5 English speaking abilities: The English oral communication skills of UTAC Thai employees used to contact with customers.

1.5 SCOPE OF THE STUDY

This present study examined the factors in improving English speaking abilities. It emphasizes intrinsic and extrinsic motivation factors relating to why employees want to improve the English speaking abilities. A total of 89 Thai employees at UTAC who were working in the UTAC Bangkok office Thailand were the participants. The study used a questionnaire to investigate the factors in improving English speaking abilities.

1.6 SIGNIFICANCE OF THE STUDY

The findings of study will help the company to know the factors enabling Thai employees to improve English speaking abilities. Therefore, the company can choose the appropriate ways for employees in order to improve their English speaking abilities.
based on their educational backgrounds, motivation and attitudes. This in turn will have two benefits:

Firstly, the employees can improve their English speaking skills to the next level. Also, all employees will gain more confidence to communicate with various customers and they can understand more about their job descriptions.

The study may also benefit the company in terms of business; for example, the head office can reduce costs such as hiring interpreters and foreign workers and the company will have more opportunities to expand its business in the international market.

1.7 ORGANIZATION OF THE STUDY

This study is separated into five chapters as follows:

Chapter one contains the background of the study, research questions, research objectives, definition of terms, scope of the study and significance of the study.

Chapter two provides the literature review involving problems in speaking English, factors that influence in improving speaking ability and previous related studies.

Chapter three describes the methodology of research including participants, questionnaire, procedures of data collection and data analysis.

Chapter four shows the findings.

Chapter five reports a summary of the study, discussion of the findings, the conclusion and recommendations for further studies.
CHAPTER 2
LITERATURE REVIEW

This study reviews literature about problems in speaking English, factors that help improve speaking abilities, and previous related studies.

2.1 PROBLEMS IN SPEAKING ENGLISH

A non-native English speaker cannot communicate well because of many reasons. UTAC employees, for example, seem to have speaking problems involving topical knowledge, listening ability, confidence, shamefulness, and grammatical problems. Some employees do not like to speak English and have no experience with foreign customers. The literature review gives a clearer picture of what factors could lead to English speaking problems.

2.1.1 Topical knowledge

According to Bachman and Palmer (1996), topical knowledge is the configuration of long-term memory. In a conversation, topical knowledge is essential because a speaker must have something to say. However, due to language barriers, the conversation may not be fruitful if one or both sides cannot speak English well.

However, one does not have to convey their messages in perfect grammar as long as they have some knowledge about the topic being discussed. Some Thai employees may stay silent and cannot participate in a conversation unless they have some topical knowledge. Therefore, it is better for the employees to prepare themselves to have topical knowledge before speaking English with customers.

2.1.2 Listening ability

Another reason that may explain why UTAC employees cannot communicate successfully is the lack of frequent and continual practice of listening skills. Also, listening ability is a significant variable connecting the types of listening comprehension strategies (Vandergrift, 2003). The more listeners use a variety of listening comprehension strategies, the more their listening abilities are increased. Therefore, if employees continually improve their listening skills, it will reduce complications and make their English conversations with customers more productive.
2.1.3 Confidence

Self-confidence is one of the inner factors used to start any response especially for speaking in a foreign language. McIntyre (2000) states that self-confidence is naturally related to a learner’s attention in English communication. This implies that speaking requires self-confidence. A learner who is sure of speaking something is not shy or aggressive in social activities. Therefore, self-confidence is one of the facilitators that can unlock some English communication barriers, and also improve negotiation skills of the learners, particularly Thai employees.

2.1.4 Losing face

Ben-Ze’ev (2000) mentions that people who believe in shamefulness accept the definition of themselves as a bad, worthless and inept person. Therefore, the employees cannot improve their speaking ability if they think that it is not perfect enough to show in front of their supervisors, colleagues, suppliers and customers. Additionally, they try to avoid face-to-face conferences, calling on the telephone or meetings with foreigners. Consequently, UTAC employees will not be able to develop their English speaking skill in the future since they believe they will lose face if they speak incorrectly.

2.1.5 Accents

Some speakers are influenced by their first language and tend to have strong accents. Their pronunciation may be hard for listeners to understand or may lead to misunderstanding. On the contrary, when they listen to other people who have unfamiliar accents, it is almost impossible for them to continue the conversation. UTAC employees may have this problem in their speaking skill.

2.1.6 Grammatical problems

As English is a foreign language for Thai people or employees, they have to learn four skills such as listening, speaking, reading and writing. However, the basis of the four skills is grammatical knowledge. If they do not know it enough, the communication will be inefficient. Especially speaking in business section that concerns company security, the employees have to focus on this problem as well. Harmer (2001) mentions that there are some components that the learners should know while they are studying a language such as grammar or language structure and the process of thinking.
2.1.7 Attitude in English speaking

The opinions or attitudes of employees have an influence in English speaking even though they have knowledge or any useful factors for speaking. Elyidirim and Ashton (2006) determined that pessimistic opinions about a foreign language are an obstacle to learning. However, optimistic attitudes can bring learners to find more procedures to study than negative attitudes (Sadighi and Zarafshan, 2006). Therefore, these two attitudes toward speaking English are the factors that relate to employees’ speaking activities.

2.1.8 Experience in dealing with foreign customers

Falk and Needham (2011) state that adults learn from their experience. Employees can learn from real situations, and their observations from correct and incorrect thinking or doing are the experience that the employees can develop for the next activities.

To sum up, it was hypothesized that all of the eight reasons above may be main components that result in the ineffective communication of UTAC Thai employees. The researcher, therefore, would like to determine which of the components play a role in their speaking abilities. It will be beneficial to know what the real problems are so that the problems will be dealt with more efficiently. The next section presents some factors that will help employees improve their speaking abilities.

2.2 FACTORS THAT INFLUENCE IMPROVING SPEAKING ABILITIES

To assist employees in overcoming problems or obstacles in improving speaking, it is necessary for the company to investigate the factors that affect their speaking accomplishment (Tuan and Mai, 2015).

Employees need to work efficiently to avoid being made redundant. In other words, they need to improve themselves, or they will be laid off. Therefore, if English is one of the qualities needed, the employees who are not qualified must try to improve themselves. The researcher wanted to investigate what factors drive employees to develop their speaking skills, which leads to a thorough review of motivation.
Tuan and Mai (2015) claim that speaking practice can be troubled by the circumstances that come from performance conditions. Some major affective factors are motivation, listening ability and feedback during speaking activities. This section covers two types of motivation.

Employees do any activities in the workplace for the reason of improving their skills to meet the job target. Therefore, motivation is the important thing to drive people to complete their goal. UTAC employees who have to support customers and contact suppliers around the world work under pressure and the expectations of the company. However, the employees cannot avoid this duty because of many reasons such as the employment contract, high responsibility and family obligations. Therefore, motivation will lead the employees to support every project of the company during the working period; motivation is between learning and the result of learning (Wlodkowski, 1985). Herzberg (1959, 1966) indicates that there are two main types of motivation as follows:

Figure 2.1 Types of motivation
2.2.1 Intrinsic motivation

Intrinsic motivation is the actual activities that occur from internal satisfaction or the pleasure to do something. This information can refer to certain activities from people who are related with the intrinsic motivation (Brown, 2007). For example, in the context of language learning, learners who show a large amount of interest when learning a foreign language or a large amount of excitement when practicing it are “intrinsically motivated.”

Vallerand, Fortier and Guay (1997) state that intrinsic motivation can be divided into three types including intrinsic motivation to know (IM-K), intrinsic motivation towards accomplishment (IM-A), and intrinsic motivation to experience stimulation (IM-S). IM-Knowledge is when people are motivated to do an activity because they want to find new ideas or develop their knowledge. IM-accomplishment is the motivation when people want to attain their goals or master a task. Finally, IM-stimulation is the motivation when people are stimulated by performing the tasks for fun or excitement.

Moreover, when people do the activities without the reason of reward, this is also intrinsic motivation (Coon & Mitterer, 2010). Self-esteem and attitude are also the main elements of intrinsic motivation.

2.2.1.1 Self-esteem

Pyszczynski and Cox (2004) state that self-esteem comes from important qualifications specified by cultures and urged by perceptions of people. UTAC employees can have self-esteem if they have a good performance and one important key performance index is English speaking in the workplace and participating in communication activities with customers. This is one of the internal drives to make employees improve themselves.

Self-esteem and the language classroom

Arnold (1999) states that, basically, self-esteem is one of the keys in human beings. When the level of self-respect is depressed, the psychological homeostasis is disequilibrium, running scared, anxiety, communal gap and other pessimistic conditions. Self-esteem can impact on a person’s life for positive or negative; when it is in deep level, this may even bring about a necessary for clinical
cure. While in the explanation of language studying, low confidence is a non-clinical circumstance, it can have affectations. Learners may escape taking the necessary changes to bring in conversational ability in the goal dialect. They may feel intensely anxious and even pause the classroom.

Taking these consequences into review, in the linguistic classroom it is essential to be attentive about students’ self-esteem. However, this expresses more than doing infrequent activities to make learners indicate their virtue and potential. As the initiative, educators themselves have to be cognizant of their own dignity, to apprehend what faith in oneself is, what are the beginnings and factors, and how intentness can be accomplished in the linguistic classroom. This fulfilment should be based on a reasonable concept.

2.2.1.2 Attitudes

Hogg and Vaughan (2005) indicate that an attitude is the composition that relates to faith, feelings and behaviors towards social values (objects, groups, events or symbols). UTAC is a big community with various groups of employees. Therefore, social values influence all employees unavoidably. Many workers tend to have high opinions of people who can speak English well and this may be one of the factors that drives employees to improve their speaking abilities.

Latchanna and Dagnew (2009) explain that attitude is as a major idea to comprehend human behavior. It is defined as feelings and beliefs of language learning, which is related to success in language learning. However, beliefs in learning can be a barrier if the students believe that they are unable to study a new language prosperously (Lennartsson, 2008). Pessimistic attitude can create barriers in second language learning. On the other hand, negative attitudes of students can also be converted to positive outcomes. Positive attitudes in second language learning are a good beginning.

Moreover, there may be some external drives that play a big role and force employees to improve themselves, which can be classified as extrinsic motivation.

**Differences between attitude and motivation**

At this point it is necessary to make clear the difference between the concepts of attitude and motivation. Oroujlou and Vahedi (2011) explain that an attitude is a set of beliefs
and motivation is a reason for doing something. This can be confusing because a set of beliefs can be a reason for doing it. Therefore, a student may be motivated to study English because the student’s attitude towards the English teacher is good. It is generally believed that students will not learn English if they dislike the English teacher.

In terms of motivation, most of literature refers to both integrative and instrumental motivation. The former is associated with the desire to learn more about culture, its language and people - to integrate more within the target language society. The latter relates to success of some other goals such as learning English because one wants to get a better job. Some studies on motivation have shown that persons who are integrative motivation are more successful in acquiring the second language.

2.2.2 Extrinsic motivation

Extrinsic motivation refers to doing activities for external reasons such as salary and praise. It is different from intrinsic motivation, which comes from within, while extrinsic motivation is all about external rewards (Brown, 2007).

Extrinsic factors

Bonuses, commissions, rewards and job security are related to job satisfaction. In this study, speaking English with customers or suppliers is the important job of UTAC employees. UTAC employees have to follow the company’s policy or key performance indices and improve their English speaking ability. If they do, they will receive a bonus, rewards and job security.

Balzer et al. (1990) mentions that the three reasons for job satisfaction are humanitarian, theoretical and economic related. Humanitarian reasons relate to overall life fulfillment, mind and body health. Theoretical reasons are work motivation and behavior. Economic anxiety stimulates people to increase job satisfaction and work behavior.

Osterloh and Frey (2000) argue that employees are extrinsically motivated when their needs are satisfied through gaining money or compensation. The monetary desire of employees relates to successful coordination inside organizations, and opportunity is a vital factor of extrinsic motivation.

Herzberg, Mausner and Snyderman (1959) studied the motivation to work and the worker satisfaction coming from achievement and growth in the quality
of work. In addition, previous studies have indicated that attitudes and motivations are linked to achievement in foreign language learning (Dornyei, 1994; Gardner, 2007; Pulido, Miraflores, Ignacio, Tacay & Lao, 2010).

Apart from having motivation, one can improve their language skill when they have a drive to develop abilities. Bandura (2000) indicates that people learn from other people by observing behaviors, opinions and actions. Moreover, Bandura states there are two ways of learning: learning by direct experience and learning through modeling.

- Learning by direct experience is a behavioral format that can be obtained from experiencing directly or absorbing from other people. There are the informative function of reinforcement, motivational function of reinforcement, cognitive mediation of reinforcement effects and reinforcing effect of response consequences.

- Learning through modeling is performance that shapes that human learning by observing from examples. If there is any mistake or it cannot use with the current situation, a new model will be developed and used instead of the previous one.

These are the two ways of learning: from experience and modeling. UTAC officers generally learn their job description and procedures from the other people who record important information in the document system based on the company’s rules. Another way that the employees learn to improve their abilities is learning from models who have more experience or worked before them. If the employees find that it is not appropriate with their current job, they can adapt the method to match with their job.

The methods that UTAC employees use for improving speaking ability are learning from the experience of previous staff before their resignation. The previous staff will advise the methods to the new staff such as listening carefully during the communication and asking questions if there is any confusion. However, the employees can learn from customers directly because UTAC allows the participants (employees in the Production Control Planner Department) to communicate independently with customers by themselves. In these two ways, the employees can learn during contact with customer and they can improve speaking ability if they practice from the real situations continually.

To sum up, the speaking ability problems of UTAC employees are topical knowledge, listening ability, confidence, shyness, grammatical problem, feeling in
speak English and no experience with foreign customers. These problems relate to two factors that influence improving speaking abilities: intrinsic factors involving self-esteem, attitudes and motivations and extrinsic factors involving bonuses and commissions, a firm’s policy or key performance indicators, environment, rewards and job security.

2.3 PREVIOUS RELATED STUDIES

Many previous studies have investigated the factors affecting speaking improvement. In Vietnam, for example, Tuan and Mai (2015) studied factors affecting student’s speaking performance at Le Thanh Hien high school. The participants were grade 11 students (203 students from class 11B1 to 11B10) and 10 teachers of English at this school. The students and teachers were asked to answer questionnaires and the classes were observed by the researcher to see how the teachers conducted speaking lessons, how the students behaved and what problems the students really had in speaking lessons. Two classes were observed with two periods for each class. Data was recorded in an observation sheet. Finally, the results of the study indicated that the students faced many problems, for example, (1) they did not speak or spoke very little; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discussed in groups or in pairs; (4) their participation was low or inconsistent; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translating information in the textbook into Vietnamese before they spoke; (8) they looked at their textbook when they spoke. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers’ feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

Mazouzi (2013) researched factors affecting learners’ oral performance. The participants were 28 students and five teachers of Nara Middle School and the study was conducted by a questionnaire. The purpose was to collect data about feelings, attitudes, experiences and opinions of both teachers and students. The results revealed that the affective factors play a major role in the development of learners in oral performance. Psychological factors such as poor self-esteem and lack of motivation
limit them. Another factor was less encouragement to develop their English speaking as to teachers did not inspire students enough and the learning conditions also did not stimulate their interest. These were the obstacles that made students less self-confident while learning in the classroom and finally the students avoided participating in the classroom.

Huang (2010) investigated factors affecting the use of oral communication strategies. The participants of this study were 98 students (22 males and 76 females) of Lunghwa University of Science and Technology. These participants were selected from three classrooms for the course “English Listening and Speaking III”. During the research time, they met two hours a week. The proportion of listening and speaking in the class was about 60% to 40%. The speaking practice involved repeating sentences, reading simple passages aloud and answering questions. The instruments were a questionnaire and students’ term grades on Listening and Speaking course III. Finally, the researcher found that EFL teaching is necessary to emphasize functional practice and intrinsic motivation. The highly-motivated students will take advantage of every opportunity to improve their new language skills in order to build their communication abilities.

Jindathai (2015) studied the factors affecting English speaking problems among engineering students at Thai-Nichi Institute of Technology. The sample of this study was 154 engineering students. A questionnaire was the research instrument. There were two parts in the questionnaires: the first part was open-ended questions seeking personal information and the second part was 37 close-ended questions that asked participants to provide their opinions about attitudes, motivation, personality, and exposure to English. These were measured with a Likert scale. The study indicated that there was no important difference in English speaking problems between male and female engineering students.

Songsiri (2007) investigated students’ attitudes towards English speaking at King Mongkut’s Institute of Technology. Data was gathered from journals of teachers, sheets of observers, worksheets of students, diaries of students and self-rating scales. The study found that one main obstacle of students English speaking with confidence is negative attitudes towards English learning. The results also indicated that students increased their English speaking confidence when they were influenced by teaching
learning strategies, using authentic materials and presenting the activities in non-threatening terms.

Khamkaew (2009) studied needs and problems in speaking skills of 30 metropolitan police officers using a questionnaire and interviews. The findings revealed that the participants need to improve English speaking and writing skills in various tasks, such as greetings and offering help, asking for personal details or problems or wants, and giving information about accommodation, tourist information, transportation or instructions on safety. In addition, they need to learn by using textbooks and dialogue practice, etc.

Masgoret and Gardner (2003) investigated the relationship of second language achievement to five variables of attitude/motivation based on socio-educational factors, including integrity, attitude toward learning situation, motivation, integrative orientation, and instrumental orientation. The research found that one of the causes of foreign language studying achievement is motivation.

Ahmed (2009) investigated the motivation of students in language learning at BRAC University in Bangladesh using a questionnaire survey. The respondents were 124 ENG-091 students in summer 2009 and they were asked to complete questionnaires to study the reasons of English learning, feelings of motivation to attend the classes, and the factors of motivation and de-motivation. This study found that both intrinsic and extrinsic motivations motivate students in English learning.

Pulido, Miraflores, Ignacio, Tacay and Lao (2010) studied the relationship between motivation and language learning achievement among tertiary students. The questionnaires were distributed to 240 freshman college students from various universities and colleges around metro Manila. The findings found intrinsic motivation motivates the students to learn speaking.

According to the information above, some results of the studies relate to the current study’s hypothesis. The information is grouped into two parts. The first part is the problems of English speaking abilities that involve topical knowledge, listening ability, confidence, shamefulness, grammatical problems, attitude and experience in English speaking.

The second part is factors to help improve English speaking abilities of UTAC employees. These factors can be separated into intrinsic motivational factors (self-
esteem and attitude) and extrinsic motivational factors (bonus-commission, reward, job security, company policy, key performance and environment). This means that some of these factors may affect UTAC employees in attempting to improve their speaking abilities. Therefore, to find out about these factors, the details of the research procedures will be provided in the next chapter.
CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes: (1) the participants, (2) the instruments, (3) the procedures for collecting the data and (4) the data analysis.

3.1 PARTICIPANTS

The convenience sampling method was used for this study since the participants were considered by the researcher as appropriate representatives due to the fact that they have to communicate in English with customers, suppliers and foreign colleagues. This means the participants have an opportunity to speak English continually and they should try to improve their English speaking ability in order to support the job well. The researcher also works at the Production Control Planner Department and has reasonable knowledge of job descriptions and job requirements.

The population of the study was UTAC Thai employees working in the Department of the Production Control Planner (PC) at the Bangkok branch, the head office in Thailand. A total of 109 questionnaires were sent to employees from the Production Control Planner Department of UTAC, men and women, ranging in age from 23-60 years old and having different educational backgrounds. However, only 89 participants returned the questionnaires within one week but the number is acceptable according to Yamane’s formula calculation. An acceptable sample size from the population of 109 is 86 participants. Thus, 89 participants exceeded the required minimum number.

3.2 INSTRUMENT

This study was a quantitative research that used a questionnaire as the research instrument to collect data from the participants. The questionnaire was in English and Thai to ensure the participants could read and understand all questions.
There were three main parts in the questionnaire:

Part one was demographic information of the participants to provide personal information of the participants such as age, gender and salary level. The information will be presented in percentage.

Part two consisted of two sections. Items 1-12 aimed to obtain information about the employees’ problems in speaking English and items 13 – 25 asked about factors affecting UTAC employees (the participants) to improve their speaking abilities. Each item was in English and Thai. The levels of the agreement or disagreement were measured by a five-point Likert scale. There were five levels of agreement and the mean range represented each level as follows:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Level of agreement</th>
<th>Mean Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly agree/very high</td>
<td>4.51-5.00</td>
</tr>
<tr>
<td>4</td>
<td>Agree/high</td>
<td>3.51-4.50</td>
</tr>
<tr>
<td>3</td>
<td>Moderately agree</td>
<td>2.51-3.50</td>
</tr>
<tr>
<td>2</td>
<td>Disagree/low</td>
<td>1.51-2.50</td>
</tr>
<tr>
<td>1</td>
<td>Strongly disagree/very low</td>
<td>1.00-1.50</td>
</tr>
</tbody>
</table>

Part three was an open-ended question asking the participants for their other opinions about improving English speaking abilities.

3.3 PROCEDURES

3.3.1 Research design

This study is descriptive research, which is a cross-sectional descriptive study. A cross-sectional descriptive study is studying for a limited period of time and data collection.

3.3.2 Data collection

Referring to the process of collecting data, the researcher delivered the questionnaires to 109 UTAC Thai employees, Bangkok head office on Monday morning and collected them within Friday of the same week. The researcher completed questionnaire distribution on 4th April, 2016 and collection within 8th April, 2016. The participants answered 25 items and filled out their background information such as age,
gender, educational level, and English study duration. The final part of the questionnaire was an open-ended question for the participants to provide their answers by writing.

3.4 DATA ANALYSIS

After the participants completed filling out the data and it was collected, the information was tabulated to consider the factors enabling UTAC Thai employees to improve their English speaking abilities. The data was calculated by the SPSS program or the Statistical Package for the Social Sciences. The researcher read the output from this program and considered the important points, and analyzed the open-ended questions. Finally, the researcher translated the output data from the SPSS program to be the results that led to the conclusions.

The descriptive statistics were percentage, mean, standard deviation (S.D.), and agreement levels.
CHAPTER 4
RESULTS

This chapter demonstrates the overall results of this study. All questionnaires were collected from the 89 participants who were working in the Department of Production Control Planner (PC), Bangkok branch, UTAC Thai limited. The survey consisted of three parts: (1) demographic information of the participants, (2) problems and factors affecting English speaking abilities of UTAC Thai employees, and (3) open-ended questions that asked the participants’ opinions about English speaking ability and the reasons.

4.1 DEMOGRAPHIC INFORMATION

This part presents the employees’ demographic data, namely, gender, age, education, only. As shown in Table 4.1, from the total of 89 participants, 87.64% were female and males accounted for 12.36%. The biggest group of the participants was aged between 31-35 years old. The majority were bachelor’s degree holders and had learned English for over 16 years.

Table 4.1
Participants by Gender, Age, Education Level, and Length of English Study

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>12.36</td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
<td>87.64</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25 years</td>
<td>11</td>
<td>12.36</td>
</tr>
<tr>
<td>26-30 years</td>
<td>19</td>
<td>21.35</td>
</tr>
<tr>
<td>31-35 years</td>
<td>25</td>
<td>28.09</td>
</tr>
<tr>
<td>36-40 Years</td>
<td>22</td>
<td>24.72</td>
</tr>
<tr>
<td>More than 40 years</td>
<td>12</td>
<td>13.48</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>100</td>
</tr>
</tbody>
</table>
### 4.2 PROBLEMS OF UTAC THAI EMPLOYEES IN SPEAKING ENGLISH

In this part, mean and S.D. were used to analyze the problems in speaking English of the participants.

The problem ranked the highest was ‘I asked customers to repeat the conversation again’, followed by ‘I request customers to provide topical background during the conversation’ and ‘I ask customers to speak English slowly.’ The lowest ranking was the statement, ‘I select to support only Thai customers.’

Table 4.2

<table>
<thead>
<tr>
<th>Item</th>
<th>Factors</th>
<th>Mean</th>
<th>S.D.</th>
<th>Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Many times, I am not aware of the topical information or issues while speaking with customers.</td>
<td>3.17</td>
<td>0.92</td>
<td>moderate</td>
</tr>
<tr>
<td>2</td>
<td>I request customers to provide topical background during the conversation.</td>
<td>3.37</td>
<td>0.95</td>
<td>moderate</td>
</tr>
<tr>
<td>3</td>
<td>I ask customers to speak English slowly.</td>
<td>3.35</td>
<td>1.03</td>
<td>moderate</td>
</tr>
<tr>
<td>4</td>
<td>I ask customers to repeat the conversation again.</td>
<td>3.42</td>
<td>0.97</td>
<td>moderate</td>
</tr>
<tr>
<td></td>
<td>I ask my colleague to be near me to provide support when I have a conversation with foreign customers.</td>
<td>2.76</td>
<td>1.11</td>
<td>moderate</td>
</tr>
<tr>
<td>Item</td>
<td>Factors</td>
<td>Mean</td>
<td>S.D.</td>
<td>Level of agreement</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>--------------------</td>
</tr>
<tr>
<td>6</td>
<td>I'm afraid that customers will not understand what I say in English.</td>
<td>3.06</td>
<td>1.19</td>
<td>moderate</td>
</tr>
<tr>
<td>7</td>
<td>I avoid picking up the international phone call.</td>
<td>2.04</td>
<td>1.23</td>
<td>disagree</td>
</tr>
<tr>
<td>8</td>
<td>I use a dictionary while I'm speaking with foreign customers.</td>
<td>2.19</td>
<td>1.14</td>
<td>disagree</td>
</tr>
<tr>
<td>9</td>
<td>Sometime, foreign customers ask me to speak the same words or sentences twice.</td>
<td>2.79</td>
<td>1.06</td>
<td>moderate</td>
</tr>
<tr>
<td>10</td>
<td>I've never supported/given service to foreign customers while working here.</td>
<td>2.43</td>
<td>1.45</td>
<td>disagree</td>
</tr>
<tr>
<td>11</td>
<td>I select to support only Thai customers.</td>
<td>2.02</td>
<td>1.23</td>
<td>disagree</td>
</tr>
<tr>
<td>12</td>
<td>I feel shy if I speak with wrong English grammar with foreign customers.</td>
<td>2.53</td>
<td>1.31</td>
<td>moderate</td>
</tr>
</tbody>
</table>

However, when the 12 items are grouped as reviewed in Chapter 2, listening abilities, topical knowledge, and confidence were ranked at a moderate level of agreement, while the participants disagreed that accent and grammatical problems, losing face and experience in dealing with foreign customers were their problems.

Table 4.3
Problems that Prevent UTAC Thai Employees from Improving their English Speaking Abilities

<table>
<thead>
<tr>
<th>Item</th>
<th>Factors</th>
<th>Mean</th>
<th>Average</th>
<th>S.D.</th>
<th>Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Listening Abilities</td>
<td>3.35</td>
<td>3.39</td>
<td>1.03</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>3.42</td>
<td></td>
<td>0.97</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Topical Knowledge</td>
<td>3.17</td>
<td>3.27</td>
<td>0.92</td>
<td>Moderate</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3.37</td>
<td></td>
<td>0.95</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Confidence</td>
<td>2.76</td>
<td>2.91</td>
<td>1.11</td>
<td>Moderate</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>3.06</td>
<td></td>
<td>1.19</td>
<td></td>
</tr>
</tbody>
</table>
After grouping, the data is shown more clearly in Figure 4.1

Figure 4.1 Problems of UTAC Thai employees in English speaking abilities

### 4.3 FACTORS THAT INFLUENCE UTAC THAI EMPLOYEES TO IMPROVE THEIR ENGLISH SPEAKING ABILITIES

The 13 items were classified into two main groups of factors. The first group was extrinsic factors that involve attitude in English speaking and self-esteem; the second was intrinsic factors involving key performance, job security, bonus, reward, environment, company policy and job description. The data is shown in Table 4.4.
Table 4.4  
Factors that Influence UTAC Thai Employees to Improve their English Speaking Abilities

<table>
<thead>
<tr>
<th>Factors</th>
<th>Types</th>
<th>Factors</th>
<th>Mean</th>
<th>Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extrinsic</td>
<td>Key performance</td>
<td>I will have more job opportunities if I can speak English.</td>
<td>4.4</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Job security</td>
<td>I can support customers efficiently if I can speak English.</td>
<td>4.35</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Reward</td>
<td>I can get more rewards or money if my English speaking ability is at the company standard level.</td>
<td>4.13</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Environment</td>
<td>I have to develop my English speaking ability because my colleagues can speak English.</td>
<td>4.1</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Job security</td>
<td>I have to develop my English speaking ability because it relates to my job description or qualifications.</td>
<td>4.03</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Bonus</td>
<td>I can get a larger bonus if my English speaking ability is at a high level.</td>
<td>3.94</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Environment</td>
<td>I can learn to speak English with customers from my supervisors or colleagues.</td>
<td>3.92</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Company policy</td>
<td>I have to develop my English speaking ability because of the company policy.</td>
<td>3.61</td>
<td>High</td>
</tr>
</tbody>
</table>

**Average**  4.06
Table 4.4 shows that the participants agreed with all items about the factors that influence them in improving speaking skills. The average mean score of extrinsic motivation (4.06) was higher than that of intrinsic motivation (3.87). The highest mean score was key performance (Mean=4.40, S.D. =0.82) - I will have more job opportunities if I can speak English. UTAC employees have to follow the company policy and Key Performance Indicators (KPI) that measure employees’ individual performance concretely to improve their English speaking ability. The second rank was job security -- “I can support customers efficiently if I can speak English” (Mean=4.35, S.D. = 0.87). The third rank was “I can get more rewards or money if my English speaking ability is at the company standard level.” The extrinsic and intrinsic factors can be clearly seen in Figures 4.2 and 4.3.
Figure 4.2 The extrinsic factors relating to why UTAC Thai employees want to improve their English speaking abilities.

Figure 4.3 The intrinsic factors relating to why UTAC Thai employees want to improve their English speaking abilities.
In summary, factors that influenced participants to improve their English skill involve mainly extrinsic motivation, for example, key performance, job security, rewards and bonuses. On the contrary, intrinsic motivation was concerned with their own drive to have a good job, and feel satisfied when serving foreign customers. Some had the attitude that English is fun.

4.4 **OPEN-ENDED QUESTION**

The open-ended question asked about the need of UTAC employees to improve their English speaking abilities and the reasons for their needs. A total of 25 participants provided their opinions by filling in the information in the questionnaires. All 25 participants said “Yes” to improving their English speaking abilities based on the various reasons such as supporting their job, improving their job, having a good opportunity in a better job, practicing listening, communicating with customers, improving grammar, etc. Their answers are grouped in Table 4.5.

There were five employees who need to improve English because of using English with their job, four participants specified that they need to improve English for communication with customers and three participants need to improve their English for job opportunities and working efficiently.

<table>
<thead>
<tr>
<th>Opinion no.</th>
<th>Descriptions</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use English with job</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Communicate with customers</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>For job opportunities and working efficiently</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Need a better job and a higher salary</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Improve grammar skill</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Improve speaking and writing</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Globalization</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Improve all English skills</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Practice listening</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Improve accent to be like a native speaker</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Use for work and daily life</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>
CHAPTER 5
DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

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

5.1 SUMMARY OF THE STUDY
This chapter summarizes the objectives, participants, instruments, and procedure of the research study as follows:

5.1.1 Objectives of the study
- 5.1.1.1 To find problems of UTAC Thai employees in English speaking.
- 5.1.1.2 To survey the factors that influence UTAC Thai employees to improve their English speaking abilities.

5.1.2 Participants, instruments and procedure of the research study. This study had 89 participants working in the Production Control Planner Department of UTAC Thai Company Limited, in the head office at Bangna (Bangkok, Thailand).

The research instrument for collecting data was questionnaire using a 5-point Likert scale. There were three parts to the questionnaire. The first part sought demographic information from the participants such as gender, age, education level and English study duration. The second part was 25 questions that contained problems and factors for English speaking improvement of UTAC Thai employees. This part requested the participants to choose their agreement level from 1 to 5 for each question. The last part was an open-ended question and the reasons why they need to improve their English speaking ability.

5.2 SUMMARY OF THE FINDINGS
The results of the research study are as follows:

5.2.1 Demographic Information of the Participants

The majority of the participants were women, with the biggest age group between 31-35 years old. The majority of the participants were bachelor's degree holders. The majority of the participants studied English more than 16 years.

5.2.2 Problems of UTAC Thai Employees in Speaking English.

The key findings of this research study can be summarized as follows:
The main problems in English speaking of UTAC Thai employees were at the moderate level and derived mostly from listening abilities, topical knowledge, confidence, accent and grammatical problem, losing face and experience in dealing with foreign customers.

5.2.3 Factors that influence UTAC Thai Employees to improve their English Skill.

5.2.3.1 Extrinsic motivation factors
The factors that influence their decision to improve their English skill are mostly extrinsic motivation, namely key performance, job security, rewards, environment, job description, bonuses, developing abilities and company policy.

5.2.3.2 Intrinsic motivation factors
The main intrinsic factors that lead UTAC Thai employees to improve their English speaking skills were attitude in English speaking and self-esteem.

5.2.4 Open-Ended Question
From the open-ended question, many participants pointed to the desire to improve English, create more job opportunities, to work more efficiently and to communicate with foreign customers satisfactorily.

5.3 DISCUSSION
This section discusses the results of the study regarding to the research questions.

5.3.1 What are UTAC Thai employees’ problems in speaking English?
The results revealed that the biggest problem in English speaking was listening ability. This finding is consistent with Borkowski et. al. (1990) finding that second language listening comprehension is a complicated process and important in the developmental process of second language competence. Byrnes (1984) emphasizes that listening is an active skill and concerns many processes.

Listening abilities was rated the highest, which may imply that the employees faced listening concerns in English communication with customers. As much research has found, listening skill is important in English speaking development (Doff, 1998). Clearly, English listening is needed for a successful conversation. Doff states that speaking is closely related to listening such as when one person speaks, the other responds through attending by means of the listening process. Generally, every
speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said. Moreover, the result is also in line with Feyten (1991), who found a significant relationship between listening ability and foreign language oral proficiency skills. Bozorgian (2012) explored the relationship of the listening skill with other language skills. The results of his study indicated a close correlation between listening comprehension and language proficiency. He claimed that the higher the listening score, the better the speaking score.

Thus, this result might be beneficial for the UTAC company in terms of helping their employees develop English speaking skills and be successful in international business communication.

Topical knowledge is the second rank of the employees’ problems. The result revealed a clear relationship between English speaking ability and topical knowledge. When UTAC employees do not have awareness of the topical information or issue while speaking with customers, they feel unsuccessful during the conversation. This finding supports the study of Bachman and Palmer (1996) who determined that topical knowledge is the speakers’ knowledge of relevant topical information, which enable learners to use language with reference to the world in which they live.

Although this finding seems likely to support many research studies about the relationship of English speaking skill and listening skill and topic knowledge, respectively; however, the results were in contrast to the study of Tuan and Mai (2015) who found that the largest problems was topic knowledge and followed by listening ability, which influenced Vietnamese students’ speaking performance. However, this difference may be due to the different cultures of the participants between Thailand and Vietnam.

The problems found in this research related to UTAC Thailand’s policy of providing English courses such as conversation courses, internal English newspapers and English TV programs. The mentioned activities can help UTAC Thai employees to improve their listening skill and focus on topical knowledge.

5.3.2 What factors influence UTAC Thai employee to improve their English speaking abilities?

According to the findings, extrinsic factors had an influence on the respondents in terms of improvement of English speaking abilities. The respondents
strongly agreed that extrinsic motivation stimulates them to improve their English speaking skills.

The highest mean score was extrinsic factors that caused UTAC employees to want to improve their English speaking. The respondents wanted to improve their English speaking skills for fulfilling their key performance indicators, job security, rewards, environment, bonuses and the company policy. All extrinsic factors motivated UTAC employees to improve English speaking ability. They wanted to achieve UTAC’s goals and their KPIs (key performance indicators) of their performance, needed a bonus or rewards, maintain job security and follow the company policy or environment. Therefore, the English speaking skill is very important for employees’ work in various sections of the company and also very necessary for employees’ communication with customers. This result is consistent with the finding of Balzer et al. (1990) that there were three reasons for job satisfaction: humanitarian, theoretical and economic. Humanitarian reasons related to overall life fulfillment, mind and body health. Theoretical reasons relate to work motivation and behavior. Lastly, economic anxiety stimulates people to increase job satisfaction and work behavior.

This result supports the theory of Maslow (1943) regarding Maslow's hierarchy of needs. The theory views the effects of extrinsic rewards on intrinsic motivation may be reduced when task performance also provides optimal levels of stimulation, which may occur in complex and involving tasks. Vroom (1964) also recognized the relative of performance and rewards employees. The rewards can more motivate the employees to do their job well to achieve the goal. On the other hand, fewer reward offers can lead to low job performance.

5.4 CONCLUSION

The study results show that the extrinsic factor “Key performance” was a major factor that influences the employees to improve their English speaking abilities. Employees are willing to improve their English speaking skills because they wanted to achieve their key performance indicators at a high level score. This result is related to increasing company productivity. Therefore, the company should find a way to
encourage employees to be successful in their KPIs by offering some rewards for the winners such as extra bonuses or promotions.

Furthermore, the intrinsic factor like attitude in English speaking also had the highest mean score. Attitude in English speaking was influential to UTAC Thai employees to improve their English speaking ability. The important motivation is English speaking ability will lead them to have a good job. These conclusions will be useful for UTAC training team to find the appropriate methods to improve English speaking for UTAC staff.

5.5 IMPLICATIONS FOR UTAC

Since employees had motivation that drives them to improve English speaking abilities, they should resolve their first problem “Listening ability.” UTAC may organize some training courses for employees and try to meet their needs of attitude and self-esteem by arranging a good classroom atmosphere to help employees feel more comfortable, which will lead them to be more willing and motivated to learn (Maslow, 1970).

Moreover, trainers should encourage employees by using reinforcement in order to encourage them and foster their language learning motivation. They must avoid punishment, blame or complaints, which will result in employees’ unwillingness to learn. As argued by Skinner (1948 cited in McLeod, 2007), responses that were reinforced would be repeated, and those that were punished would not.

In addition, the company should organize some activities to enhance employees learning and practice of English speaking skill. Opportunities to demonstrate the employees’ ability should be arranged to motivate them in development.

The important thing that motivates UTAC Thai employees to solve their English speaking problem is systematic rewards, for example, the Special Money Project that uses TOEIC score levels to provide awards. In addition, there are some other aspects to be considered. For example, English skill is the skill that needs to be practiced regularly; therefore, regular training courses are necessary for employees.
5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

This study focused only on speaking skill. Future research may explore the needs of employees involving other English skills such as writing email, report writing, or presentation skills.


Mazouzi, S. (2013). *Analysis of some factors affecting learners’ oral performance. A case study: 3rd year pupils of Menaa’s Middle Schools*. M. A. Dissertation, Department of Foreign Languages, English Division, Faculty of Letters and Languages, Mohamed Khider University of Biskra, People’s Democratic Republic of Algeria.


http://kantacandidate.blogspot.com/2012/02/vroom.html.

APPENDIX A
QUESTIONNAIRE
FACTORS AFFECTING UTAC THAI EMPLOYEES IN REGARD TO IMPROVING THEIR ENGLISH SPEAKING ABILITIES

This survey is the part of the study of the Master of Arts in English for Careers. Language Institute, Thammasat University. It will be used to survey the factors affecting UTAC Thai employees to improve their English speaking abilities. The findings will be advantageous to both the company and employees as they can use these results to develop the organization. (This information will be used only for the educational purpose).

Part I: Demographic information

1. Gender
   - Male
   - Female

2. Age
   - 20-25 years
   - 26-30 years
   - 31-35 years
   - 36- 40
   - Other (please specify) .........................

3. Educational level
   - Bachelor’s degree
   - Master’s degree
   - Other (please specify) .........................

4. How long have you been learning English?
   - 1-5 years
   - 11- 15 years
   - 6-10 years
   - More than 16 years
Part II: Factors affecting employees’ speaking abilities.

Instruction: Following are a number of statements which some people agree or disagree with. Please choose one alternative by putting (X) in each statement below according to your degree of agreement or disagreement.

5=strongly agree, 4=agree, 3=moderately agree, 2=disagree and 1= strongly disagree.

Page 1_Questionnaire

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Factors</th>
<th>Level of agreement</th>
<th>Involved factors</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(องค์ประกอบในการพัฒนาทักษะการพูดภาษาอังกฤษ)</td>
<td>Strongly agree</td>
<td>Agree</td>
</tr>
<tr>
<td>1</td>
<td>Many times, I am not aware of the topical information or issue while speaking with customers. (หลายครั้งที่ฉันไม่สามารถจับประเด็นหรือข้อมูลเกี่ยวกับหัวข้อที่สนทนากับลูกค้าได้)</td>
<td>5 4 3 2 1</td>
<td>Topical knowledge</td>
</tr>
<tr>
<td>2</td>
<td>I request customer to provide topical background during the conversation. (สิ่งที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Topical knowledge</td>
</tr>
<tr>
<td>3</td>
<td>I ask customers to speak English slowly. (สิ่งที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Listening ability</td>
</tr>
<tr>
<td>4</td>
<td>I ask customer to repeat the conversation again. (สิ่งที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Listening ability</td>
</tr>
<tr>
<td>5</td>
<td>I ask my colleague to be near me to provide support when I have a conversation with foreign customer. (สิ่งที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Confident</td>
</tr>
<tr>
<td>6</td>
<td>I’m afraid that customer will not understand what I say in English. (สิ่งที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Confident</td>
</tr>
<tr>
<td>7</td>
<td>I avoid to pick up the international phone call. (สิ่งที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Shamefulness/losing face</td>
</tr>
<tr>
<td>8</td>
<td>I use dictionary while I’m speaking with foreign customer. (สิ่งที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Accent Grammatical problem</td>
</tr>
<tr>
<td>9</td>
<td>Sometime, foreign customer ask me to speak the same words for sentence twice. (บางครั้ง ลูกค้าจะขอให้ฉันพูดคำหรือประโยคเดิมๆสองครั้ง)</td>
<td>5 4 3 2 1</td>
<td>Accent Grammatical problem</td>
</tr>
<tr>
<td>10</td>
<td>I’ve never supported foreign customer while working here. (ที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Experience in foreign customer</td>
</tr>
<tr>
<td>11</td>
<td>I. I select to support only Thai customer. (ที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Experience in foreign customer</td>
</tr>
<tr>
<td>12</td>
<td>I feel shy, if I speak with wrong English grammar with foreign customer. (ที่ลูกค้าทำให้ฉันเห็นใจเรื่องความเป็นมาของหัวข้อที่กำลังสนทนามา)</td>
<td>5 4 3 2 1</td>
<td>Shamefulness/losing face</td>
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<td></td>
<td>(องค์ประกอบในการพัฒนาทักษะการพูดภาษาอังกฤษ)</td>
<td>Strongly agree</td>
<td>Agree</td>
</tr>
<tr>
<td>13</td>
<td>Speaking English is fun for me. (การพูดภาษาอังกฤษสนุกสากลสำหรับฉัน)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>I like to speak English. (ฉันชอบพูดภาษาอังกฤษ)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>I think native English speakers try to be friendly understand non-native English speaker. (ฉันคิดว่าเจ้าของภาษาอังกฤษให้ความเป็นมิตรในยามสนทนากับชาวต่างชาติ)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>I will have more job opportunities if I can speak English. (ฉันจะมีโอกาสในการทำงานมากกว่าถ้าฉันสามารถพูดภาษาอังกฤษได้)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>I can support customer efficiently if I can speak English. (ฉันสามารถดูแลลูกค้าได้อย่างมีประสิทธิภาพถ้าฉันสามารถพูดภาษาอังกฤษได้)</td>
<td>5</td>
<td>4</td>
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<tr>
<td>18</td>
<td>I can get a larger bonus if my English speaking ability is in high level. (ฉันสามารถได้โบนัสเพิ่มถ้าความสามารถในการพูดภาษาอังกฤษของฉันอยู่ในระดับสูง)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>I can get more rewards or money if my English speaking ability is in company level standard. (ฉันสามารถได้รับรางวัลหรือเงินเพิ่มถ้าความสามารถในการพูดภาษาอังกฤษของฉันอยู่ในระดับมาตรฐานของบริษัท)</td>
<td>5</td>
<td>4</td>
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<tr>
<td>20</td>
<td>I am proud of myself when I can speak English with foreign customer efficiently. (ฉันภูมิใจในตัวเองเมื่อฉันสามารถพูดภาษาอังกฤษกับลูกค้าต่างชาติอย่างมีประสิทธิภาพ)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>English speaking ability will enable me to have a good job. (ความสามารถในการพูดภาษาอังกฤษจะนำพาไปสู่อาชีพที่ดี)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>I have to develop my English speaking ability because my colleague can speak English. (ฉันต้องพัฒนาความสามารถในการพูดภาษาอังกฤษของฉันเพราะเพื่อนงานของฉันสามารถพูดภาษาอังกฤษได้)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>I can learn to speak English with my customer from supervisor or colleague. (ฉันสามารถเรียนรู้ในการพูดภาษาอังกฤษจากหัวหน้างานหรือเพื่อนงาน)</td>
<td>5</td>
<td>4</td>
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<tr>
<td>24</td>
<td>I have to develop my English speaking ability because of company policy. (ฉันต้องพัฒนาความสามารถในการพูดภาษาอังกฤษของฉันเพราะนโยบายของบริษัท)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>I have to develop my English speaking ability because it relates my job description or qualifications. (ฉันต้องพัฒนาความสามารถในการพูดภาษาอังกฤษของฉันเพราะมันเกี่ยวข้องกับรายละเอียดในการทำงานและคุณสมบัติของตำแหน่งงานของฉัน)</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
Part III: Open-Ended Questions

Do you want to improve your English speaking ability, and why?

…………………………………………………………………………………………
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Thank you for your collaboration.
**BIOGRAPHY**

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<tr>
<th>Name</th>
<th>Miss Chutharat Thanakiattinon</th>
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<tr>
<td>Date of Birth</td>
<td>January 12, 1977</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td>2000: Bachelor of Economics</td>
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<td></td>
<td>(International Economics)</td>
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<td>Work Position</td>
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<td>UTAC Thailand Ltd.</td>
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<td>Scholarship</td>
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<td>Work Experiences</td>
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