



**AN INVESTIGATION OF EMPLOYEES NEEDS FOR
ENGLISH SKILLS AT A MEDICAL DEVICE
IMPORTING COMPANY IN BANGKOK**

BY

MISS RAWIWAN CHUMPORN

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

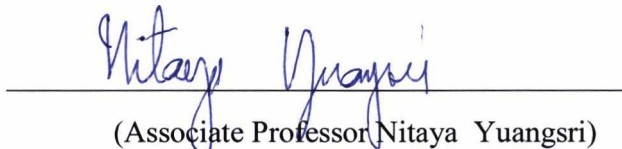
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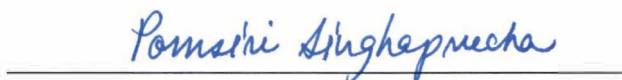
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ABSTRACT

This study investigated needs for English skills of the employees at a medical device importing company in Bangkok. All 50 employees of this company from all sections consisting of Accounting, Administration, Customer Service, Engineering, International Business, Marketing, Sales, and Warehousing were the participants. The objectives of this study were to identify respondents' needs regarding using English in the workplace and also to determine which English skills were the most needed by the respondents. A questionnaire was used to collect information from 50 respondents regarding their backgrounds, needs of using English in the workplace, problems encountered in using English in the workplace, and suggestions to improve employees' English skills. The data were analyzed by the Statistical Package for the Social Sciences (SPSS) program and shown in means, percentages, frequencies, and standard deviations.

The findings of this study showed that most of the employees considered all four English skills to be very necessary for their work. The employees were able to communicate in English in work at a fair level. They wanted to improve speaking, listening, reading, and writing skills, respectively. The employees should improve all

their English skills in order to deal with foreign suppliers and to serve customers effectively.

Keywords: English language competency in import business, needs, needs analysis



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Miss. Rawiwan Chumporn

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Nowadays, it is indisputable that English plays a crucial role of communication in globalization era especially in trading. Most countries in the world, such as New Zealand, Singapore, the United Kingdom and the United States of America, use English as an official language. Particularly, trading in international business always uses English to communicate. This is the reason English is a very vital medium in business communication in the world.

International trade is the exchange of goods and service over international territory, and communication with other countries from all corners of the world by uses English as an international language. Hill, Wee and Udayasankar (2012) state that English is coming to be the language of international business. When different nations' businesspersons agree to do business, they will communicate in English for mutual understanding and also learn local culture of business partner to form good relationships in doing business together.

Thailand has many small and medium-sized enterprises (the SMEs), and each department must perform their duties to run the business smoothly. The department that is responsible for dealing with other nations is the international business department. They contact, deal, and negotiate with foreign suppliers, sellers, and buyers. However, not only does the international business departments use English, but English is related to other departments in the enterprise also because of most documents such as brochures, user manuals, service manuals, and are in English due to the fact that international products are sold to countries around the world. The other departments need to translate into Thai language before delivering goods or service to customers in Thailand and neighboring countries. However, the English proficiency level of Thai employees is still poor.

English language is very important in every field presently, but most Thai people have a problem in using English. According to the Education First (EF)

English Proficiency Index 2015 managed by Education First Language Institute, Thailand is a country which does not use English as an official language and is a non-English speaking country with “very low” competency. Thailand was ranked as 6th out of 10 Asian Economic Community (AEC) countries behind the following countries in order: Indonesia (5th), Vietnam (4th) , Philippines (3rd), Malaysia (2nd) and Singapore (1st) . Thus, trading with foreign partners in international countries needs to use English fluently. Using English cannot be ignored if the enterprise does this kind of international business. Many SMEs in Thailand are international organizations such as importers, exporters and logistics. Most of these organizations use English language as the main language in their career. English proficiency is thus a crucial factor enabling businesses to compete by improve the potential of the organization.

A Thai company in Bangkok that imports medical devices from the USA and European countries was the case study of this research. English is a key factor to do this business to communicate with foreign countries. So, communication in English is extremely necessary to convey messages effectively. The International Business department of this company uses writing and reading skills to responds to suppliers via email, report product issues and request any related documents to meet customers’ requirements. Speaking and listening skills are used on the telephone, in conferences, and during product training. However, not only does this department use English communication skills in their work, English skills are also required in the Engineering department to interpret English brochure and instruction manuals provided by foreign sellers to Thai language for Thai end users. The customers who are Thai public hospitals and private hospitals still need the instruction manuals in Thai language. Consequently, the engineers who are responsible in this field need to use English reading skill in their work as well.

Listening and speaking skill are also required for the engineers in product training provided by the foreign sellers. Moreover, the Marketing and Sales departments also use reading skill to interpret goods specifications from brochures to present and sell goods to the customers with complete information, and also to study product information in detail to increase sales more if they study and know product

well. Finally, English listening skill is needed when the product sales trainings are conducted.

1.2 RESEARCH QUESTIONS

- 1.2.1 What are the needs of the respondents regarding using English in the workplace?
- 1.2.2 Which English skill (s) is (are) needed by the respondents in their work?

1.3 OBJECTIVE OF THE STUDY

- 1.3.1 To identify the needs of the respondents regarding using English in the workplace.
- 1.3.2 To determine which English skill is the most needed by the respondents.

1.4 DEFINITION OF TERMS

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

Employees stand for fifty staff members working at a medical device importing company in Bangkok. They worked in eight different departments: Accounting, Administration, Customer Service, Engineering, International Business, Marketing, Sales, and Warehousing.

English skills refer to listening, speaking, reading, and writing skill used in English language.

Import refers to buying goods from outside to sell in their own country; normally, import duty and VAT must be paid on goods imported. Goods are delivered by freight forwarders or couriers.

Medical devices import license refers to an import license issued by the Thai Food and Drug Administration.

Needs refer to the required English skill (s) the participants need in their work.

Needs Analysis is to study the gap between current situation and the target state by surveying the sample group, “where they are”, “where they want” and “where the company expects”.

1.5 SCOPE OF THE STUDY

The research focuses on all 50 Thai employees of the medical devices importing company in Bangkok from the Accounting, Administration, Customer Service, Engineering, International Business, Marketing, Sales, and Warehousing departments. This quantitative study aims to find out the background, needs of using English in the workplace, problems encountered in using English in the workplace, and suggestions to improve employees’ English skills. Furthermore, this study does not aim to compare the results of each department, only the overall findings will be reported.

1.6 SIGNIFICANCE OF THE STUDY

1.2.1 The results of this study may provide a guideline for the company to help improve the English skills of employees, can develop the potential of the company.

1.2.2 The findings of the study will be beneficial for the company to recruit new staff with the required English proficiency.

1.7 ORGANIZATION OF THE STUDY

This study consists of five chapters as follows:

Chapter 1: Background of the study, research questions, objective of the study, scope of the study, significance of the study and definition of terms.

Chapter 2: Literature review and related research.

Chapter 3: Methodology used in this research study.

Chapter 4: Results of this research study.

Chapter 5: Conclusion, discussion and recommendations for future study.

CHAPTER 2

REVIEW OF LITERATURE

This chapter focuses on four main areas along with a summary: (1) Needs, (2) Needs analysis, (3) Demand for English language competency in the import business, and (4) Related research.

2.1 Needs

“Needs” have been defined in many ways as follows:

- A want of learner at the present or in the future, and the expected knowledge they perceive when they finish the language course (Widdowson, 1981).
- According to McKillip (1987), “Needs are value judgments: that a target group has problems that can be solved” (p. 7).
- A gap between the present event and the expected event in the future (Berwick, 1989).
- What a learner does not know about the language, then this lack needs to be filled (Robinson, 1991).

Humans have various types of needs to live happily and succeed in their life. This study focuses on two classifications of needs by scholars.

2.1.1 Objective Needs and Subjective Needs

The study of Brindley (1989) and Robinson (1991) found that there was one classification of needs type, which was divided into two types: objective needs and subjective needs. Objective needs describe the actual situation of learners, which can be seen from their language proficiency in attending a language course, language skill level, and the required skills they lack. This information can be considered by teachers. Subjective needs refer to the situation that the learners want from their own feeling, which includes emotional factors of the learners. These factors are their

personality, their expectation while learning, and their personal cognitive style. To assess the objective needs of the learners, the teacher can gather the biographical data: age, education level, gender, pre-learned language course, current language proficiency, and difficulty in learning. And to assess the subjective needs of the learners, the information about their language learning target, attitudes towards learning, their expectation from the language course, and their essential purposes should be collected. However, sometimes this information cannot be analyzed effortlessly because the learners cannot state it clearly (Graves, 2000).

2.1.2 Target Needs and Learning Needs

Hutchinson and Water (1987) indicated that needs can be divided into two types consisting of target needs and learning needs.

2.1.2.1 Target needs

These needs refer to “necessity”, “wants”, and “lacks” of the learners in the target situation for working effectively. “Necessity” is a requirement of the learners to achieve their target. It depends on the learner’s target. For international business learners, they should understand English skills properly because they must “read” and comprehend the message in the emails. They must “listen” in the meeting and in communication by phone. They must “speak” when they want to state their ideas and request something. And they also must “write” email to communicate the message. All of these skills are necessities for the learners because they work with suppliers or customers in foreign countries. But it is not enough for studying because the learners do not know everything; this is what the learner “lacks” compared to “the target proficiency” (Hutchinson and Water, 1987). Target needs are also considered “wants” of the learners because each learner has different expectations and approaches based on their own experience.

So target needs relate to the “Objective Needs” and “Subjective Needs” (Brindley, 1989) and (Robinson, 1991) mentioned above.

2.1.2.2 Learning needs

Hutchinson and Water (1987) also point out that there is a difference between “necessity” and “lack”. So, the teacher or instructor should consider the learner’s potential, knowledge background, motivation and expectation after taking the course before conducting a training course. It can be summarized that the outcome and process needs are important because the learners may be interested in the work or lesson, but the way to learn is important as well, which depends on the factors of the learners.

2.2 Needs Analysis

Needs analysis is the gap between current situation and the target state by surveying the sample group, “where they are”, “where they want” and “where the company expects”. This study focused on language needs analysis by surveying the sample’s English competency and then investigating which English language training styles they prefer. After obtaining the results of study, an appropriate English training can be designed for them later. According to McKillip (1987), need analysis are classified into three models: Discrepancy Model, Marketing Model, and Decision-making Model. Various models of language needs analysis most researchers use in their research are as follows.

Target Situation Analysis (TSA) is one model of language need analysis created by Munby (1978) as model of Communication Needs Processor (CNP). CNP is guideline to the teacher, enabling them to perceive the target situation of learners and the teacher can design proper training for the learners. Variables of the Communication Needs Processor consist of Purposive domain, Setting, Interaction, Instrumentality, Dialect, Target level, Communicative event and Communicative key.

Present Situation Analysis (PSA) is an investigation of the English background of the learners. The background of learners includes the strengths and weaknesses in English language.

Lack Analysis (Deficiency Analysis) is considering needs and wants of learners and to evaluate what skills they lack.

Want Analysis is to investigate what the learners want to learn; then, the trainer can arrange proper courses for the learners.

According to Hutchinson & Waters (1987), need analysis should be designed in both of general English and English for specific purposes to get the data of using English for target needs and learner needs. Surveying English learning wants requires analyzing all four skills; listening, speaking, reading and writing.

According to the recommendation of McKillip (1987), there are five procedures to arrange needs analysis. Start with “Identify and purpose”, by identifying the target population that has a problem, and then set the purpose of the study, which helps the researcher concentrate on the issues and solutions. Secondly, “Describe target population and service environment”, which is divided in three target levels by Altschuld et al. (2000). Level 1 (Primary) targets are target population. Level 2 (Secondary) targets are the person(s) and Level 3 (Tertiary) includes the resources applied in creating solutions. Thirdly, “Identify needs”, describes problems which is the gap between the present and the expectations and describes solutions by surveying both primary and secondary targets. Fourthly, “Access the importance of needs” once the problem and solution are known, the researcher must consider if the needs conflict with other needs. The final step is “Communicate result”, reporting results to all relevant stakeholders, especially the decision makers to bring the result to take action afterward.

2.3 Demands for English Language Competency in the Import Business

International business is done in many countries around the world. The benefit of trade was mentioned in Smith, Ricardo, and Heckscher-Ohlin theory that the people will get benefits from exchange. Import and export business originated from demand and supply of every country, which have different in natural resources, material, worker skills, knowledge, power, and technology.

Communication in trading is necessary and unavoidable. Therefore, doing import business in Thailand means an organization in Thailand buys products from other countries from around the world by using English as an international language.

Using English language to communicate with suppliers is important because it is used to share market and customer information (Lechner, 2008).

2.4 Related Research

Choompon (2009) analyzed the needs of English communication skills in daily work and needs of English communication skills improvement of employees at Siam Nissan Company Limited. The study revealed that speaking and writing skill were the most required for the employees and the employees need to make conversation with customers every day, and they also need to write reports and minutes.

Luankanokrat (2011) studied the opinions of 150 Thai employees at HSBC in Thailand about their necessity to use English communication skills in their careers, and the ways to improve their English communication skills. The results showed that reading skill was the most used and the speaking skill was the least used in their careers. All English communication skills, i.e., reading, listening, speaking and writing, were a problem for the sample, in particular listening skill. Moreover, the employees needed to improve all English communication skills.

Thitthongkam, Walsh and Bunchapattanasakda (2011) studied the role of foreign language in business administration, investigated the view of managers, surveyed students' opinions about role of foreign language in business administration, and studied the problem of foreign language usage in communication. They found that foreign language played as crucial role in the import and export business. From managers' point of views, foreign language was extremely significant in associating with their customers, other companies, and suppliers. The problems were caused by senders and receivers who were deficient in foreign language. The solutions suggested by the sources were that the employees should be trained in vocabulary and conversation, especially by a professional trainer.

Witchaiyutphong (2011) studied which English barriers and what factors obstruct 100 Thai employees at Thomson Reuters Company in Thailand from effective English communication in their job. Also, he surveyed how the organization could help improve the English communication skills of the employees. The researcher found that most of the employees were deficient in vocabulary. They did not know which words should be used in speaking and writing. And the grammar issue prevented them from conveying messages correctly. Listening and reading were also their trouble because they could not conceive the vocabulary they encountered. Speaking skill was the skill they want to enhance to most.

Nilkuha (2014) investigated general information and problems with English speaking of Thai employees at I.C.C. International Plc. The findings revealed that anxiety is a crucial issue when speaking English. A relationship between educational background, anxiety and a lack of self-confidence in speaking English was also discovered. The researcher suggested further study to investigate other background information, which might be associated with competence in English speaking and also to find more information about problems when speaking English by interviewing.

Pratoomrat and Rajprasit (2014) surveyed English usage conditions and the need to use English in the workplace of 450 Thai employees at international and Thai companies in the Sukumwit and Asoke area. The result showed that the listening and speaking skills are the biggest problems they faced.

Tanviboonlaya (2014) surveyed the problem of writing skill of employees at the head office of Electronic Sources Company Limited. The findings revealed that the most problematic are was writing skill, followed by speaking, listening and reading skill. For writing, which was ranked as the biggest problem in their work, the research found that they ranked the grammar as a vital issue. This study also found out the needs of training for the employees and also surveyed their needs about how a class to improve their writing skill. This survey found that most of the employees want to attend a class for two hours per class on Saturdays, which should be set up twice a month focusing on the grammar as and structure, as well as business writing.

Soda (2014) studied the needs and problems in English communication of employees at DZ card (Thailand) company, as well as the training course provided by the company that the staff want to attend. The study revealed that the speaking skill is the greatest need and all of communication skills were rated at a high level. Writing skill is their most problematic regarding the proper use of grammar. They thought that a training course by English native instructor provided by the firm should be arranged to improve their speaking skill as the most needed skill, followed by listening, reading and writing, respectively.

Chamnankit (2015) studied the needs of English language skills among receptionists at boutique hotels in Bangkok. The research's outcome was found that staff could communicate in English language at a fair level and they had problems with pronunciation and specific terms. Regarding the results, speaking skill was the most important in their work and the least important was writing skill. However, the thing the staff should improve was how to deliver an effective message to their customer as their work involves welcoming customers. The results of this study would be beneficial for management of these boutiques hotels in the Sukhumvit area.

Another research studied the needs for English language skills in current situation and in the future situation of the employees at Panasonic Eco Solutions Steel (Thailand) Co., Ltd. by Tiensawangchai (2015). Most of the employees agreed that reading skill is the most important for them. Regarding the use of English in their current situation, they listened to the different accents and jargon, need to understand questions about work, read company policy, and write emails and reports. The situation they were likely to use English in the future were listening to general conversations, reacting to questions about work, reading company policy, and writing emails.

In conclusion, all the previous studies could help the researcher get the ideas and understand about needs analysis more.

CHAPTER 3

RESEARCH METHODOLOGY

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

3.1 Participants

This research study aimed to examine the needs of the all employees of a medical device importing company in Bangkok regarding the use of English communication skills in the workplace. All 50 participants were full-time Thai employees from eight departments in the company: (1) accounting, (2) administration, (3) customer service, (4) engineering, (5) international business, (6) marketing, (7) sale, and (8) warehousing department.

3.2 Materials

This research used a questionnaire as the instrument to survey the needs of the respondents regarding the use of English at a medical device importing company in Bangkok; to survey their problems encountered when they use English communication skills at work; and gathered their suggestions for the company to help improve their English skills. The questionnaire used close-ended questions, a Likert scale, and open-ended questions. The questionnaire was based on the research conducted by Pandao Chamnankit (2015), and Yada Tiensawangchai (2015), and some of questions were modified to make it more appropriate for this research study and the target group. The survey included four parts as follows:

Part 1: Background information of the respondents

This part was designed to survey the demographics of the respondents such as gender, age, education level, section, work position and working experience in the workplace by close-ended questions. This part also required the respondents to evaluate their English proficiency by rating on a five-point scale.

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

Part 2: The respondents' needs of using English in workplace

This part was designed to survey the needs of employees about using English reading, writing, listening and speaking skills in their work, and to discover the views of the employees on the significance of English communication in their work. The respondents were required to identify the necessity of using English in their work situations using the five-point Likert scales below.

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

Scale	Level of Ability
1	Very Poor
2	Poor
3	Fair
4	Good
5	Excellent

Part 3: Problems encountered by the respondents in using English in the workplace

This part was designed to survey what types of problems the respondents face while using English communication by close-ended questions in order to find the way to solve the problems.

Part 4: Suggestions to improve English skills of the employees

This part was designed to gather suggestions from the participants by close-ended questions to help improve their English skills.

3.3 Procedures

3.3.1 Research design

This study was a quantitative design using a questionnaire to find out the needs of using English in the workplace, the problems the participants face while using English, and how the company can help improve their English skills.

3.3.2 Data collection

A total of 50 questionnaires were distributed to the participants from all departments of the medical device importing company: Accounting, Administration, Customer Service, Engineering, International Business, Marketing, Sales, and Warehousing departments during 20th – 24th March 2017 and during 6th – 9th April 2017.

3.4 Data analysis

The results from the questionnaires were analyzed by using the Statistical Package for the Social Sciences (SPSS) program. Then, the data are presented in descriptive form in the next chapter to show the participants' needs of using English skills for works, the English skill which is the most needed by the participants, the type of problems the participants face while using English communication in the

workplace, and the participants' suggestions to the company to help improve their English skills.

3.4.1 The background information of the participants such as gender, age, education level, section, work position and working experience in the workplace were calculated by using frequency distribution and percentage.

The information about the respondents rating their English proficiency in the four skills was interpreted through the following mean range criteria:

Mean range	Level of Proficiency
1.00 – 1.80	Very Poor
1.81 – 2.60	Poor
2.61 – 3.40	Fair
3.41 – 4.20	Good
4.21 – 5.00	Excellent

3.4.2 The participants' results of needs and ability levels regarding using English in the workplace in the current situation were analyzed using arithmetic mean and standard deviation. The outcomes obtained were calculated and interpreted through scales with the following ranges:

Mean range	Level of Necessity
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Mean range	Level of Ability
1.00 – 1.80	Very Poor
1.81 – 2.60	Poor
2.61 – 3.40	Fair
3.41 – 4.20	Good
4.21 – 5.00	Excellent

The participants' results regarding the demand to improve English skills in their work were calculated using frequency distribution and percentage.

3.4.3 The participants' results regarding problems encountered in using English in the workplace were calculated using frequency distribution and percentage.

3.4.4 The participants' results regarding suggestions to improve their English skills for work were calculated using frequency distribution and percentage.

The above scales are based on those of Pandao Chamnankit (2015) since the questionnaire of this study is similar to hers.



CHAPTER 4

RESULTS

This chapter presents the results from 50 Thai workers at the company, which are divided into four parts: data summary of background information of the respondents, level of needs and level of ability in using English in the workplace of the respondents, problems encountered by the respondents in using English in the workplace, and opinions and suggestions to improve English skills of the employees.

4.1 Background information: Demographics of Sample Size

Table 1. Gender

Gender	Frequency	Percentage
Male	23	46.0%
Female	27	54.0%
Total	50	100.0%

Table 1 shows that there were a large number of female participants when compared with male participants, with 54% being females and 46% being males.

Table 2. Age

Age	Frequency	Percentage
20-24	9	18.0%
25-29	9	18.0%
30-34	21	42.0%
35-39	7	14.0%

40+	4	8.0%
Total	50	100.0%

Table 2 shows that the majority group was 30-34 years old at 42% followed by both 20-24 years old and 25-29 years old at the same rate at 18.0%. The minority was those who were 40 years old and up at 8.0%.

Table 3. Education Level

Education level	Frequency	Percentage
Lower than Bachelor's Degree	8	16.0%
Bachelor's Degree	35	70.0%
Higher than Bachelor's Degree	7	14.0%
Total	50	100.0%

Table 3 shows that the bachelor's degree group was the largest group among the participants at 70.0%, the lower than bachelor's degree group was at 16.0%, and the last group was the minority of the participants with higher than bachelor's degree at 14.0%.

Table 4. Department

Department	Frequency	Percentage
Sales	13	26.0%
Marketing	6	12.0%
Administration	6	12.0%
Customer service	5	10.0%
International	4	8.0%
Accounting	3	6.0%

Engineering	8	16.0%
Warehouse	5	10.0%
Total	50	100.0%

Table 4 shows that there were eight departments in the company. The majority was in the sales department at 26.0%, and the minority group was in the accounting department at 6.0%.

Table 5. Position

Position	Frequency	Percentage
Officer	39	78.0%
Supervisor	8	16.0%
Manager	3	6.0%
Total	50	100.0%

Table 5 shows that the officer position was the largest group in the company at 78.0%, followed by the supervisor position at 16.0%, and the smallest group was the manager position at 6.0%.

Table 6. Work Experience

Work Experience	Frequency	Percentage
1-5 year (s)	34	68.0%
6-10 years	10	20.0%
11-15 years	5	10.0%
16-20 years	1	2.0%
Total	50	100.0%

Table 6 shows that most of the participants had been working at the company for 1-5 years at 68.0% while the minority group was the participants who had been working at the company for 16-20 years at 2.0%.

Table 7. English Proficiency in Four Skills

Skill	N	Mean	Std. Deviation	Level of proficiency
Reading	50	2.94	.998	Fair
Listening	50	2.84	.912	Fair
Writing	50	2.48	.909	Poor
Speaking	50	2.44	.884	Poor
Total		2.68		Fair

Table 7 shows that the level of English proficiency in the four skills of the participants overall was at the fair level with a mean score of 2.68. The respondents perceived their English proficiency in reading and listening skill as fair level with the mean scores at 2.94 and 2.84, respectively. They perceived the writing and speaking skill as poor with mean scores at 2.48 and 2.44, respectively.

4.2 Level of needs and level of ability in using English in the workplace of the respondents

Table 8. Level of Needs in Using English Listening Skills in Workplace

Item	N	Mean	Std. Deviation	Level of Needs
1. Listening to and understanding the general needs of supplier/customer	50	4.34	1.002	Very high
2. Listening to and understanding information about product knowledge training	50	4.26	1.006	Very high
3. Understanding conversations by phone	50	4.20	1.010	High
Total		4.27		Very high

Table 8 shows that the level of needs in using listening skill for all situations was perceived at a very high level at the mean score of 4.27. For each situation the participants were asked to rate the level of needs as follows: “Listening to and understanding the general needs of supplier or customer” and “Listening to and understanding information about product knowledge training” situation; these were rated at the very high level with mean scores of 4.34 and 4.26, respectively. “Understanding conversation by phone” situation was perceived at high level at the mean score of 4.20.

Table 9. Level of Ability in Using English Listening Skills in Workplace

Item	N	Mean	Std. Deviation	Level of Ability
1. Listening to and understanding information about product knowledge training	50	2.82	.850	Fair
2. Listening to and understanding the general needs of supplier/customer	50	2.80	1.030	Fair
3. Understanding conversations by phone	50	2.60	1.010	Poor
Total		2.74		Fair

As shown in Table 9, the participants were asked to rate their own ability in using listening skill in each situation; it shows that overall that they could use listening skill at a fair level at the mean score of 2.74. Both situations “Listening to and understanding information in product knowledge training” and “Listening to and understanding the general needs of supplier or customer” were perceived at the fair level at the mean scores of 2.82 and 2.80, respectively. On the other hand, “Understanding conversation by phone” was perceived at the poor level at the mean score of 2.60.

Table 10. Level of Needs in Using English Speaking Skills in Workplace

Item	N	Mean	Std. Deviation	Level of Needs
1. Welcoming and Greeting	50	4.22	1.036	Very high

suppliers/customers				
2. Having a conversation in general topics with suppliers/customers	50	4.10	1.035	High
3. Inquiring about supplier/customer needs and repeating a question for mutual understanding	50	3.94	1.268	High
4. Having a conversation by phone	50	3.90	1.182	High
Total		4.04		High

Table 10 shows that level of needs in speaking skill in all situations was perceived at a “High” level with a mean score of 4.04. Only one situation, “Welcoming and Greeting suppliers/customers” was perceived at a very high level at the mean score of 4.22. This was followed by “Having a conversation in general topics with suppliers or customers”, which was perceived at the high level with a mean score of 4.10. “Inquiring about supplier or customer needs and repeating questions for mutual understanding” was also perceived at the high level at the mean score of 3.94, and “Having a conversation by phone” was perceived at a high level as well with the mean score of 3.90.

Table 11. Level of Ability in Using English Speaking Skills in Workplace

Item	N	Mean	Std. Deviation	Level of Ability
1. Welcoming and Greeting suppliers/customers	50	2.98	1.078	Fair

2. Inquiring about supplier/customer needs and repeating questions for mutual understanding	50	2.66	1.189	Fair
3. Having a conversation in general topics with suppliers/customers	50	2.60	1.107	Poor
4. Having a conversation by phone	50	2.32	1.019	Poor
Total		2.64		Fair

Table 11 shows that the ability level of using speaking skill of the employees was perceived in general at the “Fair” level at a mean score of 2.64. For the situation “Welcoming and Greeting suppliers/customers”, the participants rated their ability at the fair level at the mean score of 2.98. They also gave a fair rating for the situation “Inquiring about supplier/customer needs and repeating questions for mutual understanding” at the mean score of 2.66. However, both “Having a conversation in general topics with suppliers/customers” and “Having a conversation by phone” were perceived at the “poor” level at mean scores of 2.60 and 2.32, respectively.

Table 12. Level of Needs in Using English Reading Skills in Workplace

Item	N	Mean	Std. Deviation	Level of Needs
1. Reading and understanding product specifications in supplier websites or brochures	50	4.38	.901	Very high
2. Reading and understanding these	50	4.36	.921	Very high

documents: ISO, EC, Free Sales Certificate, or Declaration Letters				
3. Reading and understanding user manuals	50	4.32	.794	Very high
4. Reading and understanding letters, emails, or faxes	50	4.24	.981	Very high
Total		4.33		Very high

Table 12 shows that the participants perceived the level of needs in using English reading skill in all situations as “Very high” at the mean score of 4.33. The results are shown sequentially by the highest mean score to the lowest mean score as follows: reading and understanding product specifications on supplier websites or brochures (4.38), reading and understanding these documents; ISO, EC, Free Sales Certificate, or Declaration Letter (4.3), reading and understanding user manuals (4.32) and reading and understanding letters, emails, or faxes (4.24).

Table 13. Level of Ability in Using English Reading Skills in Workplace

Item	N	Mean	Std. Deviation	Level of Ability
1. Reading and understanding product specifications on supplier websites or brochures	50	3.10	1.055	Fair
2. Reading and understanding these	50	3.06	1.114	Fair

documents; ISO, EC, Free Sales Certificate, or Declaration Letters				
3. Reading and understanding letters, emails, or faxes	50	2.90	1.015	Fair
4. Reading and understanding user manuals	50	2.84	.976	Fair
Total		2.98		Fair

Table 13 shows that average of level of ability in using reading skill of the participants in all situations was perceived at the “Fair” level at the mean score of 2.98. The results are shown sequentially by the highest mean score to the lowest mean score as follows: reading and understanding product specifications on supplier websites or brochures (3.10), reading and understanding these documents; ISO, EC, Free Sales Certificate, or Declaration Letter (3.06), reading and understanding letters, emails, or faxes (2.90), and reading and understanding user manuals (2.84).

Table 14. Level of Needs in Using English Writing Skills in Workplace

Item	N	Mean	Std. Deviation	Level of Needs
1. Write product name and supplier name correctly	50	4.68	.741	Very high
2. Taking notes while answering phone calls from suppliers/customers	50	4.24	1.001	Very high

3. Responding to emails from suppliers/customers	50	4.18	.983	High
Total		4.37		Very high

Table 14 shows that the participants rated the level of needs in using writing skill in all situations as “Very high” at the mean score of 4.37. Two situations were rated as “Very high” level sequentially by the highest mean score to the lowest mean as follows: write product name and supplier name correctly (4.68) and taking notes while answering phone calls from suppliers or customers (4.24). The situation “responding to emails from suppliers or customers” was perceived as a “High” level at the mean score of 4.18.

Table 15. Level of Ability in Using English Writing Skills in Workplace

Item	N	Mean	Std. Deviation	Level of Ability
1. Writing product names and supplier names correctly	50	3.64	1.005	Good
2. Responding to emails from suppliers/customers	50	2.58	1.090	Poor
3. Taking notes while answering phone calls from suppliers/customers	50	2.52	1.074	Poor
Total		2.91		Fair

Table 15 shows that the participants rated the level of ability in using writing skill in all situations at the “Fair” level at the mean score of 2.91. “Write product name and supplier name correctly” situation was perceived at the “Good” level at the mean score of 3.64. The respondents rated “Poor” level to these situations

sequentially, “responding to emails from suppliers or customers” (2.58) and “taking notes while answering phone calls from suppliers or customers” (2.52).

4.3 Problems encountered by the respondents in using English in workplace

On the questionnaires, the participants were asked with a series questions regarding to problems while using English skills; listening, speaking, reading and writing skill. These questions are displayed in different tables as seen below.

Table 16. Problem: Listening skill

“I do not understand foreign accents.”

	Frequency	Percentage
Agree	35	70.0%
Disagree	15	30.0%
Total	50	100.0%

Table 16 shows that the most of participants at 70.0% or 35 respondents did not understand foreign accents.

Table 17. Problem: Speaking skill

“I am not sure of proper pronunciation.”

	Frequency	Percentage
Agree	21	42.0%
Disagree	29	58.0%
Total	50	100.0%

Table 17 shows that 42.0% or 21 respondents were not sure how to pronounce properly.

Table 18. Problem: Reading skill

“It takes a long time to read a long text”

	Frequency	Percentage
Agree	22	44.0%
Disagree	28	56.0%
Total	50	100.0%

Table 18 shows that 44.0% or 22 participants took a long time to read a long text to understand the message.

Table 19. Problem: Writing skill

“I spell words incorrectly and it is hard to spell technical terms or long words.”

	Frequency	Percentage
Agree	21	42.0%
Disagree	29	58.0%
Total	50	100.0%

Table 19 shows that 21 participants or 42.0% could not spell words correctly and it was hard for them to spell technical terms or long words.

Table 20. Other problems

	Frequency	Percentage
Agree	3	6.0%
Disagree	47	94.0%
Total	50	100.0%

Table 20 shows that 3 participants or 6.0% thought that they faced other problems out of the above series of questions. They did not know what to say because they did not know conversational English skills to react or respond correctly. Additional, when they had to answer or respond they were afraid to use a wrong word, which would confuse the other party.

According to the results from asking the participants about the problems when they used English in their work, it can be summarized that listening skill was the most problematic for them at 70%, followed by reading skill at 44%, speaking skill at 42%, and writing skill at 42%.

4.4 Opinions and suggestions of the employees to improve their English skills

Table 21. English skill which respondents want to improve the most

Skill	Frequency	Percentage
Listening skill	14	28.0%
Speaking skill	27	54.0%
Reading skill	5	10.0%
Writing skill	4	8.0%
Total	50	100.0%

Table 21 shows that most respondents or 54.0% want to improve speaking skill followed by listening skill at 28.0%, reading skill at 10.0%; 8.0% of participants or the minority group wants to improve writing skill.

Table 22. Type of learning to help them improve their English

Model	Frequency	Percentage
Attend training course	31	62.0%

Self-study	16	32.0%
Others	3	6.0%
Total	50	100.0%

Table 22 shows that attending a training course is a way that most participants at 62.0% thought would help them improve their English. Meanwhile, 32.0% of participants thought that self-study would help them improve their English, and 6.0% of participants thought that the way to improve their English is studying with native speakers and practicing more by talking with foreigners.

Table 23. Place to learn English

Place	Frequency	Percentage
In-house training	23	46.0%
Online	21	42.0%
Others	6	12.0%
Total	50	100.0%

Table 23 shows that the majority at 46.0% of participants viewed that the appropriate place to learn English is in-house training, followed by online study at 42.0%; 12.0% gave the opinion that the place should be a Language Institute, a tourist attraction that has many foreigners and any place where they can talk with native speakers.

Table 24. Day to learn English

Day	Frequency	Percentage
Weekdays	34	68.0%

Saturday	12	24.0%
Sunday	4	8.0%
Total	50	100.0%

Table 24 shows that most of participants at 68.0% thought that English learning should be on weekdays, 24% of participants thought that Saturday is appropriate to learn English, followed by 8.0% who thought that an English class should be on Sunday.

Table 25. Duration of Learning

Duration	Frequency	Percentage
30 minutes	5	10.0%
45 minutes	14	28.0%
60 minutes	31	62.0%
Total	50	100.0%

Table 25 shows that the most participants at 62.0% thought the learning English should be arranged for about 60 minutes, 28.0% thought 45 minutes, and 10.0% thought only 30 minutes.

Table 26. Amount of time for learning English

Time	Frequency	Percentage
1 time/week	10	20.0%
2 times/week	25	50.0%
3 times/week	15	30.0%
Total	50	100.0%

Table 26 shows that most participants at 50.0% thought that they should learn English two times per week, 30.0% of participants thought that three times per week was appropriate, and 20.0% of participants thought that learning English should happen only one time per week.



CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

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

5.1 Summary of the study

5.1.1 Objectives of the study

There were two objectives of this study as follows:

5.1.1.1 To identify the needs of the respondents regarding using English in the workplace.

5.1.1.2 To determine which English skill is the most needed by the respondents.

5.1.2 Participants, materials, and procedures

Subjects: The participants of this study were 50 employees from eight departments; (1) accounting, (2) administration, (3) customer service, (4) engineering, (5) international business, (6) marketing, (7) sales, and (8) warehousing department.

Materials: The research instrument was a questionnaire consisting of four parts: (1) Background information of the respondents, (2) Level of needs and level of ability in using English in the workplace of the participants, (3) Problems encountered by the participants in using English in the workplace, and (4) Opinions and suggestions to improve English skills of the employees. This questionnaire was translated into Thai language to get mutual understanding between the researcher and the participants and also to avoid misinterpretation of the questions.

Procedure: The researcher directly sent an online questionnaire created using Google Forms to all participants from each department and then asked them to complete the questionnaire between April 5th and April 12th. A total 50 questionnaires were completed in time. After that, the data was analyzed with the Statistical Package

for the Social Sciences program (SPSS) version 17.0. The data is shown in frequency distribution, percentage, means, and standard deviation format.

5.2 Summary of the findings

The results of the findings can be summarized as follows:

5.2.1 Background information

About 54.0% of the participants were female. Most of the participants were aged between 30 to 34 years. Most of employees at 70.0% had bachelor's degrees, followed by 16.0% of participants that had lower than a bachelor's degree, and the minority group of 14.0% had higher than a bachelor's degree. Regarding the departments the employees worked in, the majority at 26.0% worked in the sales department, followed by the engineering department at about 16.0%. For the work position at the company, most of employees worked as officers at 78.0%, followed by supervisors at 16.0%, and managers at 6.0% of the employees. Regarding their work experience, 20.0% of all employees had been working at the company for 6 to 10 years, and 68.0% had been working for 1 to 5 year (s). With respect to English proficiency in the four skills of the employees as evaluated themselves, the data showed that they self-rated at the "fair" level for reading and listening skill and "poor" for writing and speaking skill.

5.2.2 Level of needs and ability regarding using English skill in the workplace

5.2.2.1 Listening skill

From the analyzed data in tables 7, 8, and 9, it can be seen that in all given situations the participants are able to listen English at the "fair" level, which is an equal level to the proficiency level in listening skill. The level of needs for listening skill as required by the participants is at the "very high" level. The most needed skills for the participants are listening to and understanding the general needs of suppliers or customers and listening to and understanding information about product knowledge training. Both skills mean they are able to understand when foreign suppliers or

foreign customers tell them that they want something such as general information, tea, coffee, drinking water and the restroom. And it means they understand when they attend the product training arranged by foreign suppliers. However, according to the results, they were not able to achieve an excellent level in understanding what suppliers and customers want and they did not understand English information in the product training by foreign suppliers. They achieved the “fair” level in listening to general needs and information in product training. This means that they are still need to improve this skill.

On the other hand, it is very different between the level of needs and level of ability to understand conversations by phone, such as picking up calls from suppliers or customers when they want something. There may want to know a price of a product, may want to know general product information, and may want them to tell the directions to the company. Since the level of needs to this skill was perceived at a “high” level but the participants were not able to understand conversations by phone, the ability of the participants was lower than the needs level.

5.2.2.2 Speaking skill

The analyzed data in tables 7, 10, and 11 revealed that the speaking skill proficiency level in general was “poor”. In all given situations, the participants were able to speak English at the “fair” level. However, the level of needs for speaking skill in all given situations is needed by the participants at the “high” level.

Only one given situation of speaking skill “Welcoming and greeting suppliers or customers” was needed at a very high” level, but their ability was at a “fair” level. For the three situations out of the above mentioned, they rated the level of needs at a “high” level as follows: “having a conversation in general topics with suppliers or customers”, nevertheless, their ability was at the “poor” level; “inquiring about supplier or customer needs and repeating questions for mutual understanding”; however , they rated their ability at the “fair” level; and “having a conversation by phone” - they were able to talk by phone at a “poor” level. From all of this, it can be seen that there was a discrepancy in using speaking skill of the participants as the level of needs was higher than the level of ability.

5.2.2.3 Reading skill

The analyzed data in tables 7, 12, and 13, revealed that at present their proficiency level in reading skill in general was self-evaluated as “fair”. The average level of ability of the participants in all given situations was perceived at the “fair” level, which is equal to their ability in each situation. However, the level of needs in using reading skill in all these situations was perceived at the “very high” level, which is equal to their needs in each situation. The given situations mentioned are as follows: reading and understanding product specifications on supplier websites or in brochures, reading and understanding these documents; ISO, EC, Free Sales Certificate, or Declaration Letters, reading and understanding user manuals and reading and understanding letters, emails, or faxes. From these findings, it can be seen that there was a discrepancy in the reading skill of the participants with the levels of need, which is higher than the level of ability.

5.2.2.4 Writing skill

The analyzed data in tables 7, 14, and 15 revealed that their proficiency level on writing skill in general at present was evaluated as “poor”, while the level of ability in using writing skill of the participants in all given situations was rated as “fair”. However, they rated the level of needs in using writing skill in all these situations as “very high”. There was a difference between the level of needs and level of ability. Writing product names and supplier names correctly was needed at a “very high” level, while they were able to do it at a “good” level. Taking notes while answering phone calls from supplier or customers was needed at a “very high” level as well, while the participants were able to take notes when picking up the phone at a “poor” level. “Responding to emails from suppliers or customers” was needed at a “high” level; however, the participants were able to write emails to suppliers or customers at a “poor” level. It can be seen that the level of needs was higher than the ability of the participants in all given situations.

5.2.2.5 The English skill that the employees wanted to be improve the most

All 50 employees of this company were asked about the English skill that they wanted to improve the most. The findings revealed that 54.0% said speaking skill followed by listening (28.0%), reading (10.0%), and writing skill (8.0%). This finding was similar to Pandao's study (2015), which found that the front office staff from boutique hotels in the Sukhumvit area wanted to improve speaking, listening, reading, and writing skill, respectively. Even though there was dissimilarity on a daily basis, the employees also need to do service, greet or do business with foreigners.

5.2.3 Opinions on problems encountered by the respondents in using English in the workplace

The participants were asked to give their opinions on problems while using English in the workplace. The given problems were divided into five questions as follows: "I do not understand foreign accents", which was substituted for the listening problem; 70.0% were not able to understand foreign accents. "I am not sure of proper pronunciation" was substituted for speaking problem; 58.0% were sure how to pronounce properly. "It takes a long time to read a long text" was substituted for the reading problem; the finding revealed that 56.0% could understand a long text in a short time; the writing problem "Spell words incorrectly and it is hard to spell technical terms or long words"; 58.0% could spell a word correctly and they thought that spelling long words or technical terms were not hard for them. Moreover, there was an additional problem encountered by 6.0% of participants that was lacking vocabulary and conversational skills. They did not know how to respond to because they were afraid to use a wrong word, which would confuse the other party.

5.2.4 Opinions and suggestions to improve English skills from the employees

5.2.4.1 English skill which respondents want to improve the most

Speaking skill was the most needed skill respondents wanted to improve. The following skills were listening, reading, and writing, respectively.

5.2.4.2 Type of learning to help them improve their English Learning

Most of respondents thought that attending a training course would help them improve English learning. The following were self-study, and study with native speakers and practicing more by talking with foreigners.

5.2.4.3 Place to learn English

Most respondents thought that learning in-house training was the most appropriate place to learn English. This was followed, respectively, by studying via the Internet, studying at a Language Institute, a tourist attraction that has many foreigners and any place where they can talk with native speakers.

5.2.4.4 Day to learn English

Most of respondents would like to learn English on weekdays while the minority would like to learn on Sunday.

5.2.4.5 Most respondents thought that the company should arrange an English course for employees for about 60 minutes. Only five respondents thought that an English training course should be arranged for only 30 minutes.

5.2.4.6 Amount of time for learning English

Most respondents thought that an English training course should be arranged twice per week.

5.3 Discussion

The findings of this research are related to the theories from researchers who conducted similar studies as follows:

5.3.1 Needs of using English in general at the workplace

Needs in this study were “subjective needs” related to Brindley (1989) and Robinson (1991) because the needs were situations that the employees wanted based on their own feelings and personality.

From the results of this study, it was shown that all the employees who worked at this company needed all the English skills in their work to communicate with customers and suppliers. Listening, reading, and writing skills were rated at a very high level, and speaking skill was rated at a high level. The nature of work at this company in general involves understanding the general requirements of customers

and suppliers, understanding product brochures and user manuals, and being able to write product names, brands of products, a supplier's company, and the country of origin correctly on documents. Some of employees need to greet foreign customers and suppliers, and have a conversation by phone.

This is similar to the study of Tiparpa (2014) who studied the needs in English communication of employees at DZ card (Thailand) company, with the result showing that all of the communication skills were rated by the employees at a high level. Furthermore, this also relates to the study of Thavorn, T., John, W., & Chanchai, B. (2011) concerning relations between English and import business. They studied the role of foreign language in import and export business with the results showing that foreign language played a crucial role in this kind of business and it was extremely significant in associating with customers, other companies, and suppliers.

Nevertheless, the findings of this study were different from the study of Pandao (2015) who studied needs of English language skills among receptionists at boutique hotels in Bangkok with the result showing that speaking skill was the most important in their work because they mainly needed to deliver an effective message in welcoming and servicing their customers. In contrast, this study found that writing, reading, and listening skills were the most needed in their work. Consequently, it cannot be stated with certainty which skill is more significant than other skills due to the different nature of work might need different skills.

5.3.2 English skill needed by the respondents in their work

This survey relates to the work of Hutchinson and Waters (1987), in which they recommended that needs analysis should survey necessities, lacks and wants of English usage. And English language proficiency survey should survey all four skills: listening, speaking, reading and writing. According to the results of this study, most respondents needed all English skills at very high and high level. Thus, it can be summed up that listening, speaking, reading, and writing skill were important to their work at the company, which imports medical devices from the USA and European countries.

In terms of listening skill, the results from this study showed that it was needed at a very high level with respect to, "listening to and understanding the general

needs of suppliers or customers”. This is similar to the study of Tiparpa (2014) who studied the needs and problems in English communication of employees at DZ card (Thailand) company, with the results showing that listening skill was needed at a great level and the respondents thought that a training course by English native instructor would help them improve listening skill. And it was also similar to another study by Yada (2015), who surveyed the needs for English language skills in the current situation and in the future situation of the employees at Panasonic Eco Solutions Steel (Thailand) Co., Ltd, with the results showing that the use of English in their current situation was listening to the different accents of foreigners and understanding questions.

As for speaking skill, the results from this study found that it was needed by the respondents at a high level in the following situation, “Welcoming and Greeting suppliers or customers”. This is similar to the results of the study of Pandao (2015) who studied the needs of English language skills among receptionists at boutique hotels in Bangkok with the results showing that speaking skill was the most important in their work to welcome the customers at hotels. Moreover, the study of Wanlaya (2009), which studied the needs of English communication skills in daily work and needs of English communication skills improvement of employees at Siam Nissan Company Limited, is also similar to the results of this research. The results revealed that speaking and writing skill were the most required by their employees because the employees need to make conversation with customers every day.

Regarding reading skill, the results from this study found that all given situations were needed by the respondents at a very high level. The given situations for reading skills were as follows: reading and understanding product specifications on supplier websites or in brochures, reading and understanding these documents: ISO, EC, Free Sales Certificate, or Declaration Letters, reading and understanding user manuals, and reading and understanding letters, emails, or faxes. This is similar to the study of Sirikanya (2011) who studied the opinions of 150 Thai employees at HSBC in Thailand about their necessity to use English communication skills in their careers, and the ways to improve their English communication skills. The results revealed that reading skill was the most necessary. Moreover, reading skill was

needed similar to the result of the research of Yada (2015), who found that reading skill was the most important for the respondents.

For writing skill, the results from this study showed that it was needed by the respondents at a very high level in the given situations: writing product names and suppliers' names correctly and taking notes while answering phone calls from suppliers or customers. However, the findings of this study are dissimilar to the results of study of Pandao (2015) because her study found that writing skill was the least important for receptionists at boutique hotels in Bangkok. It can be concluded that this was due to the different nature of work, which might affect the necessity of using English.

5.4 Conclusion

The average English proficiency of employees in the four skills as self-rated was fair. Reading and listening skills were perceived at a fair level, while writing and speaking skills were perceived at a poor level. In spite of the fact that all English skills were needed in their work at a very high and high level, the biggest problem faced by the employees was listening skill concerning the inability to understand foreign accents. It can be concluded that the employees need to be improved their English skills in the future, in particular speaking and listening skill which they wanted to improve the most, respectively. The answers to the research questions are as follows:

5.4.1 What are the needs of the respondents regarding using English in the workplace?

According to the results of this study, the needs in general related to English communication skills: listening, speaking, reading, and writing skill. This is because the import business needs to use English as the international language to communicate with suppliers in foreign countries.

The employees wanted to improve their own English skills as well because there was a gap between the necessity level and their ability level in using English. The employees wanted to improve these skills as follows, respectively:

speaking to welcome and having a conversation with customers and suppliers, listening to the general wants of customer and understanding product trainings of suppliers, reading product specifications and understanding messages on ISO and declaration letters from suppliers, and writing product and supplier names correctly and also taking notes while answering phone calls from suppliers or customers.

5.4.2 Which English skill (s) is (are) needed by the respondents in their work?

From the results, all four English skills in given situations were the most needed by the respondents in their work at very high levels as follows: writing product names and supplier names correctly, reading and understanding product specifications in a brochure or supplier's website, listening and understanding to the general wants of customers and suppliers, and speaking for welcoming and greeting customers and suppliers.

5.5 Limitations of the study

This report was an overview of the entire company. The researcher did not interview the respondents, which could have provided their detailed needs and problems.

5.6 Recommendations for further research

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

5.6.1 In future studies, the researcher should collect qualitative data by interviewing volunteers to get in-depth information, which could be more precise about the detailed needs of the respondents.

5.6.2 To provide a proper and useful English training course for employees, future studies might need to compare the results to determine the specific needs and problems of each department.

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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) with a sword resting on top. The umbrella is surrounded by a wreath. The entire emblem is enclosed within a circular border containing the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom.

APPENDICES

APPENDIX A

AN INVESTIGATION OF EMPLOYEES NEEDS OF ENGLISH SKILLS AT A MEDICAL DEVICE IMPORTING COMPANY IN BANGKOK

This questionnaire is part of the research course which is partial fulfillment of the requirement of Master of Arts in English for careers, Language Institute, Thammasat University. This questionnaire aims to investigate of employees' opinion of needs for English skills at this company. The information from this questionnaire will be used for study purpose only and it will be confidentially.

The questionnaires are divided into four parts as follows:

Part I: Background information

Part II: Level of needs and level of ability in using English in workplace

Part III: Problems encountered while using English in workplace

Part IV: Opinions and suggestions to improve English skills

Part I: Background information

Instructions: Please mark ✓ into the ☐ on the answer of each questions that correspond to your personal data

1. Gender

☐ Male ☐ Female

2. Age

☐ 20-24 years ☐ 25-29 years ☐ 30-34 years
☐ 35-39 years ☐ more than 40 years

3. Education level

☐ Lower than Bachelor's Degree ☐ Bachelor's Degree ☐ Higher than Bachelor's Degree

4. Your job

- ☐ Sale ☐ Marketing ☐ Administration
☐ Customer service ☐ International Business ☐ Accounting
☐ Engineering ☐ Warehouse

5. Your current position

- ☐ Officer ☐ Supervisor ☐ Manager

6. Year (s) of work experience

- ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years

7. Please rate ✓ into the box which best describes your English proficiency.

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

Part II: Level of needs and level of ability in using English in workplace

Instructions: Please put ✓ into the box to describe your opinion in each statement below.

2.1 Listening skill

Situation	Level of Needs					Level of your ability				
	Very low	Low	Moderate	High	Very high	Very poor	Poor	Fair	Good	Excellent
	1	2	3	4	5	1	2	3	4	5

1. Listening to and understanding the general needs of supplier/customer.										
2. Understanding conversation by phone.										
3. Listening to and understanding information in product knowledge training.										

2.2 Speaking skill

Situation	Level of Needs					Level of your ability				
	Very low	Low	Moderate	High	Very high	Very poor	Poor	Fair	Good	Excellent
	1	2	3	4	5	1	2	3	4	5
1. Welcome and Greet supplier or customer.										
2. Have a conversation in general topics with supplier /customer.										

3. Inquire about supplier/customer's needs and repeat a question for mutual understanding										
4. Have a conversation by phone.										

2.3 Reading skill

Situation	Level of Needs					Level of your ability				
	Very low	Low	Moderate	High	Very high	Very poor	Poor	Fair	Good	Excellent
	1	2	3	4	5	1	2	3	4	5
1. Reading and understanding letter, email, or fax										
2. Reading and understanding product specification on supplier's website or brochure										

3. Reading and understanding these documents; ISO, EC, Free Sale Certificate, or Declaration Letter										
4. Reading and understanding user manual										

2.4 Writing skill

Situation	Level of Needs					Level of your ability				
	Very low	Low	Mode rate	High	Very high	Very poor	Poor	Fair	Good	Excellent
	1	2	3	4	5	1	2	3	4	5
1. Write product name and supplier name correctly										
2. Respond emails to supplier or customer										
3. Take note while answering the phone from										

supplier /customer										
-----------------------	--	--	--	--	--	--	--	--	--	--

3. The English skill which the participants desire to improve the most.

Instructions: Please mark ✓ into the ☐ on the answer.

- ☐ Listening skill
- ☐ Speaking skill
- ☐ Reading skill
- ☐ Writing skill

Part III: Problems encountered while using English in workplace

Instructions: Please mark ✓ into the ☐ on the problem you encounter while using English in your work or fill in the space provided. (You may choose more than one option).

- ☐ “I do not understand foreign accents”.
- ☐ “I am not sure of proper pronunciation”.
- ☐ “It takes a long time to read a long text”.
- ☐ “Spell a word incorrectly and it is hard to spell a technical term or a long word”.
- ☐ Other problem (Please specify)

Part IV: Opinions and suggestions to improve English skills

Instructions: Please put ✓ in the ☐ on the answer that you think is most suitable or fill in the space provided

1. Which kinds of learning do you think would help you succeed in English leaning?

- ☐ Training course ☐ Self-learning
- ☐ Other (Please specify).....

2. How should the English training course be held?

☐ In house training ☐ Online (Self-learning)

☐ Other (Please specify).....

3. Which day that you think is the most proper to conduct English training for employees?

☐ Monday-Friday ☐ Saturday ☐ Sunday

4. How long do you think is the most appropriate to learn English in each time?

☐ 30 minutes ☐ 45 minutes ☐ 60 minutes

5. How often of English learning per week do you think most proper?

☐ 1 time per week ☐ twice per week ☐ 3 times per week

Thank you for your participation.

APPENDIX B

การสำรวจความจำเป็นในการใช้ภาษาอังกฤษในการทำงานของพนักงานบริษัทนำเข้า

เครื่องมือแพทย์แห่งหนึ่งในเขตกรุงเทพมหานคร

คำชี้แจง: แบบสอบถามนี้เป็นส่วนหนึ่งของ หลักสูตรปริญญาโท สาขาภาษาอังกฤษเพื่ออาชีพ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ โดยมีจุดมุ่งหมายเพื่อสำรวจ ความจำเป็นในการใช้ ภาษาอังกฤษในการทำงานของพนักงานบริษัทนำเข้าเครื่องมือแพทย์แห่งหนึ่งในเขต กรุงเทพมหานคร และความสามารถของพนักงานในการใช้ทักษะภาษาอังกฤษต่างๆ ว่าอยู่ในระดับ ใด เช่น ทักษะการฟัง พูด อ่าน และเขียน รวมถึงปัญหาที่พบในการใช้ภาษาอังกฤษ และความ คิดเห็นด้านการพัฒนาความสามารถในการใช้ภาษาอังกฤษของพนักงาน ซึ่งข้อมูลที่ได้จากท่านจะ เป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์เพื่อหาแนวทางมาพัฒนาและต่อยอดให้พนักงานมี ศักยภาพในการใช้ภาษาอังกฤษในการทำงานมากยิ่งขึ้น

โดยข้อมูลที่ได้อาจไม่มีผลกระทบต่อการทำงานใดๆทั้งสิ้น แบบสอบถามนี้จัดทำขึ้นเพื่อ วัตถุประสงค์ในการศึกษาเท่านั้นและจะเก็บเป็นความลับ คำตอบของท่านมีส่วนช่วยให้การศึกษา ครั้งนี้สำเร็จลุล่วง จึงขอขอบคุณมา ณ โอกาสนี้

แบบสอบถามแบ่งออกเป็นสี่ส่วน คือ

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2: ความจำเป็นและระดับความสามารถในการใช้ภาษาอังกฤษของพนักงานบริษัท

ส่วนที่ 3: ปัญหาในการใช้ภาษาอังกฤษในการทำงานของพนักงานบริษัท

ส่วนที่ 4: ข้อเสนอแนะหรือความคิดเห็นในการเรียนรู้และพัฒนาภาษาอังกฤษ

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: กรุณาตอบคำถามลงในช่องว่างที่กำหนด โดยทำเครื่องหมาย ✓ ใน ☐ ที่ตรงกับข้อมูลของท่าน

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ☐ 20-24 ปี ☐ 25-29 ปี ☐ 30-34 ปี
☐ 35-39 ปี ☐ 40 ปี ขึ้นไป
3. ระดับการศึกษา ☐ ต่ำกว่าปริญญาตรี ☐ ปริญญาตรี ☐ สูงกว่าปริญญาตรี
4. แผนกงานของท่าน ☐ ฝ่ายขาย ☐ ฝ่ายการตลาด ☐ ฝ่ายธุรการ
☐ ฝ่ายบริการลูกค้า ☐ ฝ่ายต่างประเทศ ☐ ฝ่ายบัญชี
☐ ฝ่ายวิศวกรรม ☐ ฝ่ายคลังสินค้า
5. ตำแหน่งงานปัจจุบัน ☐ พนักงานทั่วไป ☐ หัวหน้าฝ่าย ☐ ผู้จัดการแผนก
6. ท่านทำงานที่บริษัทมาเป็นระยะเวลา ☐ 1-5 ปี ☐ 6-10 ปี ☐ 11-15 ปี ☐ 16-20 ปี
7. ประเมินระดับทักษะภาษาอังกฤษของท่าน

ระดับ ทักษะ \	แย่มาก 1	แย่ 2	พอใช้ 3	ดี 4	ดีมาก 5
ฟัง					
พูด					
อ่าน					
เขียน					

ส่วนที่ 2: ความคิดเห็นเกี่ยวกับความสำคัญและระดับความสามารถในการใช้ภาษาอังกฤษของพนักงานบริษัท

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ในช่องว่าง เพื่อระบุความคิดเห็นของท่าน

1. ท่านคิดว่าการใช้ภาษาอังกฤษในสถานการณ์ต่อไปนี้มีความสำคัญต่อองค์กรในระดับใด
และจงระบุระดับความสามารถของท่าน

1.1 ทักษะการฟัง

สถานการณ์	ความสำคัญต่อองค์กรอยู่ในระดับใด					ความสามารถในทักษะนี้ของคุณอยู่ในระดับใด				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด	แย่มาก	แย่	พอใช้	ดี	ดีมาก
	1	2	3	4	5	1	2	3	4	5
1. ฟัง และ เข้าใจความต้องการทั่วไปของ Supplier / ลูกค้าชาวต่างชาติ										
2. ฟังและเข้าใจบทสนทนาทางโทรศัพท์										
3. ฟัง และ เข้าใจเนื้อหาในการอบรมความรู้ผลิตภัณฑ์จัดโดย Supplier										

1.2 ทักษะการพูด

สถานการณ์	ความสำคัญต่อองค์กรอยู่ในระดับใด					ความสามารถในทักษะนี้ของ คุณอยู่ในระดับใด				
	น้อย ที่สุด	น้อย	ปาน กลาง	มาก	มาก ที่สุด	แย่ มาก	แย่	พอใช้	ดี	ดี มาก
	1	2	3	4	5	1	2	3	4	5
1. สามารถกล่าว ทักทาย ต้อนรับ Supplier / ลูกค้า ต่างชาติ										
2. สามารถสนทนา ทั่วไปกับ Supplier / ลูกค้าต่างชาติ										
3. สามารถสอบถาม ข้อมูลหรือถามย้ำ Supplier / ลูกค้า ต่างชาติ เพื่อความ เข้าใจที่ตรงกัน										
4. สามารถสนทนา โต้ตอบทาง โทรศัพท์กับ Supplier / ลูกค้า ต่างชาติ										

1.3 ทักษะการอ่าน

สถานการณ์	ความสำคัญต่อองค์กรอยู่ในระดับใด					ความสามารถในทักษะนี้ของ คุณอยู่ในระดับใด				
	น้อย ที่สุด	น้อย	ปาน กลาง	มาก	มาก ที่สุด	แย่มาก	แย่	พอใช้	ดี	ดีมาก
	1	2	3	4	5	1	2	3	4	5
1. เข้าใจจดหมาย อีเมลล์ หรือแฟกซ์ จาก ลูกค้าต่างประเทศที่มี เนื้อหาเป็น ภาษาอังกฤษ										
2. เข้าใจข้อมูล / specification ของ สินค้าบนโบชัวร์ เว็บ / ไซต์ของ บริษัท Supplier										
3. เข้าในเอกสารต่างๆ เช่น ISO, EC, Free Sale Certificate หรือ Declaration Letter										
4. เข้าใจคู่มือการใช้ งานภาษาอังกฤษ										

1.4 ทักษะการเขียน

สถานการณ์	ความสำคัญต่อองค์กรอยู่ในระดับใด					ความสามารถในทักษะนี้ของคุณอยู่ในระดับใด				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด	แย่มาก	แย่	พอใช้	ดี	ดีมาก
	1	2	3	4	5	1	2	3	4	5
1. สามารถเขียนชื่อแบบฟอร์มเอกสารได้อย่างถูกต้อง เพื่อขึ้นทะเบียนฟอร์มของบริษัท										
2. สามารถเขียนโต้ตอบอีเมลหา Supplier / ลูกค้าต่างชาติ										
3. สามารถจดโน้ต จากการรับโทรศัพท์ Supplier / ลูกค้าต่างชาติ										

2. ทักษะภาษาอังกฤษด้านใดที่ท่านต้องการพัฒนามากที่สุด

- ☐ ทักษะการฟัง
- ☐ ทักษะการพูด
- ☐ ทักษะการอ่าน
- ☐ ทักษะการเขียน

ส่วนที่ 3: ความคิดเห็นเกี่ยวกับปัญหาในการใช้ภาษาอังกฤษในการทำงานของพนักงานบริษัท

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ในช่องคำตอบที่ตรงกับความคิดเห็นของท่าน หรือเติมข้อความลงในช่องว่าง

1. ช่วยอธิบายสิ่งที่ท่านคิดว่าเป็นปัญหาของท่านในการใช้ภาษาอังกฤษในการทำงาน มี

อะไรบ้าง? หรือเพิ่มข้อมูลลงในช่องว่าง (สามารถเลือกได้มากกว่า 1 ข้อ)

- ☐ ฟังสำเนียงของชาวต่างชาติไม่เข้าใจ
- ☐ ไม่รู้จะออกเสียงอย่างไรให้เหมาะสมและถูกต้อง
- ☐ ใช้เวลานานในการอ่านข้อความภาษาอังกฤษ เพื่อทำความเข้าใจ
- ☐ สะกดคำได้ไม่ถูกต้อง ศัพท์เฉพาะ ศัพท์ทางการ
- ☐ อื่นๆ (โปรดอธิบาย)

.....

.....

ส่วนที่ 4: ความคิดเห็นและข้อเสนอแนะในการเรียนรู้และพัฒนาภาษาอังกฤษ

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ใน ☐ ที่ตรงกับความคิดเห็นของท่านมากที่สุด หรือเติมข้อความลงในช่องว่าง

1. ท่านคิดว่าการเรียนรู้แบบใด ที่ช่วยให้ท่านเรียนรู้ภาษาอังกฤษได้ดียิ่งขึ้น

- ☐ เข้ารับการอบรม
- ☐ ศึกษาด้วยตนเอง
- ☐ อื่นๆ (โปรดระบุ)

2. สถานที่ที่ท่านคิดว่าเหมาะสมที่สุดในการเรียนรู้เพื่อพัฒนาทักษะทางภาษาอังกฤษเพื่อใช้ในการทำงาน

- ☐ ภายในบริษัท
- ☐ ออนไลน์ (กรณีศึกษาด้วยตนเอง)
- ☐ อื่นๆ (โปรดระบุ)

3. ช่วงเวลาใดที่ท่านคิดว่าเหมาะสมที่สุดในการจัดการเรียนการสอนภาษาอังกฤษให้แก่พนักงาน

- ☐ วันธรรมดา (วันจันทร์ – วันศุกร์) ☐ วันเสาร์ ☐ วันอาทิตย์

4. ระยะเวลาในการเรียนภาษาอังกฤษต่อครั้งที่ท่านคิดว่าเหมาะสมที่สุด

- ☐ 30 นาที ☐ 45 นาที ☐ 60 นาที

5. ระยะเวลาในการเรียนภาษาอังกฤษต่อสัปดาห์ที่ท่านคิดว่าเหมาะสมที่สุด

- ☐ 1 ครั้ง / สัปดาห์ ☐ 2 ครั้ง / สัปดาห์ ☐ 3 ครั้ง / สัปดาห์

ขอขอบคุณที่ท่านให้ความร่วมมือในการตอบแบบสอบถาม

BIOGRAPHY

Name	Miss Rawiwan Chumporn
Date of Birth	September 14, 1989
Educational Attainment	2011: Bachelor of Arts (B.A.), Dhurakij Pundit University
Work Position	International Business Officer Phar Trillion Co., Ltd.
Work Experiences	Present - 2012: International Business Officer Phar Trillion Co., Ltd.

