ปัญหาและความต้องการภาษาอังกฤษสำหรับพนักงาน

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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา

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PROBLEMS AND NEEDS IN USING ENGLISH LANGUAGE OF STAFF AT BRIGHT FUTURE INTERNATIONAL TRAINING AND SERVICE

Kunlavadee Yoyram

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts Program in English

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บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้ เพื่อการศึกษาปัญหาและความต้องการใช้ภาษาอังกฤษของพนักงานบริษัทไบรท์ ฟิวเจอร์ อินเตอร์เนชั่นแนล เทรนนิ่ง แอนด์ เซอร์วิส คำถามการวิจัยในครั้งนี้ 1) ปัญหาในการใช้ภาษาอังกฤษของพนักงานบริษัทไบรท์ ฟิวเจอร์ อินเตอร์เนชั่นแนล เทรนนิ่ง แอนด์ เซอร์วิส 2) ขอบเขตความต้องการในการใช้ภาษาอังกฤษในการทำงานของพนักงานบริษัทไบรท์ ฟิวเจอร์ อินเตอร์เนชั่นแนล เทรนนิ่ง แอนด์ เซอร์วิส เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามและบทสัมภาษณ์ ประชากรคือ พนักงานบริษัทไบรท์ ฟิวเจอร์ อินเตอร์เนชั่นแนล เทรนนิ่ง แอนด์ เซอร์วิส จำนวน 40 คน จากแผนกผู้ประสานงานและผู้ช่วยครู การวิเคราะห์ข้อมูลเชิงปริมาณได้มาจากการใช้สถิติเชิงพรรณนา ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ส่วนข้อมูลการสัมภาษณ์จะนำมาวิเคราะห์โดยใช้การวิเคราะห์เนื้อหา

ผลการวิจัยสามารถสรุปได้ดังนี้

1. ในภาพรวม ปัญหาในการใช้ทักษะภาษาอังกฤษเมื่อพิจารณาแต่ละด้านแล้วพบว่า ทักษะสองด้านในภาษาอังกฤษคือ การฟังและการพูดมีความสำคัญมาก นั่นหมายถึงมีปัญหามากต่อการทำงานของพนักงานบริษัทไบรท์ ฟิวเจอร์ อินเตอร์เนชั่นแนล เทรนนิ่ง แอนด์ เซอร์วิส สถานการณ์ที่แสดงความมีปัญหาทางด้านการพูดเรียงจากมากไปหาน้อย คือ เมื่อพูดกับครูชาวต่างชาติและนักเรียน รองลงมา คือ สนทนากับครูชาวต่างชาติและเพื่อนร่วมงานและสุดท้าย คือ สนทนากับผู้พูดและผู้เข้าร่วมในระหว่างประชุม สถานการณ์ที่แสดงความมีปัญหาทางด้านการฟังเรียงจากมากไปหาน้อยคือ เมื่อฟังครูต่างชาติ สนทนาแบบตัวต่อตัว รองลงมาคือฟังครูชาวต่างชาติทางโทรศัพท์และสุดท้าย คือ ฟังการร้องขอและตำหนิจากครูชาวต่างชาติ

     2. ความต้องการทักษะภาษาอังกฤษของพนักงานบริษัทไบรท์ ฟิวเจอร์ อินเตอร์เนชั่นแนล เทรนนิ่ง แอนด์ เซอร์วิส แสดงให้เห็นว่า พนักงานส่วนมากต้องการพัฒนาทักษะทางภาษาอังกฤษ และต้องการเข้าร่วมการอบรมพัฒนาทักษะภาษาอังกฤษถ้าบริษัทจัดให้มีการอบรมขึ้น

     ผลที่ได้จากงานวิจัยนี้จะเป็นประโยชน์ต่อการออกแบบหลักสูตรภาษาอังกฤษ อีกทั้งยังเกิดประโยชน์สำหรับการวิจัยที่เกี่ยวข้องในอนาคต

TITLE   Problems and Needs in Using English Language of Staff

at Bright Future International Training and Service

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ABSTRACT

This study aimed to identify the problems and needs in using English language of staff at Bright Future International Training and Services (BFITS). The study is specifically designed to answer the two questions: 1) what are the problems faced by the staff of BFITS in using English language? 2) To what extent do the staff of BFITS need English for their work? The instruments used in the study were a questionnaire and semi-structured interview. The participants included 40 staff at Bright Future International Training and Services with two different job positions, coordinator and teacher assistant. The quantitative data was analyzed by using descriptive statistics including frequency, percentage, mean and standard deviation. The interview data were analyzed by using content analysis. The findings were as follows:

1. The overall of the problems in using English language when considering each English skill, two English language skills were found to be very important: listening and speaking. Of these mentioned English skills, speaking is considered to be the most important, the speaking skills presented the most difficulties when speaking with foreign's teachers and students, speaking with colleagues and teachers

and conversing with a speaker or participant during a meeting with a foreign guest. Also, the English listening skills were most likely to be problematic when listening to the foreign teachers (face-to-face conversation), listening to the foreign teachers via telephone, listening to the teacher's requests and complaints from the foreign teachers.

2. The needs in using English language showed that the most of respondents they need to improve their English language skills and need to take an English language course if it was offered by company.

This study would be useful for course designers to identify focusing in the English course. The findings could be useful to the researchers who want to study in related areas.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

EAP	English for Academic Purposes
EOP	English for Occupation Purpose
ESP	English for Specific Purpose
IOC	Item Objective Congruence Index
SPSS	Statistical Package for the Social Science

CHAPTER 1

INTRODUCTION

English is one of the most important languages in the world. It can even be said to be the single most important language. Other language is important too, but not for the same reasons as English is important. English is important because it is the only language that truly links the whole world together. People know its significance and that is why the language is taught as the basic language in many country.

1.1 Background of the Study

Internationally speaking, it will be really hard to thrive in this world without knowing English. When you speak of globalization, the first language that comes to mind is English. A majority of people in societies and countries around the world need to speak English in order to achieve personal, occupational and professional goals. Every part of English is important for daily life such as, it is used in school, in working. Since in the twentieth century, the USA has taken a leading role in many academic fields of research, so academic publishing in English is increasing (Mercer. & Swann. 1996:285). English is also useful in other different fields of life such as business and commerce. Generally, the high salary jobs require the abdicant who can speak English. The worker should use English to communicate. This is supported by Pausell (1983; cited in Keowsangle. 2001) who state that people who work in the field

of international business must not only be sharp in terms of their professional

knowledge, but also be able to use language to communicate effectively.

Business area requires the English communication skill to associate with other

and the staff should know English as well. If you can't speak English, you have a less

chance to contact and understand each other. From that reason the need to use

English is very important and the company adopted the English language skills

assessment to establish the language capabilities of their staff and create opportunities

for personal development in their skills. While the English for specific purposes were

concern and helping everybody to practice the use of   English in business

communication.

The researcher is working at Bright Future International Training and Services

(BFITS) Company as a coordinator. This company is a part of Thurakitsarasonthet

School. At present BFITS has coordinate with 22 schools over Thailand. They work

with 150 foreign teachers and 119 Thai staff. In this research, the researcher focuses

on the staff in two departments who use English most. The purpose is to investigate

their needs and problem in using English language. The departments that generally

contact with the foreigners consist of two departments: Coordinator Department and

Teacher Assistant Department. These two departments have to deal with foreigners'

teacher in English. They have to communicate with native English speakers in

American and European countries and non-native English speakers in Asian countries.

The Coordinator and Teacher Assistant Department have wide range of

responsibilities such as admissions of students, evaluation students' performance,

planning and budgeting with special reference to the developmental activities,

coordination with school that they work with, helping teacher in class, sending report

to the company and foreign teachers in English, preparing material and worksheet and take care of foreign teachers. Needs Assessment Research (Wongwanich. 2005).

As a result, the researcher was interested in studying about the needs and problems in using English language for staff at Bright Future International Training and Services (BFITS) in what general English language background does staff of BFITS have, what extent do the staff of BFITS need the four skills of English in their work, what extent does the staff of BFITS have problems when using English in their work and what kind of English training courses does staff of BFITS want to attend. This study will also be useful to other researchers who want to do further study.

1.2 Purposes of the Study

1.2.1 To identify the problems in using English language of the staff at Bright Future International Training and Services (BFITS).

1.2.2 To investigate the needs of English preference for staff at Bright Future International Training and Services (BFITS) training course.

1.3 Research Questions

The study is specifically designed to answer the following questions.

1.3.1 What are the problems faced by the staff of BFITS in using English language?

1.3.2 To what extent do the staff of BFITS need English for their work?

1.4 Scope and Limitation of the Study

1.4.1 This present study is investigating the problems and needs for using the English language for the staff at Bright Future International Training and Services (BFITS).

1.4.2 The subject in this research was the 30 coordinators and 10 teachers assistant at Bright Future International Training and Services (BFITS).

1.4.3 The study focuses on the problems when using English language and needs of the English training course of staff.

1.4.4 The research instruments were questionnaire and interview.

1.5 Definition of Key Terms

Definitions of the terms of this study are as follows:

1.5.1 **"Problems"** refers to challenging situations faced by the staff at BFITS when using English in five skills: listening, reading, writing, speaking and translating.

1.5.2 **"Needs"** refers to the needs of English training course for staff at Bright Future International Training and Services (BFITS).

1.5.3 **"Need analysis"** refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of the staff at BFITS.

1.5.4 **"English"** refers to the five skills: listening, reading, writing, speaking and translating.

1.5.5 **"Staff"** refers to those who are working as coordinator and teacher assistant at Bright Future International Training and Services (BFITS).

1.5.6 "BFITS" refers to the Bright Future International Training and Services (BFITS).

1.6 Significance of the Study

This study focuses on the importance of English for the staff working in BFITS Company. The researcher specifically studies the problems and needs of staff at BFITS where the researcher is working because this company has so many international foreign teachers working as the teacher at the each school that BFITS work with. These are among the most appropriate persons to comment on the practical use of English in their professions. The significances of the study are as follows:

1.6.1 The information obtained from such an investigation would be beneficial to the Department of English in the university. It would not only help in course evaluation, but also in the preparation of a specific English proficiency improvement program in the future.

1.6.2 The result of this study can be designed to help staff at BFITS acquire the type of language which is relevant to real needs in their work. The findings from this study will be guidelines for the officers, training officers, English teachers or other occupations to develop and train English language to staff. The problems of English used at work realized from this study will be useful information for course designers identify which language area should be the focus in the English course. In addition, the findings could be useful to other researchers who wanted to study in the related areas.

1.7 Summary of the Chapter

In this chapter, the researcher has given the statements of the problem of the study, followed by purposes of the study, research questions, scope and limitation of the study, significance of the study, definitions of key terms and significance of the study. To attain the purposes of the study, the literature review is presented in the next chapter.

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to provide information pertaining to this research which was obtained from reviewing of the related literature and studies. The first section is concerned with the Need analysis followed by the English for specific purposes. Then, Functional English Language for Staffs, information about Bright Future International Training and Service (BFITS) and related studies that related to the problems and needs for using English language.

2.1 Needs Analysis (NA)

Needs analysis has been one of the key factors and an integral part of English for specific purpose (ESP) practitioners; i.e. researchers, course designers, material developers, testers, evaluators as well as classroom teachers for many years. It is the process of establishing what and how a course will run. In this case many theorists define 'needs analysis in various ways and from different views. Nunan (1988: 75) mentions that two models in approaching Needs Analysis. They are Strategy Analysis which the focus of the analysis is on the methodology applied to effectively implemented language program and Means Analysis' function is to adjust language courses to local situations. The term needs analysis was introduced by Michael West in India in the 1920s when he was trying to discover why learners should learn English and how they should learn English.

However, there was little attention given to needs analysis until the formal concept of needs analysis re-emerged during the 1970s as a result of studies conducted by the Council of Europe in the field of ESP (West. 1997).

According to Brown (1995), need analysis in general terms, refers to the activities involved in gathering information that will function as the basis for developing a curriculum to meet the learning needs of a particular group of students. Krause (2003) states that in the simplest terms, a needs analysis consists of all the activities used to collect information about students' learning needs, wants, wishes, desires, etc. The process is also sometimes associated with consideration for the expectations and requirements of other interested parties, for example, instructors, administrators, sponsors, and other people who will probably be impacted by the program, such as students' parents or employers. Techniques such as surveys, questionnaires, interviews or even test score are generally used for conducting a needs analysis. Dudley-Evans and St. John (1998 : 121) propose that "Needs analysis is the process of establishing the what and how of a course…" and Robinson gives comments that "repeated needs analysis can be built into the formative evaluation' process." Dudley-Evans and St. John (1998 : 122) also explain that needs analysis is neither unique to language teaching, nor is it unique to LSP and then to ESP; nevertheless, needs analysis is the corner stone of ESP and leads to a much more focused course. In summarize, needs analysis is an incorporation of different approaches in needs analysis such as wants, lacks, target situation analysis, present situation analysis, deficiency analysis, strategy analysis, means analysis, language audit and constraints, demands, necessities, likes, deficiencies, aims purposes and goals as stated earlier by other savants.

2.1.1 Types of Needs

Mackay (1978: 28) divides the needs into two types:

1. Academic needs - where English is required for further academic study e.g. medical students requiring English in order to understand lectures/read medical textbooks in Eng

lish etc.

2. Job needs - where English is required in order to perform a particular practical job e.g. technicians requiring English in order to work on a project in which English is used.

The focus in this research will be on job needs where English is required when communicating with people within a common organization.

Richterich and Chancerel (1980: 22) divide the needs into:

1. Objective needs (foreseeable), those that can be deduced from a job analysis, or form a study of a person engaging in the duties of his profession.

2. Subject needs (partly or not at all foreseeable), depending upon the people one meets or the events that occur in an unexpected situation.

There are two types of needs that must be taken into account for needs analysis of ESP curse design according to Hutchinson and Waters (1987: 58)

1. Target needs or target situation needs are what the learner needs to do in the target situation.

2. Learning needs are what the learner needs to do in order to learn. Moreover, they also divide the needs into 3 components as follows.

1. Necessities or objective needs are what the learner has to know in order to function effectively in the target situation. It means the needs which are derivable

from different kinds of actual information about learners, their use of language in real-life communication situation as their current language proficiency and language difficulties (Brindley. 1989: 66).

      2. Lacks are the gaps between the target proficiency and the existing proficiency of the learners.

      3. Wants or subjective needs of the learner can be referred to the perception of the need of the learners, which is what the learners want or feel they need. On the other hands, subjective needs refers to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies Brindley (1989 : 66). Nunan (1988: 14) states that for a needs analysis, "information will need to be collected, not only on why learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus". Needs analysis is "concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program" (Richards & Rodgers 1986: 156). Needs analysis is the key concept in ESP as clarified by Dudley-Evans and St. John (1998). In terms of needs, it is described as objective and subjective (Brindley. 1989: 65), perceived and felt (Berwick. 1989: 55), target situation/goal-oriented and learning (Brindley. 1989: 65; cited in Dudley-Evans & St. John. 1998). These terms help to recognize the different factors and perspectives which constitute the expansion of the concept. When asking to explain the meaning of the aforementioned, it can be simplified that objective and perceived needs are what

are on the outside that is seen, as facts or reality while subjective and felt needs are constructed inside of the individual. It can then be said that these terms are tacitly intertwined to form the process of needs analysis.

Furthermore, one key point which must be considered is what learners already know, a present situation analysis (PSA). With PSA, it can predict the strengths and weaknesses in language, skills, learning experiences (Dudley-Evans & St. John. 1998).

2.1.2 Needs Analysis Method

Four techniques can be used for collecting data for needs analysis. Four techniques to investigate needs: questionnaire, detailed interviews, participating observation, and press advertisement (Robinson. 1991: 12) as follows.

2.1.2.1 Questionnaires

A questionnaire is the most popular research instrument. Generally, it looks like a test but it attempts to ask for the factual information and opinion from respondents about a given topic. According to Robinson (1991), it is necessary to pilot questionnaires with a few respondents first to see whether the questions are understood by the respondents and whether the answers can be easily analyzed and compared. The advantage of a questionnaire is that it can be administered with a large number of people. However, the disadvantage of this method can be a low return rate as a lot of people fail to fill it in. Dudley-Evans and St John (1998) stated that it takes time to write unambiguous questions.

2.1.2.2 Interviews

Dudley-Evans and St. John (1998) indicated that the structured interview is extremely useful in needs analysis. Structured interviews consist of pre-written questions. The interviewer has a standard set of questions that are asked of all

interviewees so comparisons can be made. Furthermore, interviewers may ask

additional questions for clarification and more detail if the responses are unclear.

2.1.2.3 Observation

According to Robinson (1991), while the questionnaires and interviews

are conducted to obtain the respondents opinions, observation is used to find out the

target-level behavior and performance to supplement their opinions. Similarly,

Dudley-Evans and St. John (1998) pointed out that observation is a sensitive issue.

People may feel uneasy to be watched or recorded. Therefore, the observed people

should be informed of the purpose and reasons for the research to get their

understanding and help them gain more confidence.

2.1.2.4 Tests

Robinson (1991) suggested that the tests should be administered to

students before beginning the ESP course in order that the course designer can

ascertain the learner's current level of ability. Students may be asked to perform

target-level tasks which enable the course designer to measure in which areas the

students have ability to perform and in which areas they lack competence. The

reliability and validity of the test will make the analysis of the score easy. An

inaccurate idea of the students' initial level of ability can cause serious problems and

a hurried remaking of the course.

2.1.2.5 Communicative Needs Process (C.N.P.)

Munby (1978: 33) proposes a particular model of language needs

analysis namely a processing model for specifying communicative competence in a

foreign language. It is a study of the relationship between communicative needs and

the English required for specific purposes. The heart of this model is called the

"Communication Needs Process: (C.N.P.)". C.N.P. consists of a range of questions about key communication variables which can be used to identify the target language needs of any group of learners e.g. age, nationality, sex, mother-tongue, and so on.

The kinds of questions which the course designer has to find and answer in order to build up his learners' C.N.P. are:

1. Participant- Learner's age, sex, nationality, first language, target language, other language.

2. Purposive domain- Occupational/academic framework in general: providing details of study or job description.

3. Setting- The time and place in which the job or study is carried out.

4. Interaction- The role(s) in which the participant finds himself, in term such as status, age group and social relationships.

5. Dialect- The variety of English used in the target situation.

6. Target level- the level of linguistic proficiency that will be required.

7. Communicative event- What the learner will have to do in English.

8. Communicative key- The manner in which communication needs to be carried out.

Finally the results from the processing details in each of the parameters are written out as the profile of the communicative needs for that particular participant.

The Munby needs analysis model is a tool for the course designer rather than the learner. It presupposes a language training situation with reasonably specific occupational or educational objectives involving a reasonably homogeneous learning group. Given this, it should enable a course designer to achieve two things:

1. Produce a detailed profiled of what the learner needs to be able to do

in English in the occupation or studies for which he is being trained.

2. Produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile.

To prepare the questions for the questionnaires used in the present study, the researcher refers to Munby's model as a valuable checklist to assess the needs of the learners. Some parts of the C.N.P. parameters are used for collecting data, for example, the communicative event (what the learner will have to do in English) and the interview by Dudley-Evans and St. John (1998) will be used in this study.

Moreover, it will be helpful to look at the steps in needs analysis, Hall and Crabbe (1994: 7), give a summary of the methods of collecting data of needs analysis as follows:

1. Gathering information on the learners' needs- This means that you need to gather a certain amount of information on what the learners need English for.

2. Basic course planning decisions- You need to have an initial idea of the shape of the course: what the goals are, what types of classroom activity are likely to be appropriate, how the class work relates to the outside world, what components there will be in the course.

3. Taking account of local conditions- A curriculum is only likely to work when the designer is fully conscious of, and takes account of, local constraints in designing the language learning tasks and the associated materials.

4. Planning for course management -When you have designed your program, then you need to run it in systematic way. You need to make sure that certain things happen in the classroom to make learning more efficient, and you need to set ways of evaluating learners and the program itself.

It can be seen that there are several methods for being model of analyzing needs to collect data. However, a questionnaire and interview were used as the main data-gathering instruments in this study because it is considered to be the most appropriate tool to find out the opinions of the subjects.

2.2 English for Specific Purposes

2.2.1 The Origins of English for Specific Purposes (ESP)

There are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987). Hutchinson and Waters (1987) note that two key historical periods breathed life into ESP. First, 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" (p. 6). Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English. The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987: 7). The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication.

Hutchinson and Waters (1987) pointed out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers. The last reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology.

2.2.2 Definition of ESP

According to Dudley-Evans and St. John (1998) modified Strevens' original definition of ESP to form their own.

Let us begin with Strevens. He defined ESP by identifying its absolute and variable characteristics. Strevens (1988) definition makes a distinction between four absolute and two variable characteristics:

1. Absolute characteristics:

ESP consists of English language teaching which is:

    1.1 designed to meet specified needs of the learner;

    1.2 related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;

    1.3 centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;

1.4 in contrast with General English.

2. Variable characteristics:

ESP may be, but is not necessarily:

2.1 restricted as to the language skills to be learned (e.g. reading only);

2.2 not taught according to any pre-ordained methodology (pp.1-2).

Anthony (1997) notes that there has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades. At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition. The revised definition he and St. John postulate is as follows:

1. Absolute Characteristics

1.1 ESP is defined to meet specific needs of the learner;

1.2 ESP makes use of the underlying methodology and activities of the discipline it serves;

1.3 ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

2. Variable Characteristics

2.1 ESP may be related to or designed for specific disciplines;

2.2 ESP may use, in specific teaching situations, a different methodology from that of general English;

2.3 ESP 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 secondary school level;

2.4 ESP is generally designed for intermediate or advanced students;

Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998: 4-5).

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19).

Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

2.2.3 Types of ESP

According to Carter (1983), there are three types of ESP, namely English as a restricted language, English for Academic and Occupational Purposes, and English for specific topics.

Robinson (1991) identifies the "ESP family tree" in which ESP comprises of EOP (English for occupation purpose), involving work-related needs and training and EAP (English for academic purposes), involving academic study needs. However, Hutchinson and Waters (1987) said that there is no clear-cut distinction between EAP and EOP "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." They also added that ESP should not be seen as any particular language products but as an approach to language teaching that is based on learners need and directed by specific and apparent reasons for learning. For more clearly was state as follow;

1. English for Occupational Purposes (EOP) EOP is taught in such a situation in which learners need to use English as part of their work or profession (Kennedy and Bolitho. 1984: 4). There will be differences in such courses depending on whether the learners are learning English before; during or after the time they are being trained in their job or profession. The content of an English program for someone actually engaged, for example, on a secretarial course - with its acquisition of practical skills and theoretical knowledge - is going to be different from a program for someone who is already a qualified secretary but now needs to operate in English.

2. English for Academic Purposes

EAP is taught generally within educational institutions to students requiring English in their studies. The language taught may be based on particular disciplines at higher levels of education when the student is specializing (in study) or intends to specialize (pre-study) in a particular subject. In cases such as an overseas student studying in university level, the learning of study skills (listening to lectures, taking notes, writing reports, reading textbooks) will probably form a major part of the student's English course. Frequently in such a situation it is common to find the aims and European methods of the English language department at variance with the requirements of science and technology departments, the former still concerned with drilling conversational English and manipulating structural patterns while the latter require swift and effective reading skills. However, in these situations, there is a need to see the role of English basically in terms of its providing accessibility to knowledge contained in textbooks, periodicals, and journals, reports, and abstracts (Mackay & Mountford. 1978:7). Further they will have to involve in presentation of new

knowledge such as papers, university theses, longer reports, articles in scientific journals, and others.

3. Characteristic features of ESP course

Another thing that should not be forgotten while dealing with such courses is the organization of course which means that should be a different curriculum with different types of exercises and different materials. Why is organizing an ESP course important and how can it be implemented? Organizing the ESP course is very important step to achieve a satisfying goal in the course. There exist many factors playing a crucial role in organizing ESP course without them the learning process would not lead to effectiveness. The term "specific" in ESP refers to a specific purpose for which English is learnt and teacher should be familiar with. He or she should be able to find an answer to what Hutchinson and Waters (1992) describe as "language description". The "language description" involves questions, e.g. What topic areas will need to be covered? What does the student need to learn? What aspects of language will be needed and how will they be described? (Hutchinson & Waters. 1992: 19, 22). Hutchinson and Waters (1992) speak about "learning theory" which provides the theoretical basis for the methodology, by helping us to understand how people learn. (Hutchinson & Waters. 1992: 23). It is natural that learning strategies vary and corresponds with learners´ groups, their age, level or reason they study. The way adults acquire language is differ from children, the group of advanced expects different attitude from beginners and teachers determine which aspects of ESP learning will be focused on to meet learners´ needs and expectations successfully. Hutchinson and Waters (1992) point out another aspect affecting the ESP course as well.

2.3 Bright Future International Training and Service (BFITS)

2.3.1 Background

Thurakitsarasonthet School was found in 1996, provides educational services to both professionals and younger learners. BFITS began in 2002 as part of Thurakitsarasonthet School. . In present BFITS has coordinate with 23 schools over Thailand. They work with 150 foreigners' teacher and 119 Thai staff. The company believes in delivering modern and integrated educational programs that respond positively to the needs of younger learners. BFITS is also a full service training company providing a comprehensive learner-centered experience. BFIT focusing on English language proficiency and taught in English program(EP), Communicative English program(CEP) and Intensive communicative English program (ICEP)to providing a comprehensive learner and use of technology to tailor a program to suit the need of the learner and school while maintaining a high standard of education and low cost. The BFITS Program provides students with a modern curriculum to develop the enjoyment of, and commitment to, learning by means of encouraging and stimulating the best possible progress and the highest attainment. It builds on students' strengths, interests and experiences and develops their confidence in their capacity to learn and work both independently and collaboratively, and to promote an enquiring mind and the capacity to think rationally. It equips the students with the essential learning skills of literacy, numeracy and technological capability through the study of English, Science, Mathematics and Information and Communication Technology (ICT) and Chinese. BFITS works collaboratively as a team with their schools to provide the best responsive educational programs. The BFITS Programs encourage students to appreciate human aspirations and achievements in aesthetic,

scientific, technological and social fields, and prompts personal responses to a range of experiences and ideas through listening, individual speaking, discussion and the analysis of other people's ideas and values.

The BFITS Programs encourage students to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompts personal responses to a range of experiences and ideas through listening, individual speaking, discussion and the analysis of other people's ideas and values. (http://bfitsthailand.com)

2.3.2 BFITS staff Responsibility

2.3.2.1 Teachers

BFITS teachers are Native English Speakers hired within Thailand or from overseas from recognized English speaking countries such as; UK, USA, NZ, Australia, Canada and South Africa. All teachers have degree(s) relative to the subject matter they are teaching and are certified to Teach English as a Foreign Language.

2.3.2.2 Staff

There are many positions in BFITS Company as accounting, academic, financial, information technology, and general employees. In this part the researcher focused on general employees in career of they worked in school. There were two types of them.

1. Coordinator

Scope of the job were based mainly at school, the coordinator assists BFITS teachers in the preparation of teaching and learning resources and co-ordinate to keep BFITS teachers up to date with the school schedules and requests.

2. Teacher Assistant

Scope of the job based mainly at school, the Teacher Assistant assists BFITS teachers in the teaching for students in classrooms mainly the younger kids or classroom with behavior problem.

2.4 Previous Studies Related to the Present Study

Many studies on needs for using language have been done by researchers. These studies are summarized and presented as follows:

Schutz and Derwing (1981) conducted a survey of English language needs of educated Taiwanese who worked or studied in the areas of science and technology. More than half of the informants reported that English was useful for their studies and professions. Most of them thought that English language was the best international language. They rated speaking the east important of the language skills in terms of needs. However, they ranked speaking first in case of their wants. In other words, there was a conflict between objective needs and personal wants.

Dibakanaka (1989) analyzed the English language use of employees in the first class hotels in Bangkok and it reveals that the neutral level of language was used 78.26%, the informal level was used 11.43% and the formal level was used 1.85% the relationship between the confidence and competence of language used by employees could be divided into three groups from the most confidence to the least. These groups of the employee used the neutral level of language more than any other levels.

Kongjaroen (1991) investigated the problems of English use at work among graduates from the Hotel and Tourism Training Institute, Tourism Authority of Thailand (TAT) as perceived by themselves and immediate chiefs. The finding

summarized that concerning problems of English use for job purposes, the graduates

and their immediate chiefs perceived that the graduates from Restaurant and bar

Department, Kitchen Department, and House-keeping Department have such

problems at the low level. That is they can use English grammatically correctly in

different situations, but not fluently. But for graduates from Front Office Department,

the graduates and their immediate chiefs perceived that they had such problems at the

lowest level. That is they can use English to communicate in different situations

grammatically correctly and fluently.

Boonjaipet (1992), conducted her research to study the needs for English of

the officers at the counters of the Post Offices in Bangkok Metropolis. The purposes

of research were to explore the needs and problem of the officers at the counters of

the Post Offices in Bangkok Metropolis. Three sets of questionnaire and interviews

were administered to 226 subjects. The data were analyzed by using SPSS/PC 4 in

term of percentage of frequency, arithmetic mean, standard deviation and coefficient

of variation. The result reveals that the language skills most needed are speaking and

listening. The language function most needed is "giving service information". The

problems that the officers encounter most are costumers' accent fast speech and their

own incompetence in speaking English.

Akkakoson (1994) carried out an examination of the use of English for

business communication in top Thai companies. The subjects of the study were 17

human resource management representatives of 15 sampled companies divided into

three levels: high-level company, middle-level company and low-level company.

The results of the study revealed that English was an important tool for business

communication and English all four skills were required. English was very useful for

most of the employees. The human resource management representatives of the high status group were thought that all four macro skills were also important to supervisory level staff while only listening and speaking skills were very important to junior level staff. The human resource management representatives of the middle status group thought that only listening and reading were of importance to the supervisory level whereas the human resource management representatives of the low status group considered that listening, speaking and writing were essential to the supervisory level.

Maneerat (1994), conducted her research aim to investigating needs for use English for members of progress farmer project. The purposes of this research were to study their English language needs and explore problems in using English with an emphasis on reading for specific purposes. A set of questionnaire was administered to 150 subjects. The data were analyzed by using SPSS/PC 4 in term of percentage of frequency. The result reveals that the most needed purpose of reading was to read instructions to use pesticides and training most needed was to develop their technical vocabulary in agriculture.

Ketkaew (1997) conducted the research to survey of cabin attendants' needs of English. The purposes of this research were 1.) To study cabin attendants' needs of English 2.) To study important English functions for cabin attendants   3.) To study cabin attendants' problems in using English and 4.) To study cabin attendants' needs of improving English skills. The subjects consisted of 317 Thai Airways international cabin attendants; of which 278 were air stewards and air stewardess and 39 were air pursers and in-flight managers. The data were collected by questionnaires and then analyzed by SPSS for Windows Version 7.5 in term of percentage of frequency and Chi-Square. The result reveals that English was highly important to both groups.

Listening and speaking skills were the most needed. Problems of using the four skills were moderate to both groups. Air stewards and air stewardess needed to improve all four skills most; while air pursers and in-flight managers needed to improve all four skills in moderate to high level.

Hothon (1998) conducted the research to survey of needs and problems in the use of English for nursing students at Payap University nursing students and McCormick nurses. The purposes of this research were 1.) To survey for the English needs of Payap University nursing students and McCormick nurses, and 2.) To identify the nursing student problems concerning Nursing English studies and the nurse problems in using English within the context of their daily work. The 202 subjects were divided into three groups: 62 second year nursing students, 57 third year nursing students and 83 McCormick nurses graduated from Payap University's Faculty of Nursing in 1995 – 1997 academic years. The instruments were three different sets of questionnaires. The findings are first, all of three groups of subjects had a high level of preference for use of available realia and teaching materials excerpted from a variety of texts. Second, the most problems for the second year subjects were listening to nursing terms and conversational dialogues and stories in language lab, having a discussion on an article read, critical reading and writing a cause and effect essay. The most problems for third year nursing students were found in listening to lectures, speaking in seminars, reading English texts, and writing summaries of discussions and speaking with foreign patients during a conversation, reading medical and nursing articles, and writing report on seminars using terms.

Sukpradit (1999) investigated the needs and problems for using English by Thai secretaries in communication and telecommunication companies. The

questionnaires were administered to eighty-six secretaries randomly selected from twenty communication and telecommunication companies based on the Nation Business Review Magazine in 1997. The findings indicated that reading was the biggest problem in using English, followed by speaking, listening and writing. The task mostly needed in using English was listening. Reading ranked second while speaking and writing ranked last and were in the same level of needs. Thai secretaries" perception toward the importance of English in business communication was at the greatest level. They found that English is vital to their careers and the role of English language significantly influences their everyday work. In addition, the results showed that educational level and frequency of English used for business communication in the companies had great effect on the English problems.

Chittavithi (2005) conducted her research aim to survey of English language needs of section managers in the office of Senior Executive of Vice President – Fuel at EGAT public company limited. The purposes of this study were threefold. Firstly, it was to investigate the English language needs of section managers. Secondly, it was aimed at finding their level of using English in their careers. Thirdly, it was intended to find their problems when using English in their offices. The subjects consisted of 106 section managers in the office of Senior Executive of Vice President – Fuel at EGAT public company limited at head office in Nonthaburi province and Mea Moh Mine office, Lumpang province. Questionnaires were used as a research tool for data collection. The data were analyzed by using SPSS/PC 4 in term of percentage of frequency, arithmetic mean, standard deviation and coefficient of variation. The finding reveals that while reading was rarely used in their work, the three other skills of listening, speaking and writing were never used. They reported great problems in

speaking and writing skills and moderate problems in listening and reading skills. Nevertheless, there was a need for training course in English as it was reported that there was a great need to improve their English competency.

Lertanant (2006), a study of Thai restaurant staff's problems and needs in English speaking skill. This study is a qualitative study conducted to investigate the problems and needs of English speaking skill of Thai restaurant staff. The purposes of this study focuses on the following issues: English language used by Thai restaurant staff, the problems in English speaking skill of Thai restaurant staff, and the needs of English speaking skill of Thai restaurant staff. Three research instruments were employed in this study: 1) English speaking tasks, 2) Semi-structured interviews, and 3) Researcher's observation check sheet. The subjects of the study were twenty-four restaurant staff: sixteen waiters and waitresses, four headwaiters and head waitresses, and four receptionists. The key findings revealed that English language was considered important for restaurant staff. The results from English speaking tasks and researcher's observation check sheet showed that Thai restaurant staff had problems with vocabulary, English grammar and appropriateness of English expression, including accent/stress and pronunciation. The results from interview showed that vocabulary was the most problematic, followed by speaking, listening, and grammar respectively. The most needed skill was speaking. The findings of this study were useful for those who are in hospitality services, e.g. hotel, airline, restaurant personnel, and so on. The results likely help to provide the guidelines for preparing courses of study for service industry personnel. According to the findings, it is suggested that further research should focus on: 1) the appropriate use of social language; 2) the

development of social skills in English e.g. the language of introduction, the language of eating out and the utilization of polite phases.

Phaisuwan (2006) surveyed needs and problems of Seagate planners in using English to establish an ESP course. The instrument used in the study was a questionnaire. Seventeen planners were asked to rank the levels of problem in using English for communication. The results showed that the majority of the respondents had most difficulty in listening, followed by speaking, reading and writing respectively. The listening was most problematic to them when the speakers spoke too fast. They had most problems with speaking English when they lacked topic for conversation. Concerning reading, the main problem was being unable to understand general vocabulary. They had problems with grammar and sentence structure when writing. The respondents wanted English classes focusing on listening, speaking, reading and writing respectively, which related to the problems they had.

Singharachai (2006) this research conducted to survey the English language listening and speaking skill needs of Thai teacher assistants at St. Andrews International Schools in Bangkok. The purpose of this research was to identify the teacher assistants' job specific English listening and speaking skill needs in each of their areas of professional responsibility and to establish the priorities for training to insure that the teacher assistants could perform their jobs effectively. The instrument was two sets of questionnaires, one for the 18 Thai teacher assistants and the other for the 30 the English native speaking teachers from the three campuses of St. Andrews International Schools in Bangkok. The finding showed that the Thai teacher assistants at St. Andrews International Schools most needed to improve their listening and speaking skills in the professional areas of classroom instruction and working with

English native speaking teachers. Administrative areas of responsibility were shown

to require no job specific training.

Sursattayawong (2006) conducted her research to survey of English speaking problems of Nurses at Rajavithi Hospital. The purpose of this research aims 1) to explore the English speaking skill used by nurses in their daily work at Rajavithi Hospital and 2) to explore the major problems in speaking English. The subject consisted of 20 professional Nurses at Rajavithi Hospital. The instrument was questionnaire. The findings were 1. The nurses at Rajavithi Hospital spoke English to foreign patients, doctors and nurses from 10 up to 19 times a month. Most of nurses sometimes spoke English to foreign patients with the case to give information and inform them of the nursing care. 2. The speaking problems of the nurses at Rajavithi Hospital were based on grammatical errors, difficulty in self – expression, not being able to use the right words, inappropriate use of intonation, stress, mispronunciation and lack of self – confidence.

Tangniam's (2006), an analysis of English language needs for Thai Airways ground staff investigates the English language needs of Thai Airways ground staff. The result found that the most problem for them were listening and speaking that mean they extremely needed these skills to develop. The result recommended the English training course should provide.

Hanyawongse (2007) the study was conducted in order to elaborate the extent of IT staff's needs and problems of English communication at work, the staff's wants regarding English training provided by Thai Airways Language and Culture Institute. The subjects were 30 staff of the Thai Airways IT department. The instrument was a questionnaire. The findings reveal that need mean score is highest for speaking skill

and lowest for reading skill. The respondents also indicate that speaking is the skill they want to improve the most.

Wongwiwat (2008) conducted his study to survey the needs of English of officers who work at the Office of the National Security Council Thailand in order to improve and create effective English courses. The data were collected by means of questionnaires. The subjects were 50 officers of the National Security Council Thailand. This study was found out that the most respondents needed to study English and they needed to improve their listening and speaking skills rather than reading and writing skills. They needed to practice daily conversations in order to improve their listening and speaking skills. For reading skill, the main ideas need to be improved. In writing, they taking notes from lectures should be practiced. For dialogue practice they prefer doing language game and singing English songs in class and want to do in groups. The Communicative English course which has been offered by the NSC which focuses on English for daily life was interesting to them to them. The time for study is 2 hours per day and 3 days per week. They wanted the instructor to use English in class but being able to use Thai was required of them. They prefer studying with a VDO or VCD and the interesting topics for them were about politics, history and tourism.

Wanlaya (2009) studied English needs analysis of Siam Nissan Automobile Company Limited. The objective of the study was to explore and specify the employees' needs for English communication using each language skill with consideration on job tasks which employees have to deal with in everyday situations. The main focus was on the needs for English communication skills and the needs for English communication improvement. Also employees' general background and

English background were investigated. The survey data was gathered by appropriate survey technique based on a questionnaire from 17 respondents in 4 sections of the department of Export Vehicle Department; namely ordering group, business group, delivery group, and invoicing group. The questionnaire consisted of 29 questions. The needs analysis and the findings revealed that speaking and writing skill were rated as the most needed among other skills. The need to be able to understand the conversation that takes place between customers was considered the most important thing for their career. However, listening skill was the least preferred way of improvement. The statistical Package for Social Sciences (SPSS) program was used to analyze the descriptive data (percentage, frequency count, mean, and standard deviation) in order to interpret the outcome. The research carried out for this independent study lead to results that benefit developing employee's English proficiency in the organization.

Prachanant (2012) he conduct his study on the Needs analysis plays a vital role in developing English for specific purposes curriculum. This study surveyed the needs, functions and problems of English language use by 40 tourism employees. A questionnaire was used and data were analyzed by frequency, percentage, mean and standard deviation. Findings revealed that speaking is most important, then listening, reading and writing. The three most relevant functions in using English language were giving information, followed by providing services, and offering help. English use problems included; inability inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge.

Midoul (2013) carried out a needs analysis to investigate the English language needs of Moroccan engineering students and their perceptions towards the usefulness

of the current English language teaching materials and the students' perceptions to their needs. The findings of the study showed that students have positive attitudes towards learning English language; and the students rated speaking and writing skills as productive skills that they want to develop most. Furthermore, the students claimed that the current teaching materials do not match their needs.

Satiman (2014) conducted the problems and needs of English for Medical Technologists. This research was identifying the English language skills deficits of Thai medical technologists and to assess their needs and preferences for an EMP training course and complete this research aim, mix method approach was employed. Questionnaire was use as research instrument. The findings were shown that for English language skills were critical to the work of medical technologists in Thailand, and that these skills were required in a broad array of situations that medical technologists face on a regular basis in the workplace. Lack of English language proficiency created a number of problems for those working in the profession, and these problems affect all aspects of their work. For the problems faced by Thai medical technologists due to English language skill deficits were varied and encompassed a broad range of work situations. For deficits in English listening skills were most likely to be problematic when attending seminars, training sessions, presentations, discussions and meetings that included foreign speakers or presented in English; when acquiring new medical knowledge using VCDs or CDs; and during phone calls with foreign patients or physicians. For deficits in English speaking skills presented the most difficulties when conversing with others during meetings that included foreign guests; speaking to foreign doctors or patients; making presentations in English; and speaking during seminars, training sessions or discussions conducted

in English and 'lwriting was particularly challenging for Thai medical technologists

when they must produce documents of greater length and complexity such as medical

or journal articles, recommendation letters, government documents, minutes and

agendas, proposals or reports. Translation was also quite difficult for the respondents

when dealing with government documents.

2.5 Summary of the Chapter

To sum up, this chapter reviewed of literature and related research conducted

in Thailand and other countries, it can be seen that needs analysis is important for

academic purposes and working or training purposes. In this study, needs analysis, the

researcher focused on surveying English needs for working purposes to serve as

background information with the intention that the findings would provide guidelines

to create an effective English training course on specific English skills using in the

routine jobs.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methodologies employed for this study, covering the population, instrument, collecting the data, data analysis and statistics for data analyzing.

3.1 Population

The populations were 119 staffs who were working at Bright Future International Training & Services (BFITS).

3.2 Sample

The samples were 40 staff from two departments they regularly have contact with foreigners and they use English at work was chosen by using purposive sampling technique. The subjects can divide into 3 regions as follows;

Table 3.1 the Subjects of the Study Classified by 3 Regions

Regions	Coordinator	Teacher Assistant	Total
Central	15	1	16
South	3	2	5
North East	12	7	19
Total	**30**	**10**	**40**
Percentage %	**75%**	**25%**	**100%**

3.3 Instruments

The methods of the data collected employed in this study were questionnaires and semi-structured interviews. The research instruments used in this study were classified under following two headings:

Research instrument used in this study was a questionnaire which was designed to help gather data concerning the problems and needs in using English language of staff at Bright Future International Training and Service. The questionnaire included three parts, namely a checklist, a 5-rating scale, and also an open-ended form for comments.

The questionnaire was written in Thai in order to minimize problems of incertitude and misunderstand. To ensure the validity of the questionnaire, the draft version of the questionnaire had been modified and revised based on the suggestions of the thesis advisors and committee.

3.3.1 Questionnaire

The questionnaire used in this study consisted of 4 parts. It was specifically designed to obtain the following information:

The first part was designed to obtain biographical information about the samples: age, position at work, place of work, their level of education, and also their time spent working as a staff at BFITS.

The second part was intended to obtain staff opinions about their problems in using different English language skills (listening, speaking, reading and writing) in their professions.

The third part was aimed to obtain the staffs' opinions about their needs (solutions to their problems) in using different English language skills (listening,

speaking, reading, writing and translation) in their profession. All questions in parts of

staffs' opinions about their problems and needs in using different English language

skills were built on the basis of the process of performance and tasks of staff in

general. The information from these could help to determine the level of correlation

between the nature of work and their use of English.

The last part, the forth part was about the staffs' opinions and their

desires concerning possible English syllabus, content, skills, and time for learning

English, needs and problems of staff both academically and professionally.

3.3.2 Construction and Development of Questionnaire

As the samples were Thai staff at BFITS , the questionnaire used in

this study was written in Thai in order to minimize any problems that might arise due

to lack of clarity and word misinterpretation. Below is the outline of how the

questionnaire was developed.

Firstly, the researcher reviewed the research and literature related to

English for specific purposes (ESP). The researcher also reviewed the needs analysis,

before drafting the questionnaire

Secondly, the draft questionnaire was written based on the job

description for a staff at BFITS. The draft questionnaire was constructed in relation to

the purposes of the study, and the research questions covered the following aspects:

1. To identify the problems and needs in using English language of the

staff at Bright Future International Training and Services (BFITS).

2. To investigate the needs of English training course of staff at Bright

Future International Training and Services (BFITS).

3.3.3 Validity and Reliability of the Questionnaire

For the reliability of the questionnaire, the Cronbach alpha coefficient was calculated. The result revealed a .723 alpha reliability coefficient which was considered high. Therefore, it could be justifiable to claim that the data collecting instrument of the present study had both validity and reliability

3.3.4 Semi-Structured Interview

For structured interview, it was conducted to gather information, being left unanswered in questionnaire, which gains a lot of recommendations. The interviewees were gained by interview, which helped interviewees felt more comfortable which reflected to getting more information. The researcher used the questionnaire for 30 coordinators and 10 teachers assistant for interview.

3.4 Collecting the Data

3.4.1 The researcher requested permission from the company to conduct a survey study.

3.4.2 The researcher sent an introductory letter signed by the Dean of graduate studies faculty, Buriram Rajabhat University, to the company. The letter stated the purposes of this study and sought permission for data collection.

3.4.3 The draft questionnaire was developed based on a review of similar research studies and interview of three employees of each department in order to establish its guidelines.

3.4.4 The questionnaire was reviewed and revised by the researcher's advisor for its content validity.

3.4.5 The researcher send the questionnaire to all respondents from each department via email to complete the questionnaires and give feedback or comment and call the interviewees for interview them.

3.4.6 The researcher collected the questionnaires one week later by the respondents sent her back via email.

3.5 Statistics for Data Analyzing

After checking the completion of each questionnaire, the Statistical Package for the Social Sciences (SPSS) was used to analyze the data. The statistical devices employed in this study were as follows:

1. Cronbach Alpha coefficient was used to calculate the reliability of the questionnaire.

2. A 5-point Likert scale was used to score the extent of their problems and needs in using English in their workplace, including to rate their opinion on English skills needing to be focused on in the English training course. Based on the following criteria: Just important

Slight important

Scale	Mean range	Problem level	Importance
5	4.50-5.00	The highest problem	Very important
4	3.50-4.49	High problem	Important
3	2.50-3.49	Moderate problem	Moderate important
2	1.50-2.49	Low problem	Slight important
1	1.00-1.49	The lowest problem	Not important

3. Mean (x) and Standard Deviation (S.D.) were used to calculate the average level of English skill needs of tourism employees. The highest mean score (x) reflected the problems in English for tourism employees. By the same token, the lowest mean score showed the problems for that activity. The standard deviation (S.D.) depicted the spread or dispersion of the scores of the respondents within the group.

4. Frequency (f) and percentage (%) were used to calculate the needs of English training course of the staff in for improve their English.

3.6 Summary of the Chapter

This chapter mentioned the subjects. In addition, it included the research instruments, process of collecting data, data analysis and statistics for data analyzing. The results of the study which reports the findings will be in the next chapter.

CHAPTER 4

RESULTS OF THE STUDY

This chapter presented the data analysis and interpretation of the investigation of problems and needs in using English language that the staff at Bright Future International Training and Services (BFITS) found in the workplace. Data collection activities for this research consist of two elements: the questionnaire and interview. The questionnaire was conducted by the variety of problems and needs of English language that the respondents face in their workplace and the interviews shown the information about respondents' preferences for the development of an English language skills course and their motivations for increasing their English language proficiency. In this chapter, based on the research purposes, the results of data analysis were presented.

4.1 Demographic Information

This part presents demographic information of respondents; including gender, age, education and working experience.

Table 4.1

Demographic Information

Demographic Information	Number of Respondents	Percent
Gender		
Male	3	7.5 %
Female	37	92.5 %
Total	40	100 %

Table 4.1

Demographic Information (Continued)

Demographic Information	Number of Respondents	Percent
Age		
21-25	10	25%
26-30	24	60%
31-35	6	15%
Total	**40**	**100%**
Education		
Bachelor Degree	37	92.5%
Master Degree	3	7.5%
Total	**40**	**100%**
Working Experience		
1-5	38	95%
6-10	2	5%
Total	**40**	**100%**

The table above shows that a total of 40 staffs had responded the questionnaire. As in the table 4.1, these sample were 92.5% of the women and 7.5 % were male. This can be shows the majority tends to the women. For the age table shows various responses of the participants and thus different of ages, though the big parts (60%) were adults between the ages of 26 to 30. A further (25%) were 21 to 25 years of age, (15%) were 31 to 35 years old. Nearly three- quarters of those in the samples were 26 to 30 years of age or adults. In part of education levels, an entire group of respondents had completed bachelor's degrees (92.5%) only (7.5%) had completed Master's degrees. As table shows the result of respondents' experiences.

About (95%) of the respondents had been working at BFITS for 1 to 5 years, while just only (5%) of them had been working for 6 to 10 years.

In conclusion, the majority samples were the women, nearly three- quarters of those in the samples were adults, most of them had completed in bachelor's degrees, this mean that they which is unsurprising, given that this is a minimal educational requirement for staffs in Thailand company and most of them had been working at least 1 to 5 years.

Table 4.2

The Samples' English Language Skills

Level	Skills				
	Listening (N=40)	Speaking (N=40)	Reading (N=40)	Writing (N=40)	Translation (N=40)
Excellent	1(2.5%)	1 (2.5%)	3 (7.5%)	1 (2.5%)	3 (7.5%)
Good	22(55%)	22 (55%)	17 (42.5%)	14 (35%)	12 (30%)
Fair	15(37.5%)	15 (37.5%)	21 (52.5%)	20 (50%)	21 (52.5%)
Poor	2(5%)	2 (5%)	2 (5%)	5 (12.5%)	4 (10%)

Participants tended to rate their listening and speaking skills as the highest, whereas skills such as reading skills were rated by the majority as good to fair. Self-ratings suggest that many respondents also struggle with reading, writing and translation. Few rated their skills as poor, which indicates that the respondents do have some English language ability in each of the skills categories. Moreover, most respondents rated their listening (55%), speaking (55%), writing (50%) and reading

and translation (52.5%) skills as fair. listening and speaking skills that the most of respondents rated as good (55%). These suggest that, the staff should to improve their English skill.

4.2 Problems in Using English Language

To answer research question number 1: what are the problems faced by the staff of BFITS in using English language?, the five- point rating scale questionnaire was employed. A number of additional Likert-scale questions were included to assess the problems with English language skill requirements. These questions used a similar ranking system with mean scores potentially ranging from 1 to 5. A score of 4.50-5.00 the highest problem, 3.50-4.49 high problem, 2.50-3.49 moderate problem, 1.50-2.49 low problem and 1.00-1.49 the lowest problem (Prachanant. 2012).

Table 4.3

Problems with English Listening

English Skills	X	S.D.	Meaning
1. Listen to a foreign teachers (face-to-face conversation)	3.78	.66	High problem
2. Listen to a meeting with a foreign teachers	3.30	.76	Moderate problem
3. Listen to a foreign teachers via telephone	4.45	.55	High problem
4. Listen to an accents of non- native foreign teachers	3.05	.63	Moderate problem
5. Listen to a teacher's requirements	2.88	.52	Moderate problem
6. Listen to seminars, discussions or training in English	2.75	.54	Moderate problem
7. Listen to an English presentation	3.58	1.13	High problem
8. Listen to an explanation about technical term of each subject	3.83	.38	High problem
9. Listen to a question or problem related to work	4.10	.74	High problem
10. Listen to a complaint from a foreign teachers	3.72	.72	High problem
11. Listen to new knowledge via VCD or CD	3.65	.77	High problem
Total	**3.55**	**.18**	**High problem**

The first question focused on situations in which English listening skills are required (see Table 4.2). The overall score indicated that English listening is high problem for respondents ($\bar{X}$ = 3.55).

Although on situation scored in the always scored in the always problematic range, a number of situations are considered to be moderately problem, including listening to a foreign teachers via telephone ($\bar{X}$ = 4.45), listening to a question or problem related to work ($\bar{X}$ = 4.10), listening to an explanation about technical term of each subject ($\bar{X}$ = 3.83), listening to a foreign teachers (face-to-face conversation) ($\bar{X}$ = 3.78), listening to a complaint from a foreign teachers ($\bar{X}$ = 3.72), listening to new knowledge via VCD or CD ($\bar{X}$ = 3.65), listening to an English presentation ($\bar{X}$ = 3.58), listening to a meeting with a foreign teachers ($\bar{X}$ = 3.30), listening to an accents of non- native foreign teachers ($\bar{X}$ = 3.05), listening to a teacher's requirements ($\bar{X}$ = 2.88) and listening to seminars, discussions or training in English ($\bar{X}$ = 2.75). Of these situations, listening to foreign teachers via telephone is considered to be the most problematic. A number of additional situations are considered to be a moderate problem include listening to a foreign teachers (face-to-face conversation), listening to an English presentation, listening to an explanation about technical term of each subject, listening to a question or problem related to work, listening to a complaint from a foreign teachers, listening to a complaint from a foreign teachers and listening to new knowledge via VCD or CD. Listening to a teacher's requirements and listening to seminars, discussions or training in English are only slightly problematic for the respondents, on average. However, there are no situations in which listening does not present any problems for them. Thus, listening

can be considered a particular English language skill deficiency that negatively affects the work of BFITS staff. Overall, the results from Table 4.2 indicated that there are 7 high problems and 4 moderate problems, of English listening comprehension.

Table 4.4

Problems with Speaking English

English Skills	X	S.D.	Meaning
1. Speaking with colleagues and teachers	4.45	.50	High problem
2. Conversing with a speaker or participant during a meeting with a foreign guest	3.90	.71	High problem
3. Giving information or directions and coordinating in English	3.80	.94	High problem
4. Speaking with foreigners teachers and students	3.15	1.05	Moderate problem
	2.75	.80	Moderate problem
5. Internal meeting	3.43	.50	Moderate problem
6. English Presentations			
7. Discussions, seminars and participating in teacher training or meetings in English	3.83	.55	High problem
8. Suggesting and guiding a new teachers or colleague in English	4.10	.55	High problem
Total	**3.68**	**.54**	**High problem**

Situations in which English speaking skills are required present even more difficulties at high problem ($\bar{X}$3.68), on average (see Table 4.3). The overall results indicated that English speaking skill is moderate problem for respondents.

Furthermore, speaking with colleagues and teachers ($\overline{X}$ = 4.45) is the mostly problem.

Suggesting and guiding a new teachers or colleague in English ($\overline{X}$ = 4.10), conversing with a speaker or participant during a meeting with a foreign guest ($\overline{X}$ = 3.90); discussions, seminars and participating in teacher training or meetings in English ($\overline{X}$ = 3.83), giving information or directions and coordinating in English ($\overline{X}$ = 3.80) and English presentations are all moderately problematic for the respondents. Speaking with foreign teachers and students ($\overline{X}$ = 3.15) and internal meeting ($\overline{X}$ = 2.75) are all sometimes problematic for the respondents. Although no English speaking situations are problematic in every case, none are only slightly problematic or unproblematic. Thus, speaking English also presents challenges in a variety of day-to-day work situations for BFITS staff and can be considered another skill for which there is an unmet training need. Generally, the outcome from Table 4.3 revealed that there are 5 high problems and 3 moderate problems of English speaking.

Table 4.5

Problems with Reading English

English Skills	X	S.D.	Meaning
1. Textbook/machine or equipment manual	3.57	.78	High problem
2. E-mails	4.00	.78	High problem
3. Newspaper or journal	3.15	.73	Moderate problem
4. Internet	3.75	.66	High problem
5. Technical terms and vocabulary	2.67	.47	Moderate problem
6. Articles	3.55	.74	High problem
7. Computer Instructions	3.97	.69	High problem
8. Reports	2.55	.84	Moderate problem
Total	**3.38**	**.19**	**Moderate problem**

Situations in which English reading skills, on average (see Table 4.4). The overall results indicated that English reading skill is moderate problem ($\overline{X}$ = 3.38) for respondents. Furthermore, textbook/machine or equipment manual ($\overline{X}$ = 3.57), E-mails ($\overline{X}$ = 4.00), Internet ($\overline{X}$ = 3.75), articles ($\overline{X}$ = 3.55) and computer instructions are the moderate problem. Newspaper or journal ($\overline{X}$ = 3.15) and technical terms and vocabulary ($\overline{X}$ = 2.67) are sometimes problem for respondents. Reports ($\overline{X}$ = 2.55) is slightly problem for respondents. Essentially, reading appears to become slightly more challenging for the respondents as the materials overall length and complexity rises. Therefore, it can be conclude that the respondents sometime have problem with reading English.

Table 4.6

Problems with Writing English

English Skills	$\overline{X}$	S.D.	Meaning
1. Writing order form/note	2.22	.76	Low problem
2. Writing report about job duty	3.40	1.23	Moderate problem
3. Writing vocabulary	3.12	.88	Moderate problem
4. Writing minutes and agenda	3.82	.54	High problem
5. Writing email	3.75	.58	High problem
6. Writing report	3.85	.73	High problem
Total	**3.36**	**.39**	**Moderate problem**

The finding shown that writing skills are in average score was at the overall results indicated that English writing skill is moderate problem for respondents

($\bar{X}$ = 3.36). Especially, writing report ($\bar{X}$ = 3.85), writing minutes and agenda

($\bar{X}$ = 3.82), writing email ($\bar{X}$ = 3.75), writing report about job duty ($\bar{X}$ = 3.40) are the

moderate problem. Only writing vocabulary is some of the time of respondents. For

writing order form/note ($\bar{X}$ = 2.22) is slightly problem. The overall, the results suggest

that writing in English is more challenging in particular situations.

Table 4.7

Problems with Translating English

English Skills	$\bar{X}$	S.D.	Meaning
1. Translating school comments	3.85	.66	High problem
2. Translating exercising to students	2.85	.69	Moderate problem
3. Translating classroom rules	3.42	.50	Moderate problem
4. Translating the teachers lesson to the students	3.67	.61	High problem
Total	**3.45**	**.31**	**Moderate problem**

From the information in Table 4.6 shown that translating skills are in average

score was at the overall results indicated that English translating skill is moderate

problem for respondents. Moreover, translating school comments ($\bar{X}$ = 3.85),

translating the teachers lesson to the students ($\bar{X}$ = 3.67), translating classroom rules

($\bar{X}$ = 3.42) are the moderate problem. Only translating exercising to students ($\bar{X}$ =

2.85) is sometimes problem of respondents. The overall, the results suggest the

translating in English skills may be more developed among the BFITS staff focused

translating skills.

To sum up, when considering the problems of English use among the staff at BFITS, The overall of the problems in using English language when considering each English skill, two English language skills were found to be important: listening and speaking. Of these English mentioned skills, speaking is considered to be the most important, the speaking skills presented the most difficulties when speaking with foreign's teachers and students, speaking with colleagues and teachers and conversing with a speaker or participant during a meeting with a foreign guest. Also, the English listening skills were most likely to be problematic when listening to the foreign teachers (face-to-face conversation), listening to the foreign teachers via telephone, listening to the teacher's requests and complaints from the foreign teachers. From these reasons were regarded as the major problems.

4.3 Needs of English Training Course for Staff at Bright Future International Training and Services (BFITS).

To answer research question number 2: what extent do the staff of BFITS need English for their work? The interviewed was provided further insights into their needs and preferences regarding English language skills training course, a number of key themes emerged from these interviews. For interview question number 1, the majority of those interviewed (8) said that English language skills are important to performing their work as coordinator and teacher assistant. Only 2 interviewees felt that although English is required.

Interview question number 2, all of them (10) had never taken an English language skills course. When asked if they would be willing to take such a course if

their workplace provided it, Interview question number 3, all (10) samples said that they would be interested in completing this training, which indicates that there is an unmet need for English language skills training among this professional group. Interview question number 4, the interviewees provided a number of reasons why they wanted to improve their English language skills, and some of these reasons went beyond current workplace requirements. Career-related reasons included the desire to obtain higher education qualifications such as a master's or Ph.D. degree (most of these postsecondary degrees are taught in English), to have a good career path in general because English language skills are important for working in coordinator and teacher assistant fields, to be able to work and communicate with foreigners, However, participants also cited a number of reasons that went beyond the requirements of their chosen profession. Interview question number 5, there is a strong desire among those working in this profession to acquire the English language skills needed to enhance their career prospects and to create opportunities beyond their careers as well. These findings are discussed in relation to those of prior researchers in the section that follows.

Table 4.8

The English Language courses

English language skills courses	Frequency	Percent
Listening course	2	20%
Speaking course	2	20%
Writing course	1	10%
Reading course	1	10%
Basic conversation course	4	40%
Total	**10**	**100%**

The largest proportion of respondents (40%) recommended a course in basic conversation course, 20% suggested English listening course and speaking course, 10% recommended writing course and reading course. Overall, the answers to this question suggest that BFITS staff has the nearly the same needs for training in various English language skills. Although the majority would benefit from a course focused on basic conversation course.

For interview question number 6, 7 and 8, were as in table 4.8

Table 4.9

Preferred Days, Times and Periods of Study for an English Language Skills Course for BFITS Staff

Day	Frequency	Percent
Monday/Wednesday/Friday	6	60
Tuesday/Thursday	-	-
Monday/Friday	-	-
Saturday/Sunday	4	40
Time	**Frequency**	**Percent**
Weekday – 16:00 – 18.00	-	-
Weekday – 17:00 – 19:00	6	60
Weekend – 9:00 – 12:00	4	40
Weekend – 16:00 – 18:00	-	-
Period of study	**Frequency**	**Percent**
1 month	7	70
2 months	3	30
3 months	-	-

Respondents were also asked to list their preferred days, times and duration of study for an English language skills course (see Table 4.8 above). Their answers

indicate that there are a wide range of preferences regarding potential training days, with the largest proportion (60%) preferring Monday/Wednesday/Friday classes, (40%) wanting to add Saturday/Sunday classes as well, no one needs Tuesday/Thursday or Monday/Friday, weekday – 16:00 – 18.00 or weekend – 16:00 – 18:00 and period of study no one rate at 3 months. Overall, the findings indicate that it could be challenging to meet the English language learning needs of BFITS staff because their preferences and availability so familiar.

This chapter presented the data findings from a questionnaire and then through a series of interviews with BFITS staff.

The questionnaires addressed the problems faced by BFITS staff, the respondents (N = 40) were primarily female, aged 21-30, with a bachelor degree and one to five years of work experience. In general, respondents rated listening and speaking as their high skill, but other skills (reading, writing, and translation) were commonly rated moderate problem. Interviews were also conducted with the samples in order to identify the needs of the participants. In general, participants experienced only occasional difficulties with English in their work, although more complex interactions (like being an interpreter working with foreigners needs listening and speaking skills) were much more challenging. One notable finding was that further education or career advancement, rather than their needs, was a main factor in improving English skills. However, most samples did also see English speaking skills as important for their work, as well as professional advancement at their current level of education. Most indicated they would be willing to take an English language course if it were offered, some suggestions included basic conversation skill development. So the company should provide the basic conversation course for them.

4.4 Summary of the Chapter

This chapter presented the data findings from the primary research on the problems and needs in using English language of staff at Bright Future International Training and Service. Data was collected in two stages, first through a questionnaire and then through a series of interviews with 10 staff. In general, this study does show the problems in using English language and needs in English training course. In the next chapter, the analysis win be further investigated, with discussion of some interesting issues that emerged relation to previous studies and related literature.

CHAPTER 5

CONCLUSION AND DESCUSSTON

In this chapter, a brief summary on the research will be presented. The finding of the study reported in Chapter Four with reference to the research questions presented in Chapter One. A few important and interesting issues that emerged from the findings are highlighted and discussed. The first section reports the summary of the main study as it relate to each research question. Next, the discussion of the findings will be presented. Then, the research recommendation will be discussed. The last section provides suggestions for further research.

5.1 Summary of the Findings

This study aimed to identify the problems and needs in using English language. The subjects were 40 staff at Bright Future International Training and Service (BFITS), Thailand. The research instruments were questionnaire and structured interview. The quantitative data were analyzed by using descriptive statistics including frequency, percentage, mean and standard deviation while the interview data were analyzed by using content analysis.

The findings were the overall of the problems in using English language when considering in each English skills, two English language skills were found to be very important: listening and speaking. Of these English mentioned skills, speaking is considered to be the most important, the speaking skills presented the most difficulties when speaking with foreign teachers and students, speaking with colleagues and teachers and conversing with a speaker or participant during a meeting with a foreign

guest. Also, the English listening skills were most likely to be problematic when listening to the foreign teachers (face-to-face conversation), listening to the foreign teachers via telephone, listening to the teacher's requests and complaints from the foreign teachers.

Although the finding from semi-structured interviews showed that the BFITS staff who participated in this study has a strong desire to improve their English language skills, many have never taken any ESP or general English language skills courses. However, they would be interested in completing English language courses if they were offered. Thus, there is both a need and a demand for this training, but providing it could be challenging, given the varied preferences of potential students in terms of class days and times, skill priorities and duration to study. Most of them state that the basic English course is the most needed for them to participation.

This study could provide useful information for curriculum development and material design for ESP courses related to company. Therefore, English training courses focusing on basic conversation should be emphasized.

The finding of this study might be useful for those who are in staff at the company. The results can help to provide the guidelines for preparing courses of study for service industry personnel.

5.2 Discussion of the Findings

A needs assessment is a process undertaken to identify gaps between the ideal and the actual in a particular situation (Royse. et al. 2009). The present study focused to investigate the problems in using English language of staff at Bright Future International Training and Service (BFITS), Thailand and their needs and preferences

regarding English language training course. The findings from this present investigation can be discussed in the following points.

Research Question Number 1: What are the Problems Faced by the Staff of BFITS in Using English Language?

It is generally accepted that English is regarded as a foreign language in Thailand. Thai people study English only at schools to communicate with speakers of the language or read texts using the target language (Phillipson cited in Prachanant 2012). In fact, most Thai people rarely use English in their daily life. As a result, Thai people face problems when communicating with foreigners who speak English. As in this present research, the samples rated listening and speaking as the most important English language skills for their profession and they noted various challenges that arise as a result of poor English language proficiency. Overall, their responses indicate that speaking and listening are especially problem for many of them. When asked about particular aspects of the English language that have been presenting challenges in the workplace, the majority cited listening and speaking as problematic comprehension. The fact that their experience faced by the difficulties more frequently in situations that require English language skills (such as including listening to a foreign teachers via telephone and listening to a foreign teachers (face-to-face conversation)) than those requiring only basic English language skills (such as being an interpreter and working with Foreigners). This may be explained that not all staff can listen and speak English fluently. Some may use English like a native speaker while others may be able to use a little English or cannot communicate with the language at all.

Research question number 2: What Extent do the Staff of BFITS Need English for Their Work?

The finding shown that the most problem were speaking and listening and the staff from BFITS indicated that an English training course would be provide form them and they need to develop their English in term of basic conversation skill. According to Tangniam. (2006), an analysis of English language needs for Thai Airways ground staff investigates the English language needs of Thai Airways ground staff. The result found that the most problem for them were listening and speaking that mean they extremely needed these skills to develop. The result recommended the English training course should provide. Also Lertanant. (2006), a study of Thai restaurant staff's problems and needs in English speaking skill. This study is a qualitative study conducted to investigate the problems and needs of English speaking skill of Thai restaurant staff. The purposes of this study focuses on the following issues: English language used by Thai restaurant staff, the problems in English speaking skill of Thai restaurant staff, and the needs of English speaking skill of Thai restaurant staff. Three research instruments were employed in this study: 1) English speaking tasks, 2) Semi-structured interviews, and 3) Researcher's observation check sheet. The subjects of the study were twenty-four restaurant staff: sixteen waiters and waitresses, four headwaiters and head waitresses, and four receptionists. The key findings revealed that English language was considered important for restaurant staff. The results from English speaking tasks and researcher's observation check sheet showed that Thai restaurant staff had problems with vocabulary, English grammar and appropriateness of English expression, including accent/stress and pronunciation. The results from interview showed that vocabulary was the most problematic,

followed by speaking, listening, and grammar respectively. The most needed skill was speaking. The findings of this study were useful for those who are in hospitality services, e.g. hotel, airline, restaurant personnel, and so on. The results likely help to provide the guidelines for preparing courses of study for service industry personnel.

Based on the results, the staff needs to improve their English language with basic conversation as they face the high problem level with speaking and listening skill.

5.3 Implication of the Findings

There are a number of recommendations that can be made based on the findings from this study.

1. There is a need to develop specialized courses to improve particular career-related skills. Some staff would like to improve not only their general English language skills to meet the challenges of dealing with foreign teachers, colleagues and documentation, but also acquire the ESP skills they need to participate more effectively in career-related activities. Therefore, it would be useful to develop shorter courses or individual course modules that target particular career-related skills and activities.

2. There is a need to offer workplace-based training courses to train the English language skills for staff. There is a high demand for English language skills training among this professional group, and providing this training would drastically reduce the difficulties they face in a wide variety of workplace situations, which would in turn reduce their stress, enhance the quality of care they can provide to patients, improve their ability to function effectively in various work-related contexts

and increase the quality of the documentation they produce. However, course offerings will need to be developed with a focus on customization because areas of weakness in English language skills, training preferences and motivation vary from one prospective student to the next. Therefore, English language skills training options should be designed for flexibility in terms of timing, access, duration and focal skills, though all courses should cover areas of particular difficulty. These courses should have a staff focus, but also incorporate English for use in social contexts outside of the workplace to increase fluency and interest.

5.4 Recommendations for Future Research

Regarding the results, the followings are recommendations for further study.

1. Further studies may focus on information staff working in other areas such as in department stores, tourist places, etc.

2. The numbers of participants in this study were small as there were only forty, so it may be more accurate if there are larger numbers of participants.

3. Any further studies should include other methods of data collection.

4. Regarding to the result, this study focused only on two of research questions, further studies should be more conducted with other questions such as native foreign culture, facial expressions, body movements, etc.

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APPENDICES

APPENDIX A

THE FORMAL LETTER ASKING PERMISSION

TO COLLECT THE RESEARCH DATA

No. 0545.11/C4

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, HAILAND

February 1, 2016

Dear : Director of Bright Future International Training and Service BFITS

Subject: Asking Permission to Collect the Research Data.

Buriram Rajabhat University (BRU) presents this letter to the Head of English Program to asks permission to collect the research data. I wish to inform you that Miss Kunlavadee Yoyram, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **"Problems and Needs in Using English Language of Staff at Bright Future International Training and Service."** under the supervision of Assistant Professor Dr. Sutiep La-Oongthong, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from the Head of English Program to allow him to collect the research data from students who study English for Academic 2 by responding to his research methodologies.

Please accept, the Head of English Program, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0 446 1616 ext. 3806
Fax. 0 4461 2858

APPENDIX B

THE LETTER REQUESTING THE EXPERT

No. 0545.11/W930

Buriram Rajabhat Uiversity
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

January 10, 2016

Dear Dr. Krapan Sri-ngarn,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Kunlavadee Yoyram, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled " **Problems and Needs in Using English Language of Staff at Bright Future International Training and Service (BFITS) "** under the supervision of Assistant Professor Dr. Suthiap La-ongthong, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0 446 1616 ext. 7401-2
Fax. 0 4461 2858

No. 0545.11/W930

Buriram Rajabhat Uiversity
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

January 10, 2016

Dear Assistant Professor Sutamart Khotcharat,

Subject: Requesting to be the Expert for the Research Instruments

       Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Kunlavadee Yoyram, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **" Problems and Needs in Using English Language of Staff at Bright Future International Training and Service (BFITS) "** under the supervision of Assistant Professor Dr. Suthiap La-ongthong, a Chairperson of the Thesis.

       In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

       Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0 446 1616 ext. 7401-2
Fax. 0 4461 2858

No. 0545.11/W930

Buriram Rajabhat Uiversity
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

January 10, 2016

Dear Dr. Kampeeraparp Inthanu ,

Subject: Requesting to be the Expert for the Research Instruments

      Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Kunlavadee Yoyram, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled " **Problems and Needs in Using English Language of Staff at Bright Future International Training and Service (BFITS)** " under the supervision of Assistant Professor Dr. Suthiap La-ongthong, a Chairperson of the Thesis.

      In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

      Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0 446 1616 ext. 7401-2
Fax. 0 4461 2858

APPENDIX C

QUESTIONNAIRE IN ENGLISH AND THAI VERSION

APPENDICES

QUESTIONNAIRE

(ENGLISH AND THAI VERSION)

The questionnaire used in this study consisted of 4 parts including

Part I Designed to obtain biographical information about the subject.

Part II Obtain the staffs' opinions about their problems in using different English

language skills

Part III Obtain the staffs' opinions about their needs in using different English language

skills in their profession.

Part IV Additional Opinions and their desires concerning possible English syllabus

I feel very grateful for your kind cooperation.

Kunlavadee Yoyram

Researcher

QUESTIONNAIRE

Points of clarification :

1. The purpose of this questionnaire is to study English problems and needs for staff that learn English as a foreign language.

2. The survey has 3 parts: Personal Information, Problems, and Other Suggestions or Comments.

3. Your answers will be used only for academic purposes, especially to study the needs and problems of BFITS staff English learning. This will not at all affect your studying, career or ways of life.

4. Please answer truly and according to your opinions and data.

Part 1 – Personal Data

Directions: Answer the following questions about your personal data by putting the ✓ sign in the bracket in front of the information

1. Sex :   [ ] Male   [ ] Female

2. Age Range   [ ] 21 – 25   [ ] 26 – 30   [ ] 31 – 35

   [ ] 36 – 40   [ ] more than 40

3. Graduated Educational Level :

   [ ] Bachelor degree

   [ ] Master degree

4. Length of Professional Experience

   [ ] 1 – 5 years   [ ] 6 – 10 years   [ ] more than 10 years

5. How would you rate your proficiency level?

Skill / level	Excellent 4	Good 3	Fair 2	Poor 1
6.1 Listening				
6.2 Speaking				
6.3 Reading				
6.4 Writing				
6.5 Translation				

Part 2 Needs and Problems

Directions: For each of the following listening tasks, please indicate with a check (✓) in the appropriate column the extent to which you assess the problems with English language skill requirements

Scale	Mean range	Problem level
5	4.50-5.00	The highest problem
4	3.50-4.49	High problem
3	2.50-3.49	Moderate problem
2	1.50-2.49	Low problem
1	1.00-1.49	The lowest problem

1. Problems with English Listening

English Listening skills	5	4	3	2	1
1.1 Listen to a foreign teachers (face-to-face conversation)					
1.2 Listen to a meeting with a foreign teachers					
1.3 Listen to a foreign teachers via telephone					
1.4 Listen to an accents of non- native foreign teachers					
1.5 Listen to a teacher's requirements					
1.6 Listen to seminars, discussions or training in English					
1.7 Listen to an English presentation					
1.8 Listen to an explanation about technical term of each subject					
1.9 Listen to a question or problem related to work					
1.10 Listen to a complaint from a foreign teachers					
1.11 Listen to new knowledge via VCD or CD					
1.12 Other (Please specify)……………………………………………					

2. Problems with Speaking English

English Speaking skills	5	4	3	2	1
2.1 Speaking with colleagues and teachers					
2.2 Conversing with a speaker or participant during a meeting with a foreign guest					
2.3 Giving information or directions and coordinating in English					
2.4 Speaking with foreigners teachers and students					
2.5 Internal meeting					
2.6 English Presentations					
2.7 Discussions, seminars and participating in teacher training or meetings in English					
2.8 Suggesting and guiding a new teachers or colleague in English					
2.9 Other (please specify)………………………………………………..					

3. Problems Reading in English

English Reading skills	5	4	3	2	1
3.1 Textbook/machine or equipment manual					
3.2 E-mails					
3.3 Newspaper or journal					
3.4 Internet					
3.5 Technical terms and vocabulary					
3.6 Articles					
3.7 Computer Instructions					
3.8 Reports					

4. Problems Writing in English

English Writing skills	5	4	3	2	1
4.1 Writing order form/note					
4.2 Writing report about job duty					
4.3 Writing vocabulary					
4.4 Writing minutes and agenda					
4.5 Writing email					
4.6 Writing report					
4.7 Others (please specify)………………………………………………					

5. Problems Translating English

English Translating skills	5	4	3	2	1
5.1 Translating school comments					
5.2 Translating exercising to students					
5.3 Translating classroom rules					
5.4 Translating the teachers lesson to the students					
5.5 Other (please specify)…………………………………………...					

6. How often do you face these situations as a problem in your workplace?

Frequency of Problems in using the English language by Situations

5 = Always   (81 – 100%)
4 = Often   (51 – 80%)
3 = Some of the time (21 – 50%)
2 = Occasionally   (1 – 20%)
1 = Not a problem   (0%)

Skills	Frequency of Problems				
	5	4	3	2	1
6.1 Introductions (meeting / greeting)					
6.2 Telephone and Taking Messages					
6.3 Making Appointments					
6.4 Confirming Appointments					
6.5 Amending Appointments					
6.6 Understanding complaints/indication					
6.7 Realizing vocabulary					
6.8 Presenting results					
6.9 Attending a Meeting					
6.10 Taking notes					
6.11 Being an interpreter					
6.12 Working with Foreigners					
6.13 Searching information on the Internet					

Part 3 – Open-ended question

Do you have other problems about learning English? Please specify.

_____

_____

_____

_____

_____

_____

****End of Questionnaire****

Thank you for your kind cooperation.

Semi – Structured Interview Question

1. Please provide further insights to perform your tasks (as a coordinator or teacher assistant), do you think that English language is important?

2. Have you ever taken English courses?

3. If the company provides you ESP (English for specific purpose) Training courses are you interested in?

4. Why you want to improve your English language skills?

5. If you want, which courses are you interested in?

    [ ] listening   [ ] Speaking

    [ ] Reading   [ ] Writing

    [ ] Basic conversation

6. What day is at your most convenient to learn?

7. What time is at your most convenient to learn?

8. How long is the preferable course?

****End of Interview ****

แบบสอบถาม

คำแนะนำ

จุดประสงค์ของแบบสอบถามนี้ เพื่อที่จะศึกษาปัญหาและความต้องการทางภาษาอังกฤษของพนักงาน บริษัท ไบร์ท ฟิวเจอร์อินเตอร์ เนชั่นแนล เทรนนิ่ง แอนด์ เซอร์วิส ผู้ที่เรียนรู้ภาษาอังกฤษในฐานะ ภาษาต่างประเทศ แบบสอบถามแบ่งเป็น 3 ตอน คือข้อมูลส่วนบุคคล ปัญหาและความต้องการ และข้อเสนอแนะ เพิ่มเติม

การตอบคำถามของท่านจะนำมาใช้เพื่อจุดประสงค์ทางการศึกษาเท่านั้น โดยเฉพาะการศึกษาปัญหาและ ความต้องการในการเรียนรู้ภาษาอังกฤษของพนักงานบริษัท ไบร์ท ฟิวเจอร์อินเตอร์ เนชั่นแนล เทรนนิ่ง แอนด์ เซอร์วิส กรุณาตอบแบบสอบถามตามความเป็นจริง

ส่วนที่ 1 ข้อมูลส่วนบุคคล

คำแนะนำ : กรุณาตอบคำถามต่อไปนี้เกี่ยวกับข้อมูลส่วนบุคคลโดยใส่เครื่องหมาย (✓) ลงในช่องว่างด้านหน้า ข้อมูล

1. เพศ: [ ] ชาย   [ ] หญิง

2. ช่วงอายุ:   [ ] 21 – 25 ปี   [ ] 26 – 30 ปี   [ ] 31 – 35 ปี

                         [ ] 36 – 40 ปี   [ ] 40 ปีขึ้นไป

3. ระดับการศึกษา:

                         [ ] ปริญญาตรี   [ ] ปริญญาโท

4. ประสบการณ์การทำงาน:

                         [ ] 1 – 5 ปี   [ ] 6 – 10 ปี   [ ] 10 ปีขึ้นไป

5. ท่านจัดระดับทักษะทางภาษาอังกฤษของท่าน อยู่ในระดับใด

ทักษะ	ระดับ			
	ดีมาก 4	ดี 3	ปานกลาง 2	ต้องปรับปรุง 1
5.1 การฟัง				
5.2 การพูด				
5.3 การอ่าน				
5.4 การเขียน				
5.5 การแปล				

ส่วนที่ 2 สำรวจปัญหาและความต้องการ

กรุณาใส่เครื่องหมาย (✓) ลงในช่องว่างที่กำหนดให้ตามระดับของปัญหาที่ท่านพบในการใช้ภาษาอังกฤษตามทักษะต่าง ๆ

        5 = พบปัญหาเป็นส่วนใหญ่   (80 – 100%)

        4 = ปานกลาง   (51 – 80%)

        3 = พบปัญหาในบางครั้ง   (21 – 50%)

        2 = พบปัญหาน้อยมาก   (1 – 20%)

        1 = ไม่เป็นปัญหา   (0%)

1. ในการปฏิบัติงานถ้าท่านต้องใช้ทักษะการฟังภาษาอังกฤษ ท่านคิดว่าจะมีปัญหาในหัวข้อต่อไปนี้ในระดับใด

ทักษะการฟัง	ระดับความเป็นปัญหา				
	5	4	3	2	1
1.1 ฟังครูชาวต่างประเทศสอบถามเรื่องราวทั่วไป					
1.2 ฟังการบรรยาย การประชุมจากครูชาวต่างชาติ					
1.3 ฟังการสนทนาทางโทรศัพท์กับครูชาวต่างชาติ					
1.4 ฟังสำเนียงของครูชาวต่างชาติที่ไม่ใช่เจ้าของภาษา					
1.5 ฟังการร้องขอจากครูชาวต่างชาติ					
1.6 การอภิปราย สัมมนา เข้าร่วมฝึกอบรมฟังการบรรยายวิชาการเป็นภาษาอังกฤษ					
1.7 การฟังการนำเสนอผลงานภาษาอังกฤษ					
1.8 การบรรยายการใช้คำศัพท์เฉพาะในภาษาอังกฤษในแต่ละวิชา					
1.9 การรับฟังคำถามหรือปัญหาที่พบในงาน					
1.10 การรับฟังข้อร้องเรียนจากครูชาวต่างชาติ					
1.11 การรับฟังความรู้ใหม่ที่เป็นภาษาอังกฤษผ่านทาง VCD หรือ CD					
1.12 อื่น ๆ (โปรดระบุ)..					

2. ในการปฏิบัติงานถ้าท่านต้องใช้ทักษะการพูดภาษาอังกฤษท่านคิดว่าจะมีปัญหาในหัวข้อ ต่อไปนี้
ในระดับใด

ทักษะการพูด	ระดับ				
	5	4	3	2	1
2.1 การสนทนาระหว่างเพื่อนร่วมงาน และครูชาวต่างชาติ					
2.2 การสนทนาโต้ตอบในระหว่างการบรรยาย การประชุมจากผู้แขกรับเชิญ ชาวต่างชาติ					
2.3 การให้ข้อมูล บอกทาง และประสานงานเป็นภาษาอังกฤษ					
2.4 การสนทนาทางโทรศัพท์กับชาวต่างชาติ เช่น ครูชาวต่างชาติและนักเรียน					
2.5 การประชุมภายในองค์กร					
2.6 การพูดนำเสนอผลงานเป็นภาษาอังกฤษ					
2.7 การพูดอภิปราย การสัมมนา เข้าร่วมฝึกปฏิบัติ ในการประชุมที่เป็น ภาษาอังกฤษ					
2.8 การสอนและให้คำแนะนำกับครูชาวต่างชาติและเพื่อนร่วมงานรุ่นใหม่ที่เข้ามา ปฏิบัติงาน					
2.9 ปัญหาทางทักษะการพูดภาษาอังกฤษอื่น ๆ โปรดระบุ.........................					

3.ในการปฏิบัติงานถ้าท่านต้องใช้ทักษะการอ่านภาษาอังกฤษท่านคิดว่าจะมีปัญหาในหัวข้อ ต่อไปนี้ในระดับใด

ทักษะการอ่าน	ระดับ				
	5	4	3	2	1
3.1 ตำรา หนังสือเรียน คู่มือ					
3.2 อีเมล์					
3.3 หนังสือพิมพ์ วารสาร					
3.4 อินเตอร์เน็ต					
3.5 คำศัพท์เฉพาะและคำศัพท์ทั่วไป					
3.6 บทความทางวิชาการ					
3.7 คำแนะนำทางคอมพิวเตอร์					
3.8 รายงาน					
3.9 ปัญหาทางทักษะการอ่านภาษาอังกฤษอื่น ๆ โปรดระบุ..................................					

4. ในการปฏิบัติงานถ้าท่านต้องใช้ทักษะการเขียนภาษาอังกฤษท่านคิดว่าจะมีปัญหาในหัวข้อต่อไปนี้
ในระดับใด

ทักษะการเขียน	ระดับ				
	5	4	3	2	1
4.1 การเขียนใบสั่งของ แบบฟอร์ม โน้ท					
4.2 การเขียนรายงานเกี่ยวกับหน้าที่ที่ได้รับมอบหมาย					
4.3 การเขียนคำศัพท์					
4.4 การเขียน ตารางการทำงาน					
4.5 การเขียนอีเมล์ตอบเป็นภาษาอังกฤษ					
4.6 การเขียนรายงานเป็นภาษาอังกฤษ					
4.7 ปัญหาทางการเขียนอื่น ๆ โปรดระบุ................					

5. ในการปฏิบัติงานถ้าท่านต้องใช้ทักษะการแปลภาษาอังกฤษท่านคิดว่าจะมีปัญหาในหัวข้อ ต่อไปนี้
ในระดับใด

ทักษะทางด้านการแปล	ระดับ				
	5	4	3	2	1
5.1 การแปลคำร้องเรียนจากทางโรงเรียน					
5.2 การแปลแบบฝึกหัดให้กับนักเรียน					
5.3 การแปลกฎในการใช้ห้องเรียน					
5.4 การแปลบทเรียนจากครูชาวต่างชาติให้แก่นักเรียน					
5.5 ปัญหาทางการแปรอื่น ๆ โปรดระบุ................					

6. ท่านพบสถานการณ์ ที่เป็นปัญหาต่อไปนี้ในการทำงานของท่านที่ต้องใช้ทักษะทางภาษาอังกฤษบ่อย
เพียงใด กรุณาใส่เครื่องหมาย (✓) ลงในช่องว่างที่กำหนดให้ตามระดับของความเป็นปัญหา

5   สม่ำเสมอ   (80 – 100%)

4   บ่อย   (51 – 80%)

3   บางครั้ง   (21 – 50%)

2   ตามโอกาส   (1 – 20%)

1   แทบจะไม่เป็นปัญหา   (0%)

สถานการณ์	ระดับของความเป็นปัญหา				
	5	4	3	2	1
6.1 การกล่าวแนะนำ และทักทาย					
6.2 รับโทรศัพท์และรับข้อความทางโทรศัพท์					
6.3 การนัดหมาย					
6.4 ยืนยันการนัดหมาย					
6.5 เปลี่ยนแปลงการนัดหมาย					
6.6 การเข้าใจข้อร้องเรียน การเข้าใจการอธิบาย					
6.7 เข้าใจคำศัพท์					
6.8 การนำเสนอผลงาน					
6.9 การเข้าร่วมการประชุม					
6.10 การบันทึกข้อความ					
6.11 การเป็นล่าม					
6.12 การทำงานร่วมกับชาวต่างประเทศ					
6.13 การค้นคว้าข้อมูลทางอินเตอร์เน็ต					

ส่วนที่ 3 ข้อเสนอแนะเพิ่มเติม

คุณมีปัญหาเกี่ยวกับการเรียนรู้ทางภาษาอังกฤษหรือไม่ ถ้ามีโปรดระบุ

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****ขอบคุณที่ให้ความร่วมมือ****

นางสาวกุลวดี โยยรัมย์

ผู้จัดทำ

บทสัมภาษณ์

1. กรุณาให้ข้อมูลเชิงลึกในการดำเนินการงานของคุณในฐานะพนักงานบริษัท ไบร์ท ฟิวเจอร์อินเตอร์ เนชั่น แนล เทรนนิ่ง แอนด์ เซอร์วิส คุณคิดว่าความรู้ทางด้านภาษาอังกฤษมีความสำคัญเพียงใด?

2. คุณเคยลงเรียนหลักสูตรภาษาอังกฤษหรือไม่?

3. หากทางบริษัทมีการจัดอบรมหลักสูตรภาษาอังกฤษคุณสนใจที่จะเข้าร่วมหรือไม่?

4. ทำไมคุณถึงต้องการปรับปรุงทักษะทางภาษาอังกฤษ

5. หากคุณสนใจ หลักสูตรใดบ้างที่คุณต้องการจะเข้าอบรม?

   [ ] การฟัง   [ ] การพูด

   [ ] การอ่าน   [ ] การเขียน

   [ ] การสนทนาเบื้องต้น

6. วันใดบ้างที่คุณสะดวกจะเข้าเรียนในหลักสูตรทางภาษาอังกฤษ?

7. เวลาใดที่คุณสะดวกจะเข้าเรียน?

8. แต่ละหลักสูตรควรมีระยะเวลาเพียงใด?

ขอบคุณคะ

นางสาวกุลวดี โยยรัมย์

ผู้จัดทำ

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