



**PROBLEMS AND NEED FOR ENGLISH
COMMUNICATION IMPROVEMENT OF EMPLOYEES
AT A PRIVATE UNIVERSITY**

BY

MISS PHASITAPHA BOONYACHOKANAN

**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 2017
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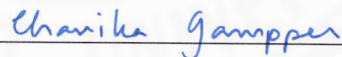
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PROBLEMS AND NEED FOR ENGLISH COMMUNICATION IMPROVEMENT
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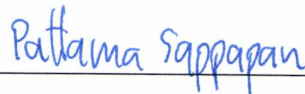
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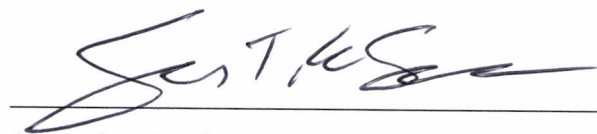
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ABSTRACT

The purpose of this study was to investigate the problems and need for English communication improvement of employees at a private university in terms of necessities, wants, and difficulties. The participants of this study were 80 employees who were working in a private university located in Nonthaburi, Thailand. A questionnaire was distributed to the participants and collected one week later. After data collection, the SPSS program was used to analyze the data. Then, the frequency, percentage, mean scores, and standard deviation (SD) were used to present the results.

The findings indicate that speaking was rated as the most important skill for the respondents at work, followed by listening, writing, and reading. In terms of the problems, the results indicate that the major problem of speaking skill was the respondents thought that lacked vocabulary knowledge. Concerning listening, the major problem was they were unable to catch words because a speaker speaks too fast. For reading, the lack of vocabulary knowledge was rated as the major problem. In addition, the results show that the respondents rated the lack of writing technique knowledge as the major writing problem they faced at work. Concerning the need to improve English skills at work, the majority of the participants preferred to be provided with courses aimed at English communicative improvement.

In terms of the problems, the results show that they rated all four skills at a high level. However, the skill that they need to improve the most was speaking. To improve this skill, a course should be provided for them focusing on speaking skill as it is the skill that needs to be improved the most.

Keywords: Needs analysis, Problems in English communication, English communication improvement, University employees



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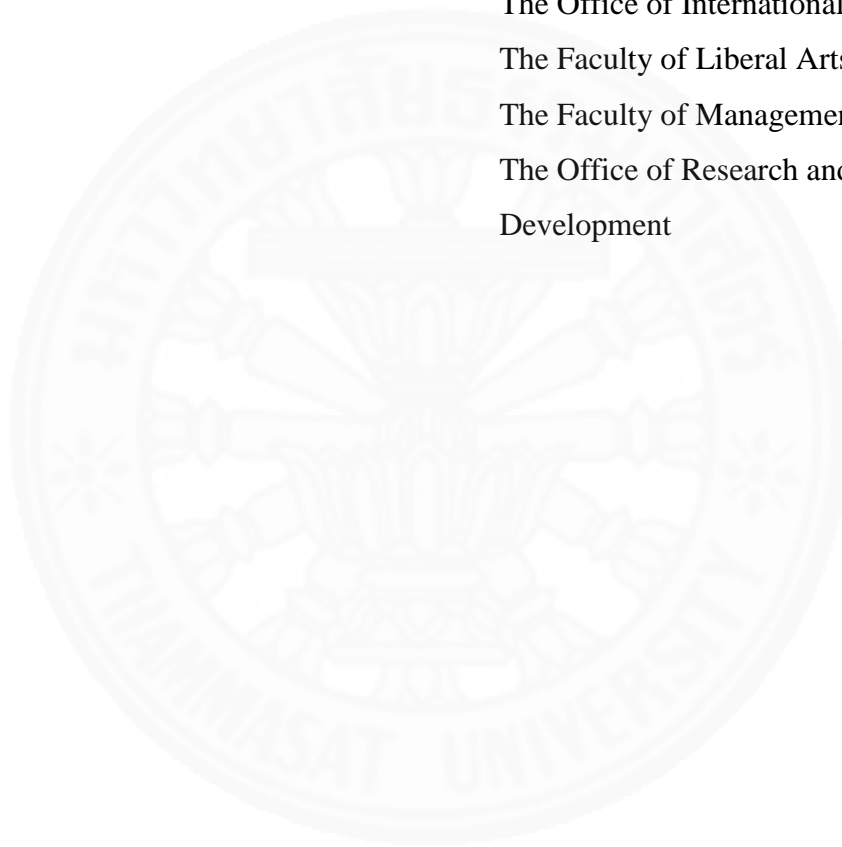
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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
AA	The Office of Academic Affairs
AI	The Faculty of Agro-Industry
ESP	English for Specific Purposes
HR	The Office of Human Resource
iMBA	International College
IR	The Office of International Relations
LA	The Faculty of Liberal Arts
MS	The Faculty of Management Sciences
RD	The Office of Research and Development



CHAPTER 1

INTRODUCTION

1.1 Background

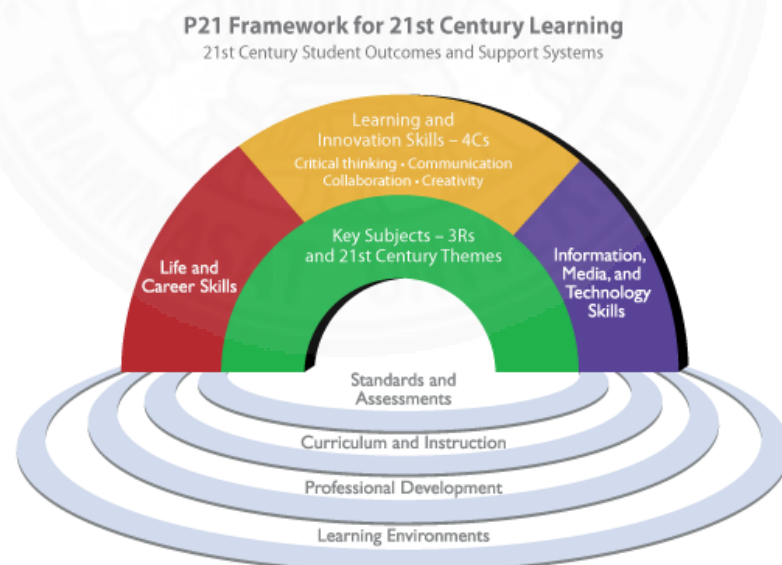
English language is used for communication by millions of people in the world at present. English is a global language that has influence over the world (Crystal, 2003). Mastin (2011) points out that English is acknowledged as a global language because “its worldwide reach is much greater than anything achieved historically by Latin or French, and there has never been a language as widely spoken as English”. Moreover, English is already established as the de facto lingua franca. English is not only an international language for communication but it has also become the dominant global language applied in a wide range of areas, for instance, entertainment, education, business, politics and world diplomacy. Furthermore, a number of linguists have reported on the global spread of English, indicating its status as the most influential language of the current age (Malik, A.H. & Mohamed, A.A., 2014).

Ammon (1992) points out that the dominance of English can be understood by the following statistics: “English has the greatest number of speakers reaching just over 1.5 billion people; English is designated as an official language of as many as 62 nations; English is the most dominant language in scientific communication with 70-80% of academic publications being published in it; English is the de facto official and working language in most international organizations; English is the foreign language which is being taught the most across the world, compared to other foreign language.” Therefore, no one can deny the significance of English because it is used widely in official communication such as in education, and in the workplace (Chopra, 2015).

As mentioned previously, English is not only used for communication in the world, but is also widely used as a lingua franca in various contexts, for example, academic, international business, information technology, science, tourism and so on. English is considered as the most extensive and vital language in the different fields. As Thailand has gradually developed a large amount of international commerce with foreign countries, the use of English is required. As a result, the use of English is considered very important in business organizations.

According to Hengsadeekul, Hengsadeekul, Koul and Kaewkuekool (2010), they indicate that Thailand is one of the many countries aware of the importance of English in the world today. Thailand is facing intense international competition in the globalized world; therefore, it has to adjust and improve in all kinds of knowledge especially in higher educational organizations (Chaiyapoo, 2017). In the AEC era, most companies in Thailand require their employees to have English competency at some level since the language is needed for internal/external communication to extend business relationships with foreigners or international stakeholders who communicate in English. At present, most employers prefer candidates with high English proficiency for communication to those who lack such skills. Velez (2012) points out that highly educated people who have necessary skills such as the critical thinking skill, adaptability skill, and communication skill are the global economy demands. Regarding the P21 framework, communication is one of the key components of 21st century learning skills.

Figure 1.1 *P21 Framework for 21st Century Learning*



(source: <http://www.p21.org/about-us/p21-framework>)

Furthermore, this skill is crucial for students, and also employees. Communication can refer to the capability to listen to and understand spoken messages, the capability to speak clearly and concisely, the capability to read and understand different texts, and the capability to write different types of texts. Jerald (2003) supports that employees who have the capability of expert thinking and advanced communication skills are in high demand.

Concerning English, it has also expanded to the field of academic organization, for instance, schools, institutes, and universities where English is required to communicate with international colleagues, lecturers, and students. Consequently, a private university is located in Nonthaburi has also been influenced by this movement. According to the data obtained from Human Resources Department at the private university, the number of employees from overseas recorded on May 2018 was approximately 10%. To respond to the AEC era and to get ready for 21st century, the university aims to produce academically skilled graduates. In addition, the university has recently established an international college for responding to the need for global education, realizing the importance of using English is not only for teaching the students in the class, but also for all employees to communicate in English to achieve their goals at work.

The university encourages all employees to communicate more in English at work by consistency writing, making presentations in English or answering questions posed by foreigners. Moreover, the university has been trying to promote and support the development of English competency by providing internal and external English classes after work with many English classes for specific purposes such as TOEIC class, conversation class, and writing class. Regarding the university policy, all employees are required to take an English proficiency examination and submit a TOEIC score of not lower than 550.

When the use of English is required at the workplace, some communication problems might happen since the employees may have little exposure to English; in other words, they have few opportunities to use English for communication in real-life situations. Thus, these issues are linked to the study. The purpose of this study aims to explore the problems in using English for communication and to explore employees' needs regarding English improvement at the university.

1.2 Research Questions

This study aimed to answer the following questions:

1.2.1 What are the problems in using English for communication of employees at work?

1.2.2 Which skill do the employees need to improve the most?

1.3 Objectives of the Study

The objectives of this study were as follows:

1.3.1 To investigate the problems in using English for communication of employees at work.

1.3.2 To explore the skill which the employees need to improve the most.

1.4 Definition of Terms

The definitions of terms applied to this study are as follows:

A private university refers to a university of higher education operating under jurisdiction of the Office of the Higher Education Commission, Ministry of Education. The university, which offers fully accredited bachelor's degree, master's degree, and doctoral degree programs, was established by a private company and particularly designed to develop and train students in job-related skills.

Needs refers to the requirements that the employees have in terms of English communication skills at their workplace.

Employees refers to a private university staff whose positions are not lecturers or executive committee members from eight departments which have an opportunity to communicate with foreigners, namely, the Office of Research and Development (RD), the Office of International Relations (IR), The Office of Academic Affairs (AA), The Office of Human Resource (HR), International College (iMBA), the Faculty of Management Sciences (MS), the Faculty of Agro-Industry (AI), and the Faculty of Liberal Arts (LA).

English skills refer to four skills of English: reading, listening, speaking, and writing.

Communication refers to methods of communicating, for example, face-to-face, email, telephone, documents, and memos.

Communication problems refer to the difficulties or the problems that cause misunderstanding and miscommunication.

1.5 Scope of the Study

This research focused only on employees whose were not lecturers or executives committee at a private university located in Nonthaburi. The study focused on the employees from eight departments because they have the opportunity to communicate with foreigners at work. This research investigated the problems in using English for communication and explored the skills that the employees need to improve the most. English skills according to this study refer to listening, speaking, reading, and writing for communication both inside and outside the organization.

1.6 Significance of the Study

The study investigated the problems of employees working in eight departments with the opportunity to use English for communication with foreigners at work. The results will be greatly beneficial to the university regarding the improvement of the employees' skills of English for communication. In addition, the findings may be beneficial in terms of creating English courses to improve employee's English skills for specific purposes to meet their personal requirements.

1.7 Organization of the Study

The study conducted to find out the problems in using English for communication and employees' need for English communication improvement at the private university, in this paper was divided into five chapters. The first chapter is the introduction consisting of the background of the study, research questions, objectives of the study, and definition of terms, scope of the study, significance of the study, limitations, and organization of the study. The second chapter covers the reviews of the related literature comprising needs and needs analysis, communication, English for specific purpose, and related studies. The third chapter describes the methodology regarding the subjects, the materials, the procedures applied for data collection, and data analysis. The fourth chapter reports the results of the study, the analysis of collected data and the illustrations

of the findings in the tables. The last chapter presents the conclusion, discussion, and recommendations for further studies.



CHAPTER 2

REVIEW OF LITERATURE

To investigate the problems of using English for communication and needs of employees in terms of English communication improvement at PIM, this chapter reviews the literature in four main areas as follows:

2.1 Needs and Needs Analysis

2.2 Problem in English Communication

2.3 English for specific purposes

2.4 Related Studies.

2.1 Needs and Needs Analysis

2.1.1 Needs

According to theorists, there are various ways with different perspectives to define “Needs”, which can be described as follows:

In the view of Berwick (1989), needs are perhaps more appropriately described as objectives. However, Brindley (1989) argues that a usable definition of needs is not easy to find since the definitions are due to the contextual interpretations and the values of the accessor. In addition, Brindley (1989) defines needs in terms of adult education as “the gap between what is and what should be”. A need is a gap between current outcomes and desired or required outcomes, and it occurs when current outcomes or outputs are not equivalent to the desired or the required outcomes. Gupta, Sleezer and Russ-Eft (2007) point out that the gaps are critical; we will not accomplish the goal if we choose incorrect or trivial needs to resolve.

Kaufman and English (1979) support the previous definition that a need is a gap between the current condition and a desired condition. In addition, it is important to investigate the ways that can be used to produce the desired condition, develop strategies, and build support for action, understand the behaviors and mechanisms related to the current condition, and determine the specific behaviors and mechanisms (Kaufman & English, 1979).

Mackay (1978) defines needs as what the user-institution or society at large regard as necessary or desirable to be learnt from a program of language instruction. Similarly, Widdowson (1982) points out that needs are what the learner needs to do actually acquire the language. This is the process-oriented definition of needs and relates to transitional behavior, the means of learning.

Moreover, Mackay (1978) separates needs into two types which are academic needs, and job needs. Academic needs can refer to where English is required for further academic study, for instance, engineering students learn English to understand engineering terminology, and medical students learn English to understand lecturing or reading medical textbooks in English. In terms of job needs, this can refer to the area where English perform in a particular task, for instance, a pilot requiring English to understand technical terminology and to communicate during the operation.

In light of the abovementioned, this research will focus on job needs to indicate which skill of English are required by employees in communicating with foreign students and co-workers in particular situations.

Moreover, Brindley (1989) identifies two different characteristics of needs: objective needs and subjective needs. Needs are gathered from the different types of factual information provided by learners, which can be described as follows: level of language proficiency, difficulties, and exposure to English based on real-life situations, which are known as “objective needs”. On the other hand, needs derived from two main factors, namely, affective and cognitive factors, for example, attitude, confidence, personality, and learners’ wants and expectations concerning learning strategies, are “subjective needs”.

In addition, needs refer to the abilities to comprehend the linguistic implications in accordance with the target situation. According to Hutchison & Waters (1987), needs can be defined as wants and preferences or expected requirements for the future. Needs are categorized into two aspects which are target needs, and learning needs.

Concerning to target needs, this can refer to what the learners need to do in a target situation and can be categorized into three parts: necessities, lacks, and wants.

Necessities or what is known in general as objective needs are a type of need, which is determined by the demands of the target situation. Another aspect is learning needs, which are what the learners need to do in order to learn and to achieve a learning goal.

2.1.2 Needs Analysis

According to Wannapok (2004), needs analysis is one of the important factors and essential parts of English for Specific Purposes (ESP) practitioners. It is the process of organizing a course. In other words, needs analysis is a mean to identify what a learner receives and helps to determine what ESP courses require (Piyanapa, 2004). Graves (1996) states that needs analysis includes findings out what the learners know and what the learners can do, and what they need to learn or do. In other words, needs analysis includes seeking and interpreting information about learners' needs. Moreover, needs analysis is defined as a part of ESP and business English, which are managed to meet learners' needs. However, Munby (1978) defines need differently by focusing on learners' needs in a language course. The method is called "Target situation analysis (TSA)" which is the best known framework for a TAS type of needs analysis that concentrates on communication purposes, communication setting, and the means of communication, language skills, functions, and structure. In addition, Hewings and Nickerson (1999) point out that needs analysis should emphasize the target profile of learners' language skills.

In terms of types of needs analysis methods, there are several approaches that can be utilized for collecting the data for needs analysis presented as follows:

Questionnaire: Dudley-Evans and St. John (1998) indicate that questionnaires commonly provide a rating scale rather than checklists, because they used for quantitative information, and they need careful construction. Checklists are narrower in scope and are generally used in the qualitative studies. They can ascertain facts or attitudes. However, preparing a good questionnaire takes a great deal of effort, especially when used with a large sample. In this context, the difficulties of constructing good questionnaires are striking a balance between enough answers and data, the boredom of respondents, and phrasing the questions in order to make them and their responses unambiguous takes time. Questionnaires should be used in large-scale

projects because of its valuable role whereas in small-scale work, other methods should be used.

In terms of the evaluation, this commonly uses attitude scales; for example, paired comparisons, Likert scales, balanced non-comparative rating scales and adjective checklists which can access views but not the reasons behind them. The easiest one to be constructed is Likert scales which consist of statements that require respondents to indicate whether they agree or disagree. This checklist reveals useful information and is easy to conduct but the wordings need careful thought to make them understandable. In addition, rating scales easily use and are useful for broad distinctions. The respondents are required to mark a numbered descriptive scale and the more positions there are. The normal rating scales mostly are between five and seven positions.

Boon-Long (1999) also suggests that it is important to pilot questionnaires with some respondent to check whether they are easily understandable and the answers can be analyzed and compared. There are advantages and disadvantages to using questionnaires. The advantage is they can be sent easily to a specified number of people; however, the disadvantage is the boredom expressed by respondents when they have to take time to respond to the questions.

Structured/detail interviews: Boon-Long (1999) points out that the questionnaire is used to guide the interviewees. In the other hand, the interview is used to help the respondents clarify their opinion, and also to record the answers and explanations of them. In 1998, Dudley-Evan and St. John assert that the structured interview is enormously helpful in the evaluation and needs analysis. The questions of structured interviews need to be carefully designed and selected in advance in order to find out the answer of key questions and to compare the result afterward. Moreover, additional questions may be asked for clarification and more detail. However, this approach may take long time, but provide valuable detail that we may not aspect.

To gain the information in the limit time is listening to participants rather than taking copious notes. Thus, being active listening combining hearing and processing, summarizing and asking open questions are the key skills for interviewers. Since interviewing takes up other people's time, the interviewers are better to let the interviewees know the results and what action will follow from their help.

Observation: Robinson (1991) indicate that observation is utilized to find out the target-level behavior, and also performance to supplement opinions whereas questionnaires and interviews are used to obtain the respondents' opinions. In addition, Dudley-Evan & St. John (1998) point out that observation can cover a range of activities from watching a particular task being performed to shadowing individuals at work.

Boon-Long (1999) claims that it is essential to establish a good relationship with the staff, make brief visits and carefully explain the purpose of the observation at convenient times. Also, good preparation is a vital part of the process so as to explain the purpose, give confidentiality assurance, possibly show the result of previous observations or shadowing and thus gain people's confidence (Dudley-Evan and St. John, 1998). The subjects should have explained to them what and the surveyors are looking and listening for, and equally, what he is not. Moreover, observation and shadowing are still very useful for understanding work patterns in the situations where English is not a medium of communication, even though they cannot provide language data for material production.

Case study: Boon-Long (1999) describes a case study as one particular type of observation in which the individual is observed over a period of time. It is used not only to identify difficult features, but also to provide information to support the needs analysis process. Even though the disadvantage of conducting a case study are that it is time consuming ,and also the results may not be simplified, this method provides an in-depth study over a period of time and the opportunity to approach the respondents' difficulties or needs in a more detailed manner than in oral interviews or questionnaires.

Tests: Robinson (1991) argues that tests should be used since the course designer can have some idea about the students' present level of ability. The test may ask students to perform target-level tasks, then revealing what are their abilities and where their deficiencies lie. As can be seen from the test for students that can be applied to employees, tests of proficiency in English can be used to investigate their level of ability as well as their comprehension. Robinson also states that tests should be reliable and valid so that the scores can be easily interpreted. Avoiding ambiguous assessment can help the researcher obtain accurate ideas of employees' initial of ability.

Recording keeping: Robinson (1991) points out that for evaluation in needs analysis, record keeping is a must. What is needed in record keeping is systematicity;

moreover, records must be made immediately. Information on similar points over time is essential for comparative purposes; in other words, exactly what is recorded depends on what is being evaluated. But a record-keeping system will only work if it is simple, quick, easy to use and appropriate for the culture.

In this study, the method applied to obtain and collect the data from the respondents was a questionnaire, which included close-ended questions, four Likert-scale questions, and recommendations from the respondents.

2.2 Problems in English Communication

Communication can be defined as the process of transferring thoughts and ideas from one person to another. However, Silk (1995) claims that it is difficult to define the exact meaning of communication. In business, communication skill is very important in the workplace because it allows companies to be productive and operate effectively.

According to the surveys of needs analysis used in companies about the types of English needs related to respondents' careers in the lists of business activities, Holden (1993) found that there are 10 activities that mostly use English communicative skills, including presentations, telephoning, writing reports, writing business letters, explaining technical processes. In addition, Yin and Wong (1990) explains the tasks and skills for business learners for communication as follows: speaking skill refers to speaking to customers, participating in meetings, communicating with colleagues and superiors, making and receiving telephone calls and so on.

Listening skill refer to telephone message, oral instruction. Writing skill refer to writing all the genres listed under reading, messages, memos, and filling in forms. Reading skill refers to reading business letters, reading reports, reading work manuals, reading memos, and newspaper article.

This study will focus only on four skills, namely, listening, speaking, reading, and writing, in using English for communication at work.

Many researches have discussed English communication problems in different ways. According to Olanvoravuth (1999), messages are misunderstood or become distorted because people have different background and have different interpretations of words and expressions. Krizan, Merrier, and Jones (2002) see the most important obstacles to effective communication as sentence structure, spelling, word choices,

punctuation, grammar, and denotative versus connotative meaning. Moreover, various English accents can create difficulties in listening.

2.3 English for Specific Purposes

According to the demands of an ever changing world, English for Specific Purposes (ESP) has been developed as an international channel for the world of intercontinental trade (Hutchinson & Waters, 1987). In addition, Hutchinson and Waters point out that the end of the Second World War brought with it an " ... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English". Moreover, "the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries, and the language of this knowledge became English".

ESP can be discussed in four key notions. First is the distinctions between the absolute and variable characteristics of ESP. Second is types of ESP. Third is characteristics of ESP courses, and the last is the meaning of the word 'special' in ESP.

Stevens (1988) makes a distinction between four absolute and two variable characteristics of ESP. In terms of Absolute characteristics, Stevens indicate that "ESP comprises of the English language teaching in which is designed to meet specified needs of the learners, is related in content, for example, its themes and topics to particular disciplines, occupations and activities, focus on language appropriate to those activities in terms of syntax, lexis, discourse, semantics, and also analysis of this discourse; in contrast with general English". Concerning variable characteristics of ESP, Stevens point out that "ESP may be, or is not necessarily restricted to, the language skills to be learned (e.g. reading only), and is not taught regarding any pre-ordained methodology".

Dudley-Evans and St John (1998) modified Stevens' original definition of ESP to their form by identifying its absolute and variable characteristics. Regarding the absolute characteristics, they identify that ESP is defined to meet the specific needs of the learner, makes use of the underlying methodology and activities of the discipline it serves, and is centered on the language appropriate to these activities in terms of

grammar, lexis, and register, skills, discourse and genres. Concerning to the variable characteristics, they point out that ESP may be related to or designed for specific disciplines, may use in specific teaching situations, a different methodology from that of General English, is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level, is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system.

Types of ESP

Carter (1983) identified types of ESP into three types which are English as a restricted language, English for Academic and Occupational Purposes, and English with specific topics.

Mackay (1978) clarified the difference between restricted language and language, for example, the language used by air traffic controllers and the language used by waiters are examples of English as a restricted language.

“...the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment”.

In 1983, Carter identifies the second type of ESP as English for Academic and Occupational Purposes. Moreover, ESP is broken down by Hutchinson and Waters (1987) into three branches which are English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS).

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is "English for Technicians", whereas an example of EAP for the EST branch is "English for Medical Studies".

Hutchinson and Waters (1987) claim that EAP and EOP are not a clear-cut distinction; “... people can work and study simultaneously; it is also likely that in many

cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job”

The final type of ESP defined by Carter (1983) is English with specific topics. This type of ESP is uniquely concerned with anticipated future English needs, for example, scientists need English for reading the studies, attending conferences or working in the foreign institutions. This situational language has been defined based on the results from needs analysis of authentic language used in target workplace settings.

In this study, the methods of ESP will help to determine the proper courses that meet employees’ needs for English communication improvement.

2.4 Related Studies

In this part, the researcher reviews the previous research studies in order to gain reliable data to support the study as the follows:

Charunsri (2011) conducted a study on the topic of The Needs and Problems of English Languages Skills for the Hotel Front Office Staff in Chinatown, Bangkok. This study examined the needs and problems of the front office staff in hotels at Chinatown, Bangkok, faced in using English skills. The participants were 60 hotel staff members. The instrument was a questionnaire. The findings revealed that speaking skill was the most important skill for them, while grammar skill was the least crucial skill for the staff. In addition, this study indicated that listening skill was the most problematic skill for the participants. The most problematic activities in listening skill were listening to conversations by phone, listening to other English accents, and listening to customers’ complaints, while the other problematic skills for the participants were vocabulary skill, speaking, writing, reading, and grammar skills, respectively.

Pochakorn (2012) conducted research on the topic of Needs Analysis in English Use of 7-Eleven Employees. The research objectives were to examine the needs of 7-Eleven employees in terms of necessities, lacks, wants and problems in English use to enhance their proficiency in English use to communicate with foreign customers much more proficiently. A total of 100 employees from 7-Eleven were the participants of this study. The findings revealed that English grammar use was the main problem for them; also, speaking skill was the one that should be improved because they have to explain general information regarding the goods in the shop as well as to other questions. In

terms of the discussion, this study focused on developing English skills courses and in-service training where speaking and listening skills should be emphasized because they are essential skills in conversations with foreign customers.

Kaur and Clarke (2009) conducted research on the topic *Analysing the English Language Needs of Human Resource Staff in Multinational Companies*. This study analyzed the English language skills of HR staff and explored the HR staff's awareness of their English language skills in their workplace. Moreover, the study also aimed to investigate distinctions between the HR staffs' expected and actual performance of English language skills at their workplace. The participants were twenty-five staff people from the human resources division and three managers from two multinational companies in Penang, Malaysia. A questionnaire and interviews were used in this study. The results showed that speaking in the meeting, writing reports, and editing written material were very crucial skills for participants. In addition, they revealed that they were not doing well in speaking, reading, and writing skills. Consequently, they were required to improve their English skills and capabilities in order to undertake their tasks more effectively at their workplaces.

Pongjumpa (2011) explored the need for English proficiency of five-star hotel staff in Bangkok and the needs referring to hotel English and general English. The findings showed that speaking skill was important and used mostly at work. Moreover, the respondents also suggested that they want to improve general English as much as English for careers such as English for hotel employees to perform their tasks more effectively.

"Needs Analysis on English Language Use in Tourism Industry" was conducted by Prachanant (2012). This study revealed needs, functions, and problems of 40 tourism employees. A questionnaire was employed to collect the data. The findings indicated that the participants evaluated all four basic skills as needed and essential skills for their works. The most crucial English language skills for their work was speaking, followed by listening, reading, and writing. The needed skills can be used in their work for giving information, providing services, and offering help. In terms of problems, the main problem for the participants was listening because of the difficulty in understanding foreigners' accents and also, sometimes, those foreigners were speaking too fast. Participants had speaking problems related to the use of improper words and

expressions. A reading problem was that they didn't have enough vocabulary knowledge. Lastly, writing problems related to lacking grammar knowledge for writing.

Previous studies have shown that speaking was the most important skill for participants. However, some studies that shown the different findings.

According to Luankanokrat (2011), the researcher investigated needs analysis for English communication skills of the employees at HSBC, Thailand. The material of this study was a survey questionnaire including the respondents' background information, English background, the needs of English communication skills improvement and their opinions and recommendations. After collecting the data, the findings showed that the employees faced problems with all language skills: reading, listening, speaking, and writing. Reading was the most important skill that employees used, whereas speaking was the least essential skill. As a result, employees need to improve all communication skills. Also, the company should provide the efficient training to the employees focusing on every communication skill.

Tangniam (2006) examined the English language needs of Thai ground staff. The respondents were 218 ground staff from three departments. The findings showed that the English language was crucial for all ground staff but the provided English course was not enough for them. However, they viewed that the English training course helped them to improve the skills used for their job and also helped them in their future career. Interestingly, they rated their English proficiency level in all four skills as "fair". In terms of needs, listening and speaking skills were rated as "extremely needed" skills for their work, while reading and writing were rated as "moderately needed" skills. However, listening skill was considered as "mostly difficult" skill, whereas speaking, reading, and writing skills were considered as "moderately difficult". In terms of a training course, they suggested that a course should focus on listening and speaking skills because they were regularly used in their jobs while writing and reading should be a part of the course in order to support job procedures.

Regard the problem of English language use, Jeharsea (2012) explored English oral communication problem and strategies applied by Thai employees in the international workplace in regard to communicating with native and non-native English speaking customers. A questionnaire was the research instrument of this study. The

findings showed that two major communicative problems between Thai employees and native English speaking customers were listening and grammar, followed by listening comprehension, grammar usage, fluency, accents, word stress misplacement, culture awareness and quality of voice, respectively.

To conclude, Chapter two has mentioned three concepts in connection with this study. The theory of needs and needs analysis, problem in English communication, English for specific purposes, and the related studies were also reviewed in this study. In the next chapter, the details of the research methodology will be presented.



CHAPTER 3

METHODOLOGY

In order to answer the research question of this study, this chapter describes (1) the research methodology, which includes (1) participants, (2) data collection, and (3) data analysis as follows:

3.1 Participants

This study intended to explore the problems and needs of English communication improvement of employees from eight departments: Research and Development (RD), International Relations (IR), Academic Affairs (AA), Human Resources (HR), the International College (iMBA), the Faculty of Management Sciences (MS), the Faculty of Agro-Industry (AI), and the Faculty of Liberal Arts (LA), at a private university. According to the simple random sampling method, Yamane's (1967) formula was utilized to find out the proper sample size for this study as per the below formula:

$$n = \frac{N}{1+Ne^2}$$

n = sample size

N = the number of population

e = acceptable allowance error (5% or 0.05)

The number of participants were 80 employees, which was obtained using simple random sampling from the total population of 100 employees as can be seen in Table 3.1.

Table 3.1

Number of Participants

Department	Total Staff	Selected respondents
1. Research and Development	12	10
2. International Relations	13	10
3. Academic Affairs	26	21
4. Human Resources	14	11
5. International College	4	3
6. Faculty of Management Sciences	14	11
7. Faculty of Agro-Industry	7	6
8. Faculty of Liberal Arts	10	8
Total	100	80

3.2 Materials

The research instrument was a survey based on a questionnaire adapted from Buddhithammaporn (2013) who conducted research entitled: *“Problems with the English communication skills of employees at OELT LTD”*. The reasons for selecting this questionnaire was that it elicited the useful functions pertaining to English language and the functions applied to the work function of the participants at the university. The questionnaire of this study was divided into three parts. The first was multiple-choice questions. The second part was a four-point Likert-Scale questionnaire. Every item had four response alternatives: s “strongly agree, agree, disagree, and strongly disagree. The reason for using a four-point Likert scale was to avoid “neutral” answers. Respondents were requested to choose only one answer from four alternatives based on their ordinary style of listening, speaking, writing and reading in the organization. And the last part was multiple-choice questions and suggestions regarding the respondents’ needs for English improvement in four skills (listening, reading, speaking, and writing) and other recommendations. The details of each part are described as follows:

Part 1: This part contains 10 items intended to obtain information on the respondents’ background including gender, age (years), educational background,

departments, the level of education in which learners started learning English, experience studying abroad, English proficiency test experience, English proficiency self-evaluation, the necessary level of using English at work, and the most necessary skill of English in the four fundamental skills at work.

Part 2: This part consisted of 22 items intended to determine the respondents' problems with using English at work. The respondents were asked to rate their opinions about the problems of using English at work in four skills. A self-rated questionnaire based on a four-point Likert scale was utilized to avoid the "neutral" results, to get specific responses from the respondents, and to explore the problems as per the scale below:

$$\text{Mean Range} = \frac{\text{Maximum-Minimum}}{\text{Range}} = \frac{4-1}{4} = 0.75$$

<u>Scale</u>	<u>Mean Range</u>
4 – Strongly agree	3.26 – 4.00
3 – Agree	2.51 – 3.25
2 – Disagree	1.76 – 2.50
1 - Strongly disagree	1.00 – 1.75

Part 3: This part consisted of eight items intended to disclose the respondents' needs about English communication improvement in four skills. In addition, the end of this part asked for the participants' recommendations.

3.3 Procedures

This section shows the procedure for the collection and analysis of the data:

3.3.1 Research Design

The questionnaire, which included close-ended questions and recommendations, was adapted from Buddhithammaporn (2013). The questionnaire was utilized to specify the problems and needs of English communication improvement of employees and was drafted based on a review of a similar research and suggestions from the advisor. The questionnaire was piloted with 10 persons in order to get feedback to revise it.

3.3.2 Data Collection

After revising the questionnaire, they were distributed to the participants at the eight departments on April 19th, and then were collected a week later.

3.4 Data Analysis

The collected quantitative data were analyzed using the Statistic Package for the Social Sciences (SPSS) version 20 from part I to part III. The data collected from the questionnaires are presented in percentages, frequency, mean, and standard deviation. Part I, the percentage of the subjects' general background, was calculated to describe the respondents' characteristics. The percentages of the subjects' English language background were also calculated. In part II, the mean scores of problems in using English for communication at work with four skills, namely, listening, reading, speaking and writing, were evaluated. In part III, the subjects' needs for English communication improvement in four skills were examined, followed by other recommendations.

This chapter has shown the subjects, the materials, the procedures used in the collection and analysis of the data, and the data analysis. The data from the questionnaire will be presented in tables in the next chapter.

CHAPTER 4

RESULTS

This chapter reports the data analysis procedure and the results of the data analysis. The results presented in this chapter were collected from 80 respondents who were the employees at a private university to answer to the research questions as follows:

1. What are the problems in using English for communication of employees at work?
2. Which skill do the employees need to improve the most?

This questionnaire was divided into three parts: general background, four Likert-scale questions, and close-ended items. The results were analyzed by the SPSS program (version 20), and are shown in tables in terms of mean, standard deviation, percentage and frequency. Regarding the four Likert scale questions, the results were categorized by listing the problems of using English for communication in four skills: listening, speaking, reading, and writing. In the third part, close-ended questions surveyed employees' needs for English communication improvement.

4.1 General Information

The results in this part obtained the general demographic data of the respondents, which included gender, age, and educational background, experience of studying abroad, English proficiency test background, English proficiency self-evaluation, English necessity evaluation, and the evaluation of English skill required the most. The results are shown based on the questionnaires as below:

Table 4.1

Gender of the Participants

Gender	Frequency	Percentage (%)
Female	69	86.2
Male	11	13.8
Total	80	100

According to Table 4.1, the majority of the participants were female (86.2%) and the minority were male (13.8%).

Table 4.2

Age of the Participants

Age (Year)	Frequency	Percentage (%)
26-35	47	58
36-45	15	19
Under 25	11	14
Over 45	7	9
Total	80	100

Table 4.2 shows the age of the respondents ranging from under 25 to over 45 years old. It was found that the majority of participants were between 26-35 year-old (58%), followed by 36-45 years old (19%), less than 25 years old (14%) and over 45 years (9 %), respectively.

Table 4.3

Educational Background of the Participants

Educational Background	Frequency	Percentage (%)
Bachelor's Degree	42	52.5
Master's Degree	38	47.5
Total	80	100

According to Table 4.3 more than half of the respondents' educational background was a bachelor's degree (52.5%), followed by a master's degree (47.5%).

Table 4.4

Department

Department	Frequency	Percentage (%)
Academic Affairs	21	26
Human Resources	11	14
Faculty of Management Science	11	14
Research and Development	10	12.5
International Relations	10	12.5
Faculty of Liberal Arts	8	10
Faculty of Agro-Industry	6	7
International College	3	4
Total	80	100

Table 4.4 shows the number of participants from eight departments. Most of the participants worked for the Office of Academic Affairs (26 %). The participants who worked for the Office of Human Resource and Faculty of Management Science had the same number (14%), Furthermore, the number of participants from the Office of Research and Development and the Office of International Relations were also the same (12.5%), followed by those from Faculty of Management Science (10%), Faculty of Agro-Industry (7%) and International College (4%) respectively.

Table 4.5

Level of Education in which the Participants Started Learning English

Level	Frequency	Percentage (%)
Primary School	64	80
Other	11	13
Junior High School	3	4
Senior High School	1	1.5
University	1	1.5
Total	80	100

Table 4.5 reveals the level of education in which the respondents started learning English. The findings show that most of them started learning English in primary school (80%), followed by other which was a kindergarten (13%), and junior high school (4%), whereas the lowest percentage belong to those who had started studying English in senior high school (1.5%), and in university (1.5%).

Table 4.6

Experience studying abroad

Studied Aboard Experience	Frequency	Percentage (%)
No	61	76.2
Yes	19	23.8
Total	80	100

Regarding to Table 4.6, it reveals that most of them had no experience of studying overseas (76.2%). On the other hand, the rest of them had experience study overseas (23.8 %).

Table 4.7

English Proficiency Test Experience

English Proficiency Test Experience	Frequency	Percentage (%)
No	41	51.2
Yes	39	48.8
Total	80	100

Table 4.7 indicates the percentage of experience regarding English proficiency test of the respondents. More than half of them had never taken any English proficiency test (51.2%), while some of the respondents had taken an English proficiency test (48.8%).

Table 4.8

Participants' English Proficiency Self-Evaluation

Level of English Proficiency	Frequency	Percentage (%)
Fair	30	37.5
Poor	24	30
Good	20	25
Very poor	5	6
Excellent	1	1.5
Total	80	100

According to Table 4.8, the results show the level of the respondents' English proficiency self-evaluation. The majority of them rated their English proficiency level as fair (37.5%), followed by poor (30%), good (25%), at very poor (6%), respectively. Only one of them rated himself/herself at the excellent level (1.5%).

Table 4.9

The Level of Necessity in using English in Current Job

Level of Necessity	Frequency	Percentage (%)
Very necessary	58	72
Necessary	17	21.5
Quit necessary	5	6.5
Not necessary	-	-
Total	80	100

Out of the 80 respondents, the majority of them revealed that English was very necessary to their tasks (72%). Moreover, the respondents disclosed that English was necessary for them (21.5%), and some of them reported that English was quite necessary to their job (6.5%). On the other hand, no respondent indicated that English was not necessary for his/her current job.

Table 4.10

Most Necessary Skill in the Current Job

Departments	No. of respondent	Listening		Speaking		Reading		Writing	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
The Office of Academic Affairs	21	3.33	0.96	3.10	0.76	2.00	0.70	1.57	0.97
The Office of Human Resource	11	3.09	1.04	3.09	0.94	1.82	0.75	2.00	1.18
The Faculty of Management Science	11	2.64	1.02	3.00	1.09	1.82	1.07	2.55	1.12
The Office of Research and Development	10	2.50	1.26	2.70	1.16	2.20	1.13	2.60	1.07
The Office of International Relations	10	3.20	0.63	3.60	0.51	1.60	0.51	1.60	0.96
The Faculty of Liberal Arts	8	3.75	0.70	2.75	0.70	1.88	0.64	1.63	1.06
The Faculty of Agro-Industry	6	2.00	1.09	2.67	1.21	2.83	0.40	2.50	1.64
International College	3	2.33	1.52	2.67	1.52	2.67	0.57	2.33	1.52
Total	80	2.99	1.07	3.01	0.93	2.00	0.82	2.00	1.15

Table 4.10 reveals the opinions of respondents who rated the communication skill that was the most necessary to their work. The results show that speaking was rated as the most necessary skill ($\bar{x} = 3.01$, $SD = 0.93$), followed by listening ($\bar{x} = 2.99$, $SD = 1.07$), writing skill ($\bar{x} = 2.00$, $SD = 1.15$) and the reading skill ($\bar{x} = 2.00$, $SD = 0.82$), respectively.

4.2 Problems in using English for communication at work

This part presents the results of employees' problems regarding each skill of English. The respondents were asked to rate the score based on the most problematic skills. Opinions were rated using a four-point Likert scale. The data collected from this part were analyzed and the mean scores were defined in the following ranges.

Table 4.11

Interpretation of mean score of problem level

Scale	Mean Score Range	Mean Range	Problem Level
4	3.26 – 4.00	Strongly agree	Very high
3	2.51 - 3.25	Agree	High
2	1.76 - 2.50	Disagree	Low
1	1.00 – 1.75	Strongly disagree	Very low

Table 4.12

Listening Problems

Listening Problems	\bar{x}	SD	Problem Level
Speaker speaks too fast	3.11	0.61	High
Difficulty in understanding non-native accents	3.06	0.76	High
Do not know meaning of vocabulary	3.04	0.60	High
Difficulty in understanding native accents	2.70	0.75	High
Lack of English language grammar	2.56	0.76	High

The mean scores and standard division of listening problems shown in Table 4.12 were mostly at high level, which suggests that respondents have a lot problems in listening to English. The three highest scores of listening problem were they cannot catch all words because a speaker speaks too fast ($\bar{x} = 3.11$, $SD = 0.61$), followed by they have the difficulty in understanding English non-native accents ($\bar{x} = 3.06$, $SD = 0.76$), and they do not know the meaning of vocabulary ($\bar{x} = 3.04$, $SD = 0.60$). The respondents disclosed a minor problem of listening was the lack of English grammar ($\bar{x} = 2.56$, $SD = 0.76$).

Table 4.13

Speaking Problems

Speaking Problems	\bar{x}	SD	Problem Level
Lack of vocabulary knowledge	3.13	0.75	High
Unable to reply in English as intended	3.04	0.78	High
Lack of English grammar knowledge	2.93	0.80	High
Always think in Thai with Thai grammatical structure before replying in English	2.88	0.78	High
Unclear pronunciation	2.86	0.77	High
Lack of the confidence to speak in English	2.75	0.98	High
Repetition	2.75	0.75	High

Table 4.13 reports the average mean scores and standard deviation of speaking problems, which were mostly at the high level. The respondents gave their opinions on speaking problem with the highest score being “lack of vocabulary knowledge” ($\bar{x} = 3.13$, $SD = 0.75$), followed by “unable to reply in English as intended” ($\bar{x} = 3.04$, $SD = 0.78$) and “lack of English grammar knowledge” ($\bar{x} = 2.93$, $SD = 0.80$). However, the results show that the respondents lack confidence to speak in English ($\bar{x} = 2.75$, $SD = 0.98$), and the need for repetition ($\bar{x} = 2.75$, $SD = 0.75$) were the least problematic in speaking.

Table 4.14

Reading Problems

Reading Problems	\bar{x}	SD	Problem Level
Lack of vocabulary knowledge	2.91	0.71	High
Lack of reading technique knowledge	2.78	0.76	High
Lack of English grammar knowledge	2.74	0.77	High

Table 4.14 presents the average mean scores and standard deviations of reading problems, which were mostly at a high level. According to the scores, the major reading problem was a lack of vocabulary knowledge ($\bar{x} = 2.91$, $SD = 0.71$), followed by the lack of reading technique knowledge ($\bar{x} = 2.78$, $SD = 0.76$), whereas a minor reading problem was a lack of English grammar knowledge ($\bar{x} = 2.74$, $SD = 0.77$).

Table 4.15

Writing Problems

Writing Problems	\bar{x}	SD	Problem Level
Lack of writing technique knowledge	3.15	0.67	High
Lack of vocabulary knowledge	3.13	0.73	High
Lack of English grammar knowledge	3.13	0.68	High

Table 4.15 reveals average mean scores and standard deviation of writing problems, which were all at a high level. The lack of writing technique knowledge was highly rated by the respondents ($\bar{x} = 3.15$, $SD = 0.67$). In addition, they disclosed that a lack of vocabulary knowledge ($\bar{x} = 3.13$, $SD = 0.73$) and a lack of English grammar knowledge ($\bar{x} = 3.13$, $SD = 0.68$) were also their writing problems, respectively.

4.3 The employees' needs for English communication improvement

This part presents the results of employees' needs for English skill improvement. The results will be presented in terms of frequency, percentage, mean score, and standard deviation as follows:

Table 4.16

Needs for English improvement

Needs for English improvement	Frequency	Percentage (%)
Yes	79	98.8
No	1	1.2
Total	80	100

Of the 80 respondents, 98.8% of them, which was the vast majority, indicating that they need to improve their English for communication. However, 1.2% of them believed that he/she did not need to improve their English.

Table 4.17

Reasons for English improvement

Reasons for improvement	Frequency	Percentage
To improve efficiency at work	63	79.7
To communicate with foreigners both inside and outside organization	59	74.7
For career advancement	52	65.8
To comply with university policy	21	26.6

Table 4.17 presents the frequency and percentage of reasons for English improvement. According to overall scores, the top reason for employees rated was to improve their ability for efficiency at work (79.7%). This was followed by communicating with foreigners both inside and outside organization (74.7%), and also for their career advancement (65.8%). Another reason was to comply university policy (26.6%).

Table 4.18

Skill that Participants Need to Improve the Most

Department	No. of respondent *	Listening		Speaking		Reading		Writing	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
The Office of Academic Affairs	20	3.05	0.82	3.50	0.76	1.65	0.74	1.80	0.89

(table continued)

Table 4.18 (Continued)

The Office of Human Resource	11	2.45	1.03	3.18	1.07	2.27	0.78	2.09	1.37
The Faculty of Management Science	11	2.18	1.16	3.27	1.00	1.82	0.87	2.73	1.00
The Office of Research and Development	10	2.70	1.25	3.10	0.99	2.00	0.94	2.20	1.13
The Office of International Relations	10	2.60	0.69	3.10	1.28	1.50	0.52	2.80	1.22
The Faculty of Liberal Arts	8	2.63	1.06	2.88	0.99	1.63	0.91	2.88	1.24
The Faculty of Agro-Industry	6	2.83	1.32	3.50	0.54	2.00	0.63	1.67	1.03
International College	3	2.00	1.00	3.00	1.00	2.00	1.73	3.00	1.00
Total	79	2.65	1.02	3.24	0.95	1.82	0.82	2.29	1.15

*Missing = 1

Note: The missing one was the person who did not need to improve English; therefore the total number was 79

Table 4.18 shows the opinion of respondents who rated the level of English in each skill that they need to improve the most for their work. According to overall rate, the skill that they need to improve the most was speaking ($\bar{x} = 3.24$, $SD = 0.95$), followed by listening ($\bar{x} = 2.65$, $SD = 1.02$), writing ($\bar{x} = 2.29$, $SD = 1.15$), and reading ($\bar{x} = 1.82$, $SD = 0.82$), respectively.

Table 4.19

Needs of Listening Skill Improvement

Listening *	Frequency	Percentage (%)
Comprehension	35	44.3
Vocabulary	22	27.8
Accent	16	20.3
Grammatical accuracy	6	7.6
Total	79	100

*Missing = 1

Note: The missing one was the person who did not need to improve English; therefore the total number was 79

Table 4.19 reveals the needs for listening skill improvement in the part of comprehension listening was the most important area that the respondents want to improve (44.3%), followed by vocabulary (27.8%), accent (20.3%), and grammatical accuracy (7.6%), respectively.

Table 4.20

Needs of Improving Speaking Skill

Speaking*	Frequency	Percentage (%)
Pronunciation accuracy	35	44.3
Vocabulary	31	39.2
Grammatical accuracy	13	16.5
Total	79	100

*Missing = 1

Note: The missing one was the person who did not need to improve English; therefore the total number was 79

Table 4.20 shows the needs of speaking skill improvement. Pronunciation accuracy was the most important aspect that respondents need to improve (44.3%), followed by vocabulary (39.2%), and grammatical accuracy (16.5%), respectively.

Table 4.21

Needs of Improving Reading Skill

Reading*	Frequency	Percentage (%)
Vocabulary	49	62
Reading techniques	19	24.1
Grammatical accuracy	11	13.9
Total	79	100

*Missing = 1

Note: The missing one was the person who did not need to improve English; therefore the total number was 79

Table 4.20 shows the result of the needs for reading skill improvement. The respondents revealed that vocabulary was the most important aspect that they need to improve (62%), followed by reading techniques (24.1%), and grammatical accuracy (13.9%), respectively.

Table 4.22

Needs of Improving Writing Skill

Writing*	Frequency	Percentage (%)
Grammatical accuracy	43	53.2
Writing techniques	19	24
Vocabulary	18	22.8
Total	79	100

*Missing = 1

Note: The missing one was the person who did not need to improve English; therefore the total number was 79

Table 4.20 shows the respondents' need of the writing skill improvement. Grammatical accuracy was the aspect that they need to improve the most (53.2%), followed by writing techniques (24%), and vocabulary (22.8%), respectively.

In conclusion, this chapter has reported the results of the data collection and the data analysis regarding the respondents' general information, problems in using English for communication at work, and the respondents' needs for English communication

improvement. The next chapter will present the conclusions, discussion, and recommendations for further research.



CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In the previous chapter, the results of the study were reported. This chapter presents a summary of the study, a summary of the findings, discussion of the study, conclusion and recommendations for further research.

5.1 Summary of the Study

This section summarizes the objectives of the study, subjects, materials, and procedures.

5.1.1 Objectives of the study

This study aimed to find out the problems of using English and needs of English communication improvement of employees at a private university to meet the following objectives.

1. To investigate problems in using English for communication of employees at work.
2. To explore the skill that the employees need to improve the most.

5.1.2 Participants, Materials, and Procedures

The participants of this study were employees from eight departments: the office of Research and Development (RD), the office of International Relations (IR), the office of Academic Affairs (AA), the office of Human Resource (HR), International College (iMBA), the Faculty of Management Science (MS), the Faculty of Argo-Industry (AI), and the Faculty of Liberal Arts (LA), at a private university. The participants of this study were 80 employees.

The research instrument of this study was a questionnaire divided into three parts. Part I involved questions asking about for personal information of the subjects on gender, age, educational background, departments, English learning background, and English proficiency test background. Part II utilized a four-part Likert scale to investigate the problems using English for communication for four skills: listening, speaking, reading, and writing. The last part contained close-ended questions and other

suggestion from respondents to find out employees' needs regarding improvement of their English.

A hundred questionnaires were delivered to the departments and were collected a week later. A total of eighty questionnaires were returned, accounting for 80% of all distributed questionnaires.

The data obtained were grouped and analyzed using statistical software SPSS (Version 20) into terms of statistical number such as an average mean score, standard deviation (S.D), percentage and frequency, and the results were presented in tables.

5.2 Summary of the Findings

The results of the findings can be summarized as follows:

5.2.1 Personal information of the respondents

The findings indicated that the respondents engaged in this study were both male and female, but the majority of respondents were female (86.2%). More than half of all respondents were between 26-35 years old (58%), followed by 36-45 years old (19%), under 25 years old (14%), and over 45 years old (9%), respectively.

The total amount of respondents was 80 employees from eight 21 respondents (26%) from the office of Academic Affairs (AA), 11 respondents (14%) from the Office of Human Resource (HR), 11 respondents (14%) from the Faculty of Management Science, 10 respondents (12.5%) from the Office of Research and Development, 10 respondents (12.5%) from the Office International Relations, 8 respondents (10%) from the Faculty of Liberal Arts, 6 respondents (7%) from the Faculty of Agro-Industry, and 3 respondents (4%) from the International College. All departments need to use English language for communicating with foreigners both internally and externally.

5.2.2 The respondents' English background information

The majority of respondents held a bachelor's degree (52.5%), and mostly began studying English language when they were at primary school (80%). As regards the studying abroad experience, 76.2% of the respondents had never studied abroad. Furthermore, more than half of the respondents had English proficiency test experience

(51.2%). Regarding the respondents' English proficiency self-evaluation, 37.5% of them rated their English proficiency at a fair level, followed by a low level (30%), a good level (25%), and a very poor level (6%), respectively. However, one respondent rated himself/herself at a very good level (1.5%).

Concerning the necessity of English for the respondents' work, 72% of them indicated that English was very necessary for their work. Regarding the opinions of the respondents about the necessity of English, they revealed that the most necessary skill was speaking ($\bar{x} = 3.01$, $SD = 0.93$), followed by listening ($\bar{x} = 2.99$, $SD = 1.07$), writing ($\bar{x} = 2.00$, $SD = 1.15$), and reading ($\bar{x} = 2.00$, $SD = 0.82$), respectively.

5.2.3 Problems in using English for communication

The results of problems in using English for communication in the four skills of listening, speaking, reading, and writing were revealed as follows:

5.2.3.1 Listening Problems

From the findings, the respondents revealed that they cannot catch words because a speaker speaks too fast, which was the main listening problem in their career ($\bar{x} = 3.11$, $SD = 0.61$). The second problem was they have difficulty in understanding non-native accents, and the third problem was they do not know the meaning of vocabulary. However, the lack of grammar knowledge was rated as the least significant listening problem for their work ($\bar{x} = 2.56$, $SD = 0.76$).

5.2.3.2 Speaking Problems

The overall results disclosed that the lack of vocabulary knowledge which is relevant to their work was the main speaking problem of the respondents ($\bar{x} = 3.13$, $SD = 0.75$), followed by they cannot reply in English as intended, and the lack of English grammar knowledge, respectively. Having no confidence to speak in English ($\bar{x} = 2.75$, $SD = 0.98$), and the need to repeat words/or sentences ($\bar{x} = 2.75$, $SD = 0.75$) were rated as the least significant speaking problems.

5.2.3.3 Reading Problems

The majority of the respondents indicated the most serious reading problems were the lack of vocabulary knowledge ($\bar{x} = 2.91$, $SD = 0.71$), followed by

the lack of reading technique knowledge, whereas the lack of English grammar knowledge was a minor reading problem ($\bar{x} = 2.74$, $SD = 0.77$).

5.2.3.4 Writing Problems

The results show that the respondents faced writing problems. and a large number of the respondents rated the problem at a high level. The top writing problem was the lack of writing techniques knowledge ($\bar{x} = 3.15$, $SD = 0.67$), followed by the lack of vocabulary knowledge, and lack of English grammar knowledge ($\bar{x} = 3.13$, $SD = 0.68$), respectively.

5.2.4 Needs of English skill improvement

According to the results, 98.8% of the respondents need to improve English for the reasons of improving efficiency of work (79.7%), communicating with foreigners both inside and outside organization (74.7%), for career advancement (65.8%), and to comply with university policy (26.6%), respectively. The skill that respondents need to improve the most was speaking ($\bar{x} = 3.24$, $SD = 0.95$), followed by listening ($\bar{x} = 2.65$, $SD = 1.02$), writing ($\bar{x} = 2.29$, $SD = 1.15$), and reading ($\bar{x} = 1.82$, $SD = 0.82$).

In terms of skill improvement, the aspects that respondents would like to improve for speaking skill were pronunciation accuracy (44.3%), vocabulary (39.2%), and grammatical accuracy (16.5%).

For listening skill, the aspects that the respondents would like to improve were listening comprehension (44.3%), followed by vocabulary (27.8%), accent (20.3%), and grammatical accuracy (7.6%).

Moreover, the respondents disclosed that the aspects of reading skill that they would like to improve were vocabulary (62%), reading techniques (24.1%), and grammatical accuracy (13.9%).

For writing, the aspects that the respondent would like to improve were grammatical accuracy (53.2%), writing techniques (24%), and vocabulary (22.8%).

5.3 Discussion

This section will discuss the findings of this study concerning problems with English communication skills and solutions for employees to improve their efficiency in communication. The findings are described section by section to answer the research questions as follows:

5.3.1. What are the problems in using English for communication of employees at work?

The results show that the mean scores of problems in the use of speaking, listening, writing, and reading skills were high. In contrast, the results in this part differed different from the findings by Pochakorn (2012) who found that the overall English problems were at a moderate level.

From the English background data of the respondents, it was found that English is very necessary for their job as shown in Table 4.9. Many of them began learning English in primary school. However, the respondents rated their English proficiency as fair, and poor, respectively. Moreover, the majority of them had no English proficiency test experience because they did not need to submit an English proficiency test score when applying for their job. However, they are now requested by the university to submit a score. According to these results, it could be interpreted that they might have problems when they have to communicate in English at work. The problems of communication in English are discussed below:

5.3.1.1 Speaking problems

According to the results, speaking was rated as the most important skill at work since the speaking skill is frequently used to contact or communicate with foreign colleagues, students, lecturers, and visitors. Mostly, they communicate with foreigners face-to-face, and also by the telephone to explain general information regarding the job or even answer questions. In terms of speaking problems, the majority of the respondents thought that the cause of their speaking problem was that they lack of vocabulary knowledge. This seems to be a problem of non-native speakers. Some were so worried about choosing the right words and being nervous when speaking English. Hamilton and Parker state that “It is possible that someone can misunderstand or interpret the words differently because people have different frames of reference” (as cited in Buddhithammaporn, 2013). In addition, the respondents revealed other

speaking problems such as they were unable to reply in English as intended, a lack of grammar knowledge, always thinking in Thai with Thai grammatical structure, and a lack of confidence to speak English. Unclear pronunciation was also the respondents' speaking problem and they also have to repeat words again while speaking English. These results support the findings of Jaisutthi (2006) who explored the English verbal communication skills of hotel front office staff. The findings showed that they had sufficient language skills, but they lacked vocabulary and pronunciation skills, and made improper choices of words, which caused misunderstandings during talks. As mentioned above regarding the speaking problems of this study, practicing more is the best way to improve their knowledge in order to increase speaking skill because "practice makes perfect" (Buddhithammaporn, 2013).

5.3.1.2 Listening problems

According to the results, listening was rated as the second important skill at work. However, it was found that listening posed a problem for employees at work. The major problem as rated by the respondents was that they could not catch words because the speaker speaks too fast. Unfamiliarity with non-native accents and pronunciation was considered to be a listening skill problem. It seems that it was difficult to become familiar with foreigners' accents and pronunciation. However, the difficulty in understanding native accents and a lack of English grammar were the least significant listening problems for them. Folega states that "grammar is very crucial, although some rules were changed over time. It is still what enables us to communicate and understand other people in any communication". In addition, "grammar not only tells us the way to build sentences, but also tells us how to choose the right words for the right sentences. Because of the importance of English grammar, English education in Thailand focuses on teaching and studying English grammar as the first priority" (as cited in Chaiyapoo, 2017). The best ways to solve this problem are knowledge and familiarity. Moreover, practicing listening in English will help to improve listening skill.

5.3.1.3 Reading problems

The majority of respondents pointed out in terms of reading problems, they lacked vocabulary knowledge, and reading techniques knowledge, and English grammar knowledge. The employees need to read announcements, general documents, and email. These results are similar to the findings of Buddhithammaporn (2013) who

revealed the problems with the English communication skills of employees at a company where vocabulary and grammar were considered as major problems. In addition, other problems were an inability to understand words, technical terms and complicated messages since they need to read emails, internal instructions, training manuals, product information and English websites in order to understand the key elements of their jobs.

5.3.1.4 Writing problems

According to the results, the respondents revealed that cause of the major writing skill problems was a lack of writing technique knowledge. According to Holmes, Tangtontavy, & Tomizawa (1995), Thais feel uncomfortable writing in English since they are afraid they might show their weak point. Also, they are afraid to let other colleagues see their poor writing ability. From the results of this study, a lack of vocabulary knowledge and a lack of English grammar knowledge were rated as the least significant problems of the respondents. Thep-Ackrapong (2008) point out that “grammar is the most difficult part for Thai students”. This might be caused by several factors. One of them might be because of Thai and English language came from different linguistic families. Hence, the rules and the concepts for these languages are different. English grammar is very important in teaching or studying as it is like the foundation for efficient communication. Johnson (2014) indicates that the improper or wrong use of grammar is similar to “an improperly configured telephone wire” which might cause a bad signal and lead to misunderstanding in the communication.

5.3.2 Which skill do the employees need to improve the most?

According to the results, it can be seen that the respondents encountered the problems of English communication skills usage and also needed to improve their skills at work. It was found that most employees would like to improve their English. However, only 1 (1.2%) of the respondents indicated that he/she does not want to improve English. The major reason for improvement was to improve their ability for efficiency at work.

In addition, the findings indicate that the skill that they need to improve the most was speaking as it was rated as the most necessary skill for the respondents at work. The result in this part is similar to the result of Sangsook (2007) who conducted a survey to find the needs of English communication in careers. The employees strongly agreed

that English is very necessary for work and also they would like to improve their speaking skills especially in terms of vocabulary and fluency, and listening skills concerning vocabulary and comprehension the most.

In contrast, the results in this part differ from Sriurai's (2013) who found that the respondents preferred to improve listening and speaking skills, and Khamklin's (2007) results that revealed that the respondents preferred to improve reading and writing skills.

As shown in Table 4.18, speaking was rated as the first rank of the skill that they need to improve the most, followed by listening, writing, and reading skills. The office of (AA) and the Faculty of Agro-Industry (AI) were the top two departments that rated speaking as the greatest need. It is probable that employees of the AA Academic Affairs department have to answer questions, explain general or specific information to foreign students and colleges regarding curriculum, registration, withdrawals, examinations, and grade reporting. Therefore, speaking is the easiest way to communicate and is frequently used among them. Also, employees of the Faculty of Agro-Industry have to work with their foreign colleague as well as contact overseas companies to reply to inquiries, provide general information, make appointments for a meeting or events, and so on. To improve speaking skill, they thought the pronunciation accuracy was the priority, followed by vocabulary, and the lowest priority was grammatical accuracy.

Concerning listening skill, it was rated as the second rank of the skills that the respondents need to improve. In particular, Academic Affairs employees rated this highest. This may be because some of them have the responsibility to work in the library where they have to answer questions and give general information to foreign students, colleagues, and also visitors. They also have to explain how to borrow and return books and other learning materials, how to pay fines, and assist them in finding books in the library. Not only Thais visit the library, but also foreigners including Filipinos, Japanese, Chinese, Taiwanese, Nepalese, Burmese, Cambodians and so on. As shown in Table 4.12, the difficulty in understanding non-native accent was one of listening problems of the respondents. They might not be familiar with those accents. To improve listening skill, the respondents revealed that they would like to improve listening comprehension, vocabulary, accent, and grammatical accuracy, respectively.

In contrast, two departments, the Faculty of Liberal Arts (LA) and International College (iMBA), rated speaking and writing as the skills they need to improve the most. It is possible that they mostly work with foreigners. Therefore, English is normally used among them. Compared to other departments, they rarely use English at work. According to iMBA and LA, face-to-face communication and using the telephone are the common ways to communicate with overseas students, lecturers, visitors, and coworkers. In addition, writing skill is important to their job since they have to send emails, internal notices, internal general forms, business letters, news, agenda, and minutes using English language. Therefore, they need to improve these two skills the most. In terms of writing improvement, the top aspect that they would like to improve was the grammatical accuracy, followed by writing techniques whereas the least was vocabulary.

As regards reading skill, the respondents rated as the least skill they need to improve. It is probable that most internal documents, forms, notices are written in Thai language so that most respondents do not have much of an opportunity to read those in English at work. As shown in Table. 4.14, the results of reading problems were rated high. To improve reading skill, they would like to improve vocabulary the most, followed by reading techniques, and grammatical accuracy.

In summary, the most necessity skill for the respondents' work was speaking, and the skill that they need to improve the most was also speaking. The best ways to help them improve this skill are to practice speaking in their workplace to build self-confidence, and to study more regarding vocabulary, grammar, and pronunciation. The university should provide training courses that help to solve their problems and serve their needs. Moreover, the university should provide more opportunities for Thai and foreigners to have activities together in order to practice English language and to be more efficient in communication.

5.4 Conclusion

According to the objectives of the study with the aim to find the problems of using English for communication and the need for English improvement, the researcher has come to the following conclusions:

5.4.1 As the employees from eight departments at a private university who have a chance to communicate with foreigners were asked to rate their level of English proficiency, the overall results show that they rated their English proficiency at a fair level. In addition, the respondents indicated that English language was very necessary for their job. Speaking was the most necessary skill for work, followed by listening, reading, and writing skills, respectively.

5.4.2 In terms of problems of using English for communication at work, the lack of vocabulary knowledge, being able to understand what a speaker said but not being able to reply in English, and always thinking in Thai structure before speaking English were the speaking problems of the employees. The respondents indicated that the aspects of listening problems were they were not able to catch all words because a speaker speaks English at a fast rate, difficulty understand English non-native accents, and the limitations of vocabulary knowledge. In addition, the findings show the respondents' reading problems were as follows: lack of vocabulary knowledge, lack of reading technique knowledge, and lack of grammar knowledge. Regarding writing problems, the results show that they lacked writing technique knowledge, English grammar knowledge, vocabulary knowledge, respectively.

5.4.3 The employees most needed to improve their speaking skill, followed by listening, writing, and reading skills. Pronunciation accuracy was the aspect that the respondents needed to improve for speaking skill. In terms of listening improvement, listening comprehension was the first aspect that they needed to improve. In regard to writing skill, they need to improve the writing techniques the most and vocabulary for reading skill improvement.

5.5 Recommendations for further research

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

5.5.1 Further research should be done with other groups of participants in order to explore the problems and needs related to English improvement, for example, with other departments, lecturers, and executive members.

5.5.2 Interviews should be included in further study to obtain more in-depth information from respondents.

5.5.3 As the findings show that the employees had problems using English for communication, further research should investigate suitable ways to solve these problems. Also, as the results show that the respondents would like to improve their English, further studies regarding training or teaching services should be conducted.



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APPENDICES



6. Have you ever studied abroad?
 No Yes
 (Please specify:
 ___month(s), ___year (s)
 Country _____)
7. Have you ever taken an English proficiency test?
 No Yes
 (Please specify:
 TOEIC _____
 TOEFL _____
 Other _____)
8. How would you rate your overall English proficiency?
 Very good Good
 Fair Poor
 Very poor
9. How would you rate the necessity of English language for your work?
 Very necessary
 Necessary
 Quit necessary
 Not necessary
10. Which skill is the most necessary for your work? Please rank from 1 to 4.
 (1 = least necessary 2= quit necessary 3= necessary 4= most necessary)
 _____ Listening
 _____ Speaking
 _____ Reading
 _____ Writing

PART 2: PROBLEMS IN USING ENGLISH LANGUAGE FOR COMMUNICATION AT WORK

Instructions: Please check (✓) in the box that corresponds to your opinion
 (4 – Strongly agree 3 – Agree 2 – Disagree 1 – Strongly disagree)

Problems in Using English for Communication at Work	4	3	2	1
Listening Skill				
11. You have problems in understanding the accent of native speaker				
12. You have problems in understanding the accent of non-native speaker				

Problems in Using English for Communication at Work	4	3	2	1
13. You can hardly catch any word since the speaker speaks English too fast.				
14. You cannot understand what a speaker says since you do not know the meaning of vocabularies				
15. You cannot understand what a speaker says since you have lack knowledge of English grammar				
16. Other listening problems (Please specify)				
Speaking Skill				
17. You always think in Thai with Thai grammatical structure before reply back in English				
18. You need to make repetition to make the listener understands				
19. You have problems while speaking due to lack of vocabulary knowledge				
20. You can understand what the speaker says, but you cannot reply in English to express what you need to say				
21. You have problems with the unclear pronunciation				
22. You have problems in speaking since you do not have enough English grammar knowledge				
23. You have no confidence in speaking English				
24. Other speaking problems (Please specify)				
Reading Skill				
25. You have problems in reading due to lack of vocabulary knowledge				
26. You have problems in reading due to lack of English grammar knowledge				
27. You have problems in reading due to lack of reading technique knowledge				
28. Other reading problems (Please specify)				

Problems in Using English for Communication at Work	4	3	2	1
Writing Skill				
29. You have problems in writing due to lack of vocabulary knowledge				
30. You have problems in writing due to lack of English grammar knowledge				
31. You have problems in writing due to lack of reading technique knowledge				
32. Other writing problems (Please specify)				

PART 3: EMPLOYEES' NEEDS ENGLISH COMMUNICATION IMPROVEMENT

Instructions: Please check (✓) in the box next to your answer, or by writing an answer on line provided.

33. Do you want to improve English language for your current job?
 No Yes
34. The reasons of the needs to improve skill of English for communication at work
 (You can choose more than 1 answer)
 To communicate with foreigners both inside and outside the organization
 For career advancement
 To improve the ability for the efficiency of work
 To response to the university policy
 Other (Please specify :_____)
35. Which skill you would like to improve the most? Please rank from 1 to 4.
 (1 = the least necessary 2= quite necessary 3= necessary 4= the most necessary)
 _____ Listening
 _____ Speaking
 _____ Reading
 _____ Writing
36. Which part of **listening** would you like to improve the most?
 Grammatical accuracy Vocabulary
 Pronunciation Comprehension
 Other (Please specify :_____)

37. Which part of **speaking** would you like to improve the most?
- Grammatical accuracy Vocabulary
 Pronunciation and tone
 Other (Please specify :_____)
38. Which part of **reading** would you like to improve the most?
- Grammatical accuracy Vocabulary
 Reading techniques
 Other (Please specify :_____)
39. Which part of **writing** would you like to improve the most?
- Grammatical accuracy Vocabulary
 Writing techniques
 Other (Please specify :_____)
40. Recommendation.

Thank you for taking your time to complete this questionnaire.

APPENDIX B

แบบสอบถามเรื่องปัญหาการใช้ภาษาอังกฤษ และความต้องการพัฒนาทักษะภาษาอังกฤษ

เพื่อการสื่อสารของพนักงาน

แบบสอบถามนี้เป็นส่วนหนึ่งของวิชาการะเบียบวิธีวิจัยซึ่งเป็นส่วนหนึ่งของวิชาบังคับ หลักสูตรปริญญาโท สาขาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ แบบสอบถามชุดนี้มีจุดมุ่งหมายเพื่อศึกษาปัญหาการใช้ภาษาอังกฤษเพื่อการสื่อสารและความต้องการปรับปรุงทักษะภาษาอังกฤษของพนักงาน เพื่อเป็นแนวทางในการพัฒนาทักษะการสื่อสารของพนักงานต่อไป คำตอบของท่านจะใช้เพื่อวัตถุประสงค์ในการศึกษาเท่านั้นและจะเก็บเป็นความลับ ทั้งนี้คำตอบของท่านมีส่วนช่วยให้การการศึกษาครั้งนี้สำเร็จลุล่วง ผู้วิจัยขอขอบพระคุณเป็นอย่างสูงมา ณ โอกาสนี้

แบบสอบถามแบ่งออกเป็น 3 ส่วน ดังต่อไปนี้

ส่วนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ปัญหาการใช้ภาษาอังกฤษเพื่อการสื่อสารในสถานที่ทำงาน

ส่วนที่ 3 ความต้องการพัฒนาทักษะภาษาอังกฤษ ความคิดเห็นและข้อเสนอแนะของผู้ตอบแบบสอบถาม

ส่วนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ลงใน ซึ่งตรงกับความคิดเห็นของตัวท่านมากที่สุด หรือเติมคำใน

ช่องว่าง

1. เพศ หญิง ชาย
2. อายุ ต่ำกว่า 25 ปี 26-35 ปี
 36-45 ปี มากกว่า 45 ปี
3. การศึกษาสูงสุด ปริญญาตรี ปริญญาโท
 อื่นๆ (โปรดระบุ : _____)
4. คณะ/สำนัก สำนักวิจัยและพัฒนา สำนักวิเทศสัมพันธ์
 สำนักส่งเสริมวิชาการ สำนักทรัพยากรมนุษย์
 วิทยาลัยนานาชาติ คณะวิทยาลัยการจัดการ
 คณะอุตสาหกรรมเกษตร คณะศิลปศาสตร์
5. ท่านเริ่มศึกษาภาษาอังกฤษในระบบการศึกษาเมื่อใด
 ประถมศึกษา มัธยมต้น
 มัธยมปลาย มหาวิทยาลัย
 อื่นๆ (โปรดระบุ : _____)

6. ท่านเคยศึกษาในต่างประเทศหรือไม่

ไม่

ใช่

(โปรดระบุ: _____ เดือน
_____ ปี)

ประเทศ _____)

7. ท่านเคยทดสอบการวัดระดับภาษาอังกฤษหรือไม่

ไม่

ใช่

(โปรดระบุ:

TOEIC คะแนน _____

TOEFL คะแนน _____

อื่นๆ _____)

8. ท่านคิดว่าความรู้ทางด้านภาษาอังกฤษของท่านอยู่ในระดับใด

ดีมาก

ดี

พอใช้

อ่อน

อ่อนมาก

9. ท่านคิดว่าภาษาอังกฤษมีความจำเป็นต่องานของท่านมากน้อยเพียงใด

จำเป็นมาก

จำเป็น

ค่อนข้างจำเป็น

ไม่จำเป็น

10. ทักษะทางภาษาอังกฤษด้านใดมีความจำเป็นที่สุดในหน้าที่การงานของท่าน

โปรดเรียงลำดับ 1-4 (1=จำเป็นน้อยที่สุด, 2= ค่อนข้างจำเป็น, 3=จำเป็น, 4= จำเป็นมากที่สุด)

_____ การฟัง

_____ การพูด

_____ การอ่าน

_____ การเขียน

ส่วนที่ 2 ปัญหาการใช้ภาษาอังกฤษเพื่อการสื่อสารในสถานที่ทำงาน

คำชี้แจง กรุณาทำเครื่องหมาย (✓) เติมลงในช่องคำตอบที่ตรงกับความเห็นของท่านมากที่สุด

4 = เห็นด้วยอย่างยิ่ง 3 = เห็นด้วย 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

ปัญหาการใช้ภาษาอังกฤษเพื่อการสื่อสารในสถานที่ทำงาน	4	3	2	1
ทักษะการฟัง				
11. ท่านมีปัญหาไม่เข้าใจสำเนียงภาษาอังกฤษของเจ้าของภาษา				
12. ท่านมีปัญหาไม่เข้าใจสำเนียงภาษาอังกฤษของผู้ที่ไม่ใช่เจ้าของภาษา				
13. ท่านมีปัญหาในการฟังเนื่องจากผู้พูดพูดเร็ว จนไม่สามารถจับใจความได้ ทัน				
14. ท่านมีปัญหาไม่เข้าใจความหมายของประโยคที่ผู้พูดพูดเนื่องจากไม่ทราบ ความหมายของคำศัพท์				
15. ท่านมีปัญหาไม่เข้าใจสิ่งที่ผู้พูดพูดเนื่องจากไม่ทราบไวยากรณ์ภาษาอังกฤษ				
16. ปัญหาทักษะการฟังอื่นๆ				
ทักษะการพูด				
17. ท่านต้องนึกเป็นภาษาไทยก่อนทุกครั้งเมื่อต้องพูดภาษาอังกฤษ				
18. ท่านต้องพูดซ้ำ จึงจะสามารถทำให้คู่สนทนาเข้าใจได้				
19. ท่านมีปัญหาในการพูดเนื่องจากขาดความรู้ด้านคำศัพท์				
20. ท่านฟังเข้าใจ แต่ไม่สามารถพูดตอบเป็นภาษาอังกฤษอย่างที่ตั้งใจ				
21. ท่านมีปัญหาในการออกเสียงภาษาอังกฤษ				
22. ท่านมีปัญหาในการพูดเนื่องจากขาดความรู้ด้านไวยากรณ์				
23. ท่านมีปัญหาในการพูดเนื่องจากไม่มั่นใจ ที่จะสื่อสารเป็นภาษาอังกฤษ				
24. ปัญหาทักษะการพูดอื่นๆ				
ทักษะการอ่าน				
25. ท่านมีปัญหาในการอ่านให้เข้าใจ เนื่องจากขาดความรู้เกี่ยวกับคำศัพท์				
26. ท่านมีปัญหาในการอ่านให้เข้าใจ เนื่องจากขาดความรู้ทางด้านไวยากรณ์				
27. ท่านมีปัญหาในการอ่านให้เข้าใจ เนื่องจากไม่ทราบเทคนิคการอ่าน				
28. ปัญหาทักษะการอ่านอื่นๆ				

ปัญหาการใช้ภาษาอังกฤษเพื่อการสื่อสารในสถานที่ทำงาน	4	3	2	1
ทักษะการอ่าน				
25. ท่านมีปัญหาในการอ่านให้เข้าใจ เนื่องจากขาดความรู้เกี่ยวกับคำศัพท์				
26. ท่านมีปัญหาในการอ่านให้เข้าใจ เนื่องจากขาดความรู้ทางด้านไวยากรณ์				
27. ท่านมีปัญหาในการอ่านให้เข้าใจ เนื่องจากไม่ทราบเทคนิคและวิธีการอ่าน				
28. ปัญหาทักษะการอ่านอื่นๆ				
ทักษะการเขียน				
29. ท่านมีปัญหาในการเขียน เนื่องจากขาดความรู้เกี่ยวกับคำศัพท์				
30. ท่านมีปัญหาในการเขียน เนื่องจากขาดความรู้ทางด้านไวยากรณ์				
31. ท่านมีปัญหาในการเขียน เนื่องจากไม่ทราบเทคนิคและวิธีการเขียน				
32. ปัญหาทักษะการเขียนอื่นๆ				

ส่วนที่ 3 ความต้องการพัฒนาทักษะภาษาอังกฤษ ความคิดเห็นและข้อเสนอแนะเพิ่มเติมของผู้ตอบ

แบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ใน ซึ่งตรงกับความคิดเห็นของตัวท่านมากที่สุด หรือเติมคำในช่องว่าง

33. ท่านต้องการพัฒนาทักษะภาษาอังกฤษเพื่อการทำงานของท่านหรือไม่

ไม่ต้องการ (ข้ามไปยังข้อ 40) ต้องการ

34. เหตุใดท่านจึงต้องการพัฒนาทักษะภาษาอังกฤษเพื่อการทำงาน

- เพื่อการสื่อสารกับชาวต่างชาติทั้งภายในและภายนอก
- เพื่อความก้าวหน้าในอาชีพ
- เพื่อเพิ่มความสามารถในการปฏิบัติงาน
- เพื่อตอบสนองนโยบายของสถาบันฯ
- อื่นๆ (โปรดระบุ: _____)

35. ท่านต้องการพัฒนาทักษะภาษาอังกฤษด้านใดมากที่สุด
โปรดเรียงลำดับ 1-4 (1= น้อยที่สุด 2= น้อย 3= มาก 4= มากที่สุด)
- ___ การฟัง
___ การพูด
___ การอ่าน
___ การเขียน
36. ท่านต้องการพัฒนา “ทักษะการฟัง” ภาษาอังกฤษด้านใดมากที่สุด
- การใช้ไวยากรณ์ภาษาอังกฤษที่ถูกต้อง การรู้คำศัพท์
 การฟังสำเนียงภาษาอังกฤษ ความเข้าใจในสิ่งที่ผู้พูดสื่อสาร
 อื่นๆ (โปรดระบุ: _____)
37. ท่านต้องการพัฒนา “ทักษะการพูด” ภาษาอังกฤษด้านใดมากที่สุด
- การใช้ไวยากรณ์ภาษาอังกฤษที่ถูกต้อง การรู้คำศัพท์
 การออกเสียงภาษาอังกฤษที่ชัดเจนและถูกต้อง
 อื่นๆ (โปรดระบุ: _____)
38. ท่านต้องการพัฒนา “ทักษะการอ่าน” ภาษาอังกฤษด้านใดมากที่สุด
- การใช้ไวยากรณ์ภาษาอังกฤษที่ถูกต้อง การรู้คำศัพท์
 วิธีการอ่านแบบต่างๆ
 อื่นๆ (โปรดระบุ: _____)
39. ท่านต้องการพัฒนา “ทักษะการเขียน” ภาษาอังกฤษด้านใดมากที่สุด
- การใช้ไวยากรณ์ภาษาอังกฤษที่ถูกต้อง การรู้คำศัพท์
 วิธีการเขียนแบบต่างๆ
 อื่นๆ (โปรดระบุ: _____)
40. ความคิดเห็นเพิ่มเติมและข้อเสนอแนะอื่นๆ
- _____
- _____
- _____
- _____

ขอขอบคุณในความร่วมมือของท่าน

BIOGRAPHY

Name	Miss Phasitapha Boonyachokana
Date of Birth	August 6, 1982
Educational Attainment	2004: Bachelor of Arts, Rajamakala University of Technology
Work Position	Secretary of the office of General Education Panyapiwat Institute of Management
Work Experiences	June 2016 – present : Secretary of the office of General Education Panyapiwat Institute of Management

