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พนักงานการตลาดของบริษัทในนิคมอุตสาหกรรมลาดกระบัง

A SURVEY OF THE ENGLISH NEEDS OF THE MARKETING STAFF IN
THE COMPANIES AT LADKRABANG INDUSTRIAL ESTATE



สารนิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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**A SURVEY OF THE ENGLISH NEEDS OF THE MARKETING STAFF IN
THE COMPANIES AT LADKRABANG INDUSTRIAL ESTATE**



**A THEMATIC PAPER SUBMITTED IN PARTIAL FULFILLMENT
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2004

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การสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงาน
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พ.ศ.

2547

อาจารย์ผู้ควบคุมสารนิพนธ์

รองศาสตราจารย์เฉลิมศรี ปรีชาพานิช

อาจารย์ผู้ควบคุมสารนิพนธ์ร่วม

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงานฝ่ายการตลาดของบริษัทในนิคมอุตสาหกรรมลาดกระบัง กรุงเทพฯ โดยศึกษาถึงความต้องการด้านภาษาอังกฤษ ทักษะทางภาษาและเนื้อหาที่ต้องการใช้เพื่อการปฏิบัติงานด้านการตลาด เครื่องมือที่ใช้ในการทำวิจัย คือ แบบสอบถาม ซึ่งใช้กับพนักงานการตลาดที่ตอบแบบสอบถามจำนวน 125 คน ข้อมูลที่รวบรวมได้นำไปวิเคราะห์โดยใช้โปรแกรมสำเร็จรูป SPSS สำหรับ Window เวอร์ชัน 10.0

ผลการวิจัยสรุปได้ดังนี้คือพนักงานการตลาดในนิคมอุตสาหกรรมลาดกระบังเห็นว่าภาษาอังกฤษในการทำงานเป็นที่ต้องการใช้ในระดัปลานกลาง การอ่านเป็นทักษะที่ต้องการมากที่สุด รองลงมาคือการเขียน การฟัง การแปล และการพูด ในด้านเนื้อหาที่ต้องการเป็นลำดับแรกพบว่า พนักงานการตลาดต้องการอ่านใบสั่งซื้อและใบรายการสินค้า

Thematic Paper Title	A Survey of the English Needs of the Marketing Staff at Ladkrabang Industrial Estate.
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ABSTRACT

The purpose of this research was to survey the English needs of the marketing staff in the companies at Ladkrabang Industrial Estate. The study was focused on the needs of using English, English skills, functions and topics of each skill that the marketing staff needed for their work. The questionnaires designed were employed as the instrument and were distributed to one hundred and twenty five marketing staff. The collected data was analyzed by The Statistical Package for Social Science (SPSS) for Windows Version 10.0.

The results of the study revealed that the marketing staff needed English for their work at moderate level. When English skills were considered: reading was the highest needed skill followed by writing, listening, translation, and speaking. Reading orders and invoices were needed at the highest degree of need.

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CHAPTER 1

INTRODUCTION

This chapter is divided into eight sections as follows:

- 1.1 The Statement and Significance of the Problem
- 1.2 Goal and Objectives
- 1.3 Research Questions
- 1.4 Significance of the Study
- 1.5 Scope or Limitations of the Study
- 1.6 Process of the Study
- 1.7 Definition of Terms Used
- 1.8 Anticipated Outcomes

1.1 The Statement and Significance of the Problem

Language is used as a means for people to share ideas and to communicate with one another. The English language especially, is considered an international language. Fisher (1987 : 13) defines English as the international language of science and technology, the language of access to modern life. Today English has become the basic international language for technology, commerce, finance, science and travel. This fact is a highly significant aspect of the present communication revolution.

Prasithratsint (1996 : 11) also noted that English is generally accepted as the most important international language in the world. It is the means of communication at international conference, in business negotiations, and information exchange. It is the language most learned and taught in the world. It is also a unique language. It is not regarded as just the native language of a particular society i.e., England, the United States and Australia, but also as a language of global communication.

In Thailand, English plays an important role in many fields such as, business, education, medical science, and engineering. The role of English has been increasing together with the growth of economics in Thailand which is supported by the government policy on encouraging imports and exports, and foreign investments.

The outcome of this policy leads to more foreign investors in Thailand and more contracts with them about imports and exports. Setting up an Industrial Estate, for instance, at Ladkrabang or Lamchabang is one example showing the government's concern for

foreign investment. It is the place where import and export companies, manufacturing factories, and other kinds of enterprises that are supported by foreign investment are situated. It is therefore certain that people who are involved in the companies in the Industrial Estate may have to deal with English language to some extent.

Marketing is an important section in the companies and people who are involved in this section have to deal with work such as sales, product promotion, market survey and so on. It is therefore interesting to find the kind of English that the marketing staff have to deal with in their work in the companies in the Industrial Estate, especially at Ladkrabang.

In terms of English language teaching and learning in Thailand, English for Specific Purposes (ESP) becomes important when the needs of learners and target situations are taken into account. The objectives of English for Specific Purposes are to teach the learners the language functions in specific and realized situations, and to respond to the needs of the learners in achieving communication in their target situations effectively.

Consequently, the finding of a survey of the English needs of the marketing staff at Ladkrabang Industrial Estate can help to establish an English course that corresponds to their work.

1.2 Goal and Objectives

The purpose of the study is to survey the English needs of the marketing staff in sixty – three companies at Ladkrabang Industrial Estate.

The objectives are as follows:

1. To find out the level of needs of English language for marketing work of the marketing staff in sixty – three companies at Ladkrabang Industrial Estate.
2. To find out the level of needs of English skills-listening, speaking, reading, writing and translation that the marketing staff in sixty-three companies at Ladkrabang Industrial Estate needs for the their work.
3. To find out the level of needs of functions and topic areas of each English skill that the marketing staff in the companies at Ladkrabang Industrial Estate needs for their work.

1.3 Research Questions

The research questions are as follows:

1. To what extent do the marketing staff need English for their work?

2. To what extent do the marketing staff need each English skill for their work?
3. To what extent do the marketing staff need language functions and topics of each English skill for their work?

1.4 Significance of the Study

The information obtained from the study can be used as a guideline for designing course and syllabus on English for marketing staff, that is, the extent of English skills, functions and topics of each skill found in this study can help the syllabus writer to design the course and to specify and sequence the language content which should be in the English course for the marketing staff in the companies at Ladkrabang Industrial Estate.

1.5 Scope and Limitations of the Study

1. The study was limited to the marketing staff of sixty - three companies at Ladkrabang Industrial Estate.
2. The research was limited to 180 marketing staff who worked in the companies at Ladkrabang Industrial in the year 2003.
3. The research data was limited to the number of questionnaires returned.

1.6 Process of the Study

The study was conducted by following these processes:

1. Study the related research and related literature on needs analysis, English for Specific Purposes and marketing work.
2. Conduct a preliminary interview with some marketing staff before writing a questionnaire about the needs of English which are necessary for their work.
3. Write a questionnaire based on the information obtained from the study of the related research and literature, and the preliminary interview.
4. Have a questionnaire approved by an advisor and three qualified professors in the field of research methods and English language teaching.
5. Try out the questionnaire with thirty marketing staff in the companies at Lamchabang Industrial Estate in order to check the reliability.
6. Send out the questionnaire to the subjects of the study in sixty - three companies at Ladkrabang Industrial Estate by mail.

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CHAPTER 2

Literature Review

This chapter presents a review of literature related to the study. The discussion is on:

2.1 English for Specific Purposes (ESP)

2.2 Needs Analysis

2.3 Business English

2.4 Related Research on Business English

2.1 English for Specific Purposes

English for Specific Purposes (ESP) is an approach to language teaching. It is a branch of English as a foreign Language (EFL) or English as a Second Language (ESL), in which all decisions as to content and methodology are based on learner's needs for learning. There are many discussions on the name, the definition and the type of ESP.

According to Strevens (1977 : 89-90), the name 'English for Specific Purposes'(ESP) is usually given to an English course, and it is generally used in circumstances in which the command of English relates to a specific job, subject or purpose. He further claims that 'ESP courses' refer to "those in which the aim and the content are determined, principally or wholly, not by criteria of general education (as when 'English' is a foreign language subject in school) but by functional and practical English language requirements of the learner."

Munby (1978 : 1-2) points out that English for Specific Purposes (ESP) has become a major developmental focus in the area of what may now be called communicative syllabus design and material production. 'ESP courses' are defined as courses where the syllabus and materials are determined in all essential by the prior analysis of the communication needs of the learner, rather than by teacher – centered criteria.

Moreover, Johns and Dudley-Evans (1991 : 297) claim that English for Specific Purposes has established itself as a viable and vigorous movement within the field of Teaching of English as a Foreign Language (TEFL) / Teaching of English as a Second Language (TESL). Mackay and Mountford(1978 : 2) also point out that the term 'language for special purposes' has appeared frequently in the literature relating to English language teaching.

Kennedy and Bolitho (1984 : 1-3) conclude that learners of ESP have no need for "general" English indeed, they have already completed a "general" course and wish to learn

English for particular reasons connected with their studies or their jobs. The kind of English to be taught will be based on the interests and requirements of the learner.

Strevens (1988 cited in Dudley-Evans and St.John 1998 : 3) defines four absolute characteristics of ESP and two variable characteristics as follows:

1. Designed to meet specified needs of the learner.
2. Related in content, topic to particular disciplines, occupations and activities.
3. Centered on language appropriate to those activities in syntax, lexis, discourse, semantics, and so on.
4. In contrast with 'General English'

The two variable characteristics are that ESP:

1. May be restricted as to the learning skills to be learned.
2. May not be taught according to any pre-ordained methodology.

Hutchinson and Waters (1987 : 8) point out that ESP focuses on the learner. That is, different learners have different needs and interests which have an important influence on their motivation to learn, and therefore on the effectiveness of their learning. An English course designed for their needs would improve the learners' motivation and thereby make learning better and faster.

According to Robinson (1980 :12), the usual ESP course is designed for a reasonable number of students with identical or nearly identical needs. The course is designed to satisfy these needs which will be fairly specific and which will be occupation or study based. In addition, the content of the ESP course will be in some way limited, according to the needs of the learner. An ESP course is purposeful and is aimed at successful performance in occupational and educational roles. It is based on a rigorous analysis of students' needs and should be tailor-made. ESP courses may differ from one another in their selection of skills, topics, situations and functions, as well as specialist languages.

Considering ESP courses, Robinson (1991 : 3-4) classifies the different types of ESP as shown in Figure 1.1, 'ESP family tree', A major distinction is often drawn between English for Occupational Purposes (EOP), involving work-related needs and training, and English for Academic Purposes (EAP), involving academic study needs.

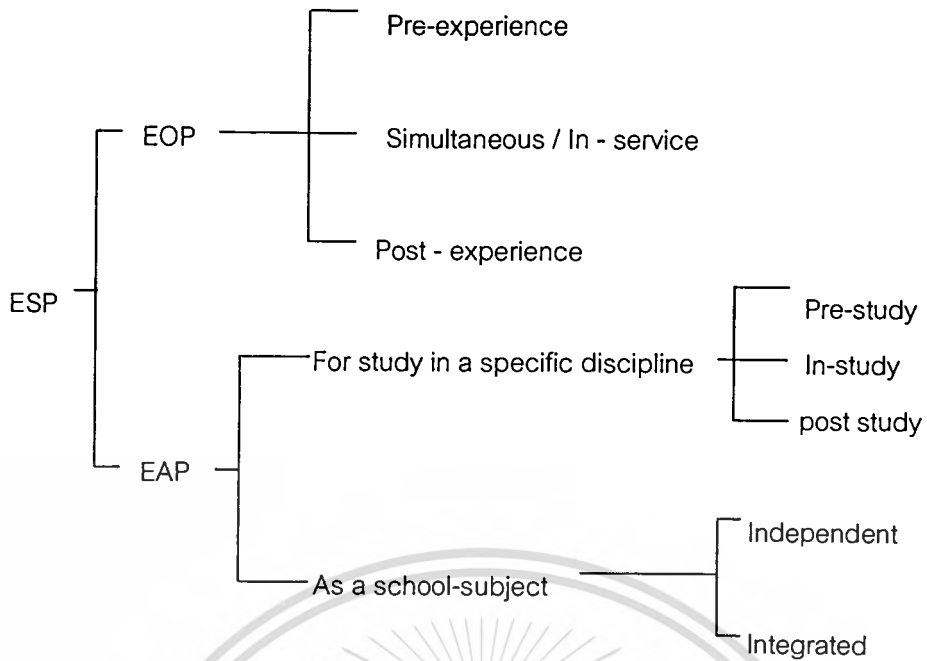


Figure 1.1 ESP Family Tree and the Type of Courses.

According to Kennedy and Bolitho (1984 : 3-5) there are two main divisions that distinguish ESP situations: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

English for Occupational Purposes (EOP) is taught in a situation in which learners need to use English as part of their work or profession. 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.

English for Academic Purposes (EAP) is taught generally within educational institutions to students needing English in their studies. The language taught may be based on particular disciplines at higher levels of education when the students are specializing (in – study) or intends to specialize (pre - study) in a particular subject.

Hutchinson and Waters (1987 : 17) define ESP as an approach not as a product and show the various branches and sub-branches of ESP as follows:

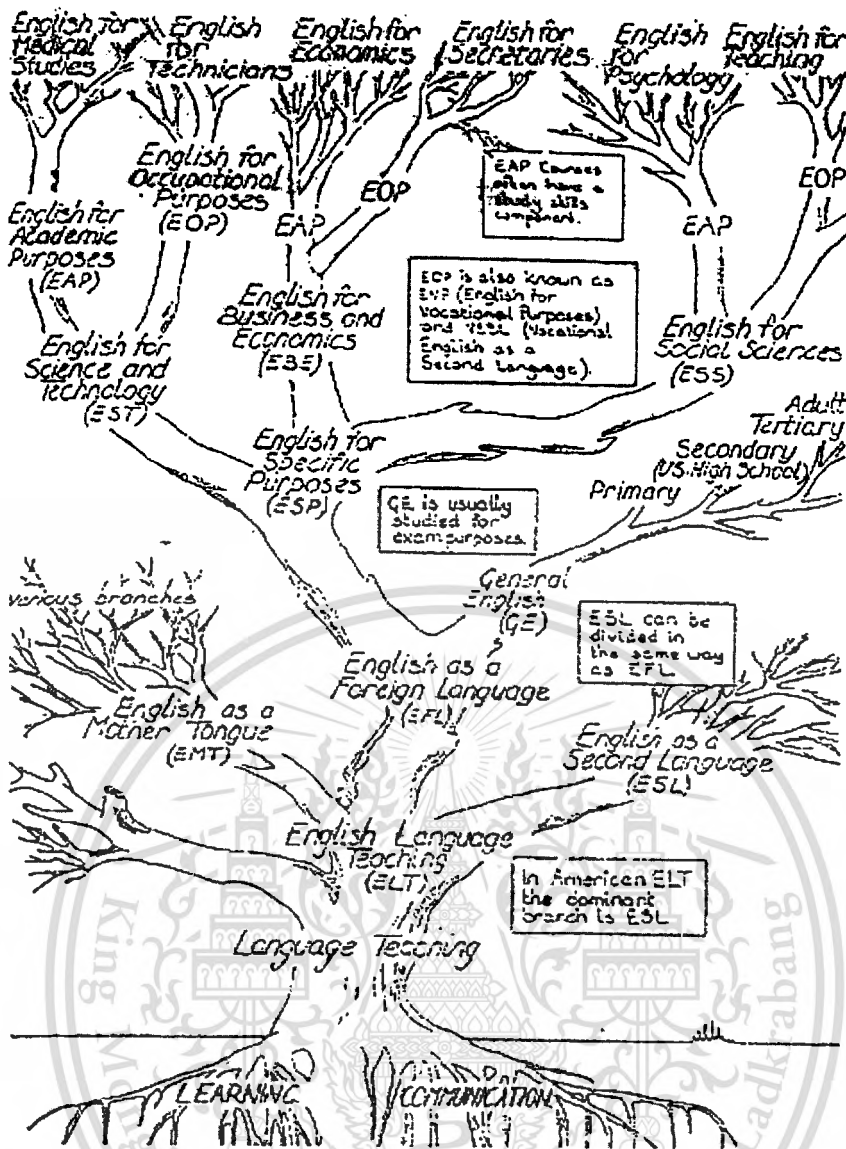


Figure 1.2 Tree Diagram of ESP

Consequently, according to Kennedy and Bolitho (1984 : 3- 5) and Robinson (1991 : 3), EOP is the branch of ESP. However, according to Hutchinson and Waters (1987 : 17), EOP is the sub-branch of both English for Science and Technology and English for Business and Economics which are the sub-branches of ESP. Moreover, EOP which is a branch of English for Business and Economics has a sub-branch like English for Secretaries. See Figure 1.2. English for Marketing, therefore, can be considered as a sub-branch of EOP which is a kind of the course that the learners need to take in order to learn English for their work or profession.

2.2 Needs Analysis

According to Brindley (1989 : 63), it is now widely accepted as the principle of programme design that needs analysis is a vital prerequisite to the specification of language learning objectives:

Richards (1990 : 1-2) states that needs analysis should serve the purposes of:

1. Providing a mechanism for obtaining a wider of input into the content, design, and implementation of a language programme through involving such people as learners, teachers, administrators, and employers in the planning process.

2. Identifying general or specific language needs that can be addressed in developing goals, objectives, and the content for a language programme.

3. Providing data that can serve as the basis for reviewing and evaluating an existing programme.

2.2.1 Definition of Needs Analysis

Many practitioners define needs analysis in various ways and from different viewpoints. The followings are some examples:

Stevens (1980 : 109) defines 'needs analysis' as "a procedure starting from the stand point that it is not 'general English' and that the learner (or his sponsor) can apply comprehensive information about the aims, purposes, needs, want, role, and functions for which English is required in his or her circumstances."

Richards (1990 : 6) defines 'needs analysis' as "the requirement or fact -finding or the collection of data from various sources, for example, the data about the learners; the materials, and so on. The goals of the needs-analysis phase of curriculum planning are to determine what a particular group of learners expect to use English for and what their present level of competence is."

Richards & Rogers (1986 : 156) define 'needs analysis' as "the identification of general and specific language needs that can be addressed in developing goals, objectives, and content in a language programme. It may focus either on the general parameters of a language programme or on the specific needs."

.. Ellis & Johnson (1994 : 222) define 'needs analysis' as "a method of obtaining description of a learner's needs (or group of learner's needs).It will take into account the
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specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level, which is to be achieved. The information could be obtained from a range of different people: company staff, trainers, and the learners themselves. It will have implications for the approach to training that will be taken".

These are the definitions of the needs which are open to contextual interpretations and contain value judgments. It is essential in the field of language development to examine the needs since it provides information which can be used to form the syllabus and other implementation factors of the course. Moreover, if deficiencies of the course appear, needs can be established to remedy, improve or evaluate the course.

2.2.2 Types of Needs

Many practitioners divide "needs" into various types. The followings are some examples of types of "needs":

Mackay (1978 : 28) roughly divides the needs of the students into:

1. Academic needs, where English is required for further academic study e.g. medical students requiring English in order to understand lectures and read medical textbook in English.
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.

According to Richterich & Chancerel (1980 : 32), there are two kinds of needs;

1. Objective needs, which are foreseeable, are those that can be deduced from a job analysis, or from a study of a person engaging in the duties of his profession
2. Subjective needs, which are partly or not at all foreseeable, are those that depend upon the people who meet the events that occur in an unexpected situation.

Brindly (1989 : 64) also divides needs into objective and subjective needs as follows:

Objective needs refer to the needs which are derivable from different kinds of factual information about learners, their use of language in real -life communication situations as well as their current language proficiency and language difficulties.

Subjective needs refer to the cognitive and affective needs of the learner in the learning situation, which are 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.

Hutchinson & Waters (1987 : 53-54) divides needs into two types which are target needs and learning needs. They make a basic distinction between them as follows:

1. Target needs mean what the learner needs to do in the target situation. It can be considered in terms of necessities, lacks, and wants.

1.1 Necessities are what the learner has to know in order to function effectively in the situation. Thus, it is a matter of observing what situations the learner will need to function in and then analyzing the existing proficiency of the learners.

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

1.3 Wants can be referred to the perception of the needs of the learners, that is, what the learners want or feel they need. It is quite possible that the learners' views may conflict with the perceptions of other interested parties: course designers, sponsors, and teachers.

2. Learning needs mean what the learner needs to do in order to learn.

Based on two types of needs, Hutchinson & Waters suggest that both the analysis of target situation and learning situation should be taken into account for a course design since they influence the nature of the syllabus, materials, methodology and evaluation procedures.

In this study, the objective needs and the target needs can be modified for English needs analysis of the marketing staff. The initial collection perceived from objective needs is usually factual information about the learners such as current language proficiency level, age, educational background, previous learning experience. This kind of information will establish broad parameters for setting up the course and syllabus specification. The language needs for the target situation also help to supply the content of the syllabus.

2.3 Business English

Ellis & Johnson (1994 : 3) note that Business English must be seen in the overall context of English for Specific Purpose (ESP), as it shares important elements of needs analysis, syllabus design, course design, and materials selection and development which are common to all fields of work in ESP. Business English implies the definition of a specific language corpus and emphasis on particular kinds of communication in a specific context. Business English, however, differs from other varieties of ESP in that it is often a mix of

specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, in business situations).

In the mid-1970s and 1980s, Business English teaching began to focus more and more on functional areas of language, for example, recommending, giving opinions, showing agreement, and so on. Since the late 1980s, Business English teaching has drawn on aspects of all the previous approaches, but also places much more emphasis on the need to develop the skill for using the language learned.

The development of company training programs during the 1980s began to provide employees with opportunities to attend course in presentation techniques, negotiating, and effective meeting skills among other things.

Today there are many varieties of Business English. The most important distinction to be made is that between pre-experience (or low-experience) learners and job-experienced learners. Students in colleges or universities will have gained their knowledge of business largely from books and, as a result, such knowledge will be incomplete and theoretical rather than practical. They will be less aware of their language needs in terms of communicating in real – life business situation, and their expectation of language learning will be molded by their experiences from school, and thus by the educational policies of the country in which they grew up. Job-experienced learners, on the other hand, have gained some practical experience of having to communicate on the job.

2.4 Related Research on Business English

As English for Marketing is relevant to Business English, it is therefore interesting to study the related research on Business English. Followings are some of the studies on Business English.

In 1980, Kkanchanasathit studied the needs for the use of English in the private business sector. The results showed that the capability in English of those organizations' officials was lower than the organization's needs, and English was used mostly in business correspondence with foreigners.

In 1983, Savangarose studied the relevancy of business English courses taught at Thai universities to the Thai business community. It was found that business English was important to business careers of the Thai business community .Writing was used to a considerable degree; listening , speaking and reading were used to a moderate degree. Translation was used only a little. Business persons had to listen to and speak about general

topics and business accounts or events to a moderate degree, and listen and speak for business communication to a considerable degree. As for the curriculum, skills taught at private universities were more relevant to the needs of Thai business community than those taught at the state universities. Moreover, the private universities had a more direct contact with business persons. The business English content in their curricula corresponded more the needs of the Thai business community.

In 1993, Anekjumnongporn analyzed the business needs of graduates from the School of Business Administration, Bangkok University in order to use the needs analysis as a basis for establishing an appropriate business English curriculum for future students. The findings indicated that English is important in the professional business world with regard to all four English skills but students do not have sufficient opportunity to practice these skills in class.

In 1994, Akkakoson 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 in 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 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 representative of the low status group considered that listening, speaking and writing were essential to the supervisory level.

CHAPTER 3

Research Methodology

This chapter discusses the methodology and the procedures used in the study. It includes:

- 3.1 Type of Research
- 3.2 Population
- 3.3 Research Instrument
- 3.4 Procedures in Designing and Testing the Questionnaire
- 3.5 Data Collection
- 3.6 Data Analysis and Statistical Devices

3.1 Type of Research

This research was an analytical research conducted by using the questionnaire to help survey the information on the topic of the English needs of the marketing staff at Ladkrabang Industrial Estate. It breaks the topic down into three sections: Personal Information, Questions on English Needs, Additional Opinions and Suggestions in order to examine the needs for English of the marketing staff at Ladkrabang Industrial Estate.

3.2 Population

The population of this study included one hundred and eighty marketing staff members who worked in sixty-three companies at the Ladkrabang Industrial Estate in 2003.

3.3 Research Instrument

The instrument for the study was a questionnaire. It consisted of three parts as follows:

- Part 1: Personal Information.
- Part 2: Questions about English Needs for Marketing Work.
- Part3: Open – ended Questions for Additional Opinions and Suggestions.

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Part 1: Personal Information

This part was about personal information of the respondents. It consisted of the information about gender, age, education, work experiences, and level of English ability. The method of giving the information was by ticking on the items given and filling in the space provided.

Part 2: Questions about English Needs for Marketing Work

In this part, the respondents were asked to identify their level of needs for English, English skills, and functions and topics of each skill. The level of needs was identified according to the five points Likert scale. The meanings of the five point Likert scale are as follows:

Number 5 refers to the greatest need.

Number 4 refers to great need.

Number 3 refers to moderate need.

Number 2 refers to little need.

Number 1 refers to the least need.

The range of needs indicated by the five points Likert scale was as follows
(Jirawattanakaset, 2003 : 107)

4.50 – 5.00 = The greatest need

3.50 – 4.49 = Great need

2.50 – 3.49 = Moderate need

1.50 – 2.49 = Little need

1.00 – 1.49 = The least need

The questions in this part were organized as follows:

1. The question on the extent of needs for English for marketing work
2. The question on the extent of needs for five English skills: listening, speaking, reading, writing, and translation
3. The question on the extent of needs for language functions and topics for each skill which consisted of :
 - Seven items of language functions and topics for listening, including the item of others to be specified.
 - Ten items of language functions and topics for speaking, including the item of others to be specified.

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- Ten items of language functions and topics for reading, including the item of others to be specified.
- Fourteen items of language functions and topics for writing, including the item of others to be specified.
- Nine items of language functions and topics for translation, including the item of others to be specified.

The respondents were asked to rate their needs by ticking on the five point Likert scale provided, and to fill in the blank for the item of others.

Part 3: Open – ended Questions for Additional Opinions and Suggestions.

In this part, the respondents were asked to propose suggestions and additional opinions according to English skills and others by writing on the space provided.

The details of the questionnaire were presented in Appendix II.

3.4 Procedures in Designing and Testing the Questionnaire

The procedures in designing and testing the questionnaire were as follows:

3.4.1 Designing a questionnaire

The questionnaire was formulated according to the following steps:

1. The researcher first studied text books, journals and other printed matters about marketing work, including textbooks about English skills and functions, needs analysis and research method. The related research and related literature on needs analysis and English for specific purposes were also studied.
2. The researcher also conducted a preliminary interview with some marketing staff in the companies at Ladkrabang Industrial Estate for the information about marketing work and their needs of English, English skills, and functions and topics of each skill required for their work in order to write a questionnaire.
3. The questionnaire was then written based on the information obtained from the preliminary interview and the study of related literature, related research, textbooks and other printed matters about marketing work.
4. The questionnaire was examined and approved for its content and appropriateness of language by an advisor and three qualified professors in the field of English and research method.
5. The questionnaire was then tried out in a pilot study for its reliability with thirty marketing staff in the companies at Lamchabang Industrial Estate. The companies at

Lamchabang Industrial Estate were considered appropriate for trying out the questionnaire because they are also the import and export companies and they also have marketing section.

6. The final version of the questionnaire was revised and reorganized, and sent out to the respondents by mail.

3.4.2 Testing a questionnaire

The questionnaire was tried out for its reliability with the pilot group. The pilot group was thirty marketing staff who worked in the companies at Lamchabang Industrial Estate in the year 2003.

The questionnaire was handed to the pilot group by the researcher. The respondents were asked to answer the questionnaire in order to check whether there were any incomprehensible questions or statements. The data was then calculated for the reliability value by using Cronbach α (Cronbach's Alpha Coefficient's method) as follows:

$$r_{xx}, \alpha = \frac{n}{n-1} \left(1 - \frac{\sum S_i^2}{S_t^2} \right)$$

r_{xx}, α = coefficient of reliability

n = the total items of questions

S_i^2 = the score of variance of each item

S_t^2 = the score of variance of the whole questions

The number of the result was 0.98. It was considered that the questionnaire was reliable. According to Jirawattanakaset (2003 : 107) the number of reliability of the questionnaire tested by Cronbach α should be over 0.60.

3.5 Data Collection

One hundred and eighty copies of questionnaire were sent out to one hundred and eighty marketing staff members in sixty-three companies at Ladkrabang Industrial Estate. There were one hundred and twenty five copies, or 69.4 percent of the population, of the questionnaire returned within three weeks.

3.6 Data Analysis and Statistical Devices

Program SPSS for Windows (Statistical Package for the Social Science) Version 10.0 was used to analyse the data. Statistical analysis of the research was as follows:

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1. Percent

$$P = \frac{f \times 100}{N}$$

P = Percent value

f = frequency

N = the number of the population

2. Mean

$$\mu = \frac{\sum X}{N}$$

μ = mean value

$\sum X$ = summation of points

N = the number of the population

3. Standard Deviation (σ)

$$\sigma = \sqrt{\frac{\sum (X - \mu)^2}{N}}$$

σ = standard deviation value

X = number of each points

μ = mean value

N = the number of the population

Chapter 4

Results

The results were reported in three parts as follows:

4.1 Personal Information of the Respondents.

4.2 The Needs of the Marketing Staff for English, English Skills, Functions and Topics for Each Skill.

4.3 The Additional Opinions and Suggestions from the Open-ended Questions.

4.1 Personal Information of the Respondents

4.1.1 Gender

The results from Table 4.1 showed that there was not much difference between the number of male and female staff, that is, 55.2 percent of the marketing staff were male and 44.8 percent were female.

Table 4.1 Gender of the Respondents.

Gender	Frequency	Percent
Male	69	55.2
Female	56	44.8
Total	125	100.0

4.1.2 Age

It was found that about 50 percent of the marketing staff were between 25-35 years old. And only 12.8 percent of them were more than 41 years old See Table 4.2.

Table 4.2 Age of Respondents

Age	Frequency	Percent
Lower than 25 years	19	15.2
25-30	41	32.8
31-35	26	20.8
36-40	23	18.4
More than 41 years	16	12.8
Total	125	100.0

4.1.3 Educational Background

About 66.4 percent of marketing staff graduated with Bachelor's degree. And 0.8 percent of them graduated with Doctor's degree. See Table 4.3.

Table 4.3 Educational Background of the Respondents

Education	Frequency	Percent
Lower than Bachelor's degree	24	19.2
Bachelor's degree	83	66.4
Master's degree	17	13.6
Doctor's degree	1	0.8
Total	125	100.0

From each degree of the marketing staff, there were many fields of studies. See Table 4.4 From overall of every degree, 22.4 percent of them got a degree in Business Administration.

Table 4.4 Major Subjects of the Respondents

Major	Education								Total	
	Lower than Bachelor's degree		Bachelor's degree		Master's degree		Doctor's degree			
	f	%	f	%	f	%	f	%	f	%
Business Administration	2	1.6	16	12.8	10	8.0	-	-	28	22.4
Marketing	3	2.4	8	6.4	1	0.8	-	-	12	9.6
Accounting	9	7.2	1	0.8	-	-	-	-	10	8.0
Science	-	-	15	12	1	0.8	-	-	16	4.0
General Management	-	-	6	4.8	-	-	-	-	6	4.8
Business English	-	-	5	4	-	-	-	-	5	4.0
Mass Communication	-	-	5	4	-	-	-	-	5	12.8
Economics	-	-	4	3.2	-	-	-	-	4	3.2
Engineering	-	-	4	3.2	-	-	-	-	4	3.2
Liberal Arts	1	0.8	3	2.4	-	-	-	-	4	3.2

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Table 4.4 Major Subjects of the Respondents (Continued)

Major	Education								Total	
	Lower than Bachelor's degree		Bachelor's degree		Master's degree		Doctor's degree			
	f	%	f	%	f	%	f	%	f	%
Agricultural Technology	-	-	3	2.4	-	-	-	-	3	2.4
Human Resources	-	-	2	1.6	-	-	-	-	2	1.6
Mechanics	2	1.6	-	-	-	-	-	-	2	1.6
Tourism	2	1.6	-	-	-	-	-	-	2	1.6
Education	2	1.6	-	-	-	-	-	-	2	1.6
Not Specified	3	2.4	11	8.8	5	4.0	1	0.8	20	16.0
Total	24	19.2	83	66.4	17	13.6	1	0.8	125	100

4.1.4 Job Position

It was found that about 63.2 percent of the respondents were marketing staff, and 31.2 percent were heads of the marketing section. See Table 4.5.

Table 4.5 Position of Respondents

Position	Number	Percent
Heads of the Staff	39	31.2
Marketing Staff	79	63.2
Others (not specified)	7	5.6
Total	125	100.0

4.1.5 Work Experience in Marketing

The respondents were asked to indicate their work experience by the number of years that they worked as marketing staff. It was found that 43.2 percent of respondents worked as marketing staff for lower than five years while only 4.8 percent of them worked as marketing staff more than twenty – one years. See Table 4.6.

Table 4.6 Work Experiences in Marketing.

Years of work	Frequency	Percent
Lower than 5 year	54	43.2
5-10 years	38	30.4
11-15 years	14	11.2
16-20 years	13	10.4
More than 21 years	6	4.8
Total	125	100.0

4.1.6 The Ability of the Respondents in English Skills.

The respondents were asked to indicate their existing ability of five English skills. It was found that their English ability for almost every skill was at poor level with the average mean scores of 2.34. However, When each language skill was considered in terms of mean scores, their ability in reading skill was at the fair level with the highest mean scores of 2.59 whereas their speaking skill was at the lowest level with the mean scores of 2.19. See Table 4.7.

Table 4.7 Level of the Ability in English Skills of the Respondents.

Skills	Level					Mean	Standard Deviation	Level of Ability
	5	4	3	2	1			
Reading	2	11	51	56	5	2.59	.774	Fair
Writing	0	11	36	61	17	2.33	.821	Poor
Translation	1	9	40	54	21	2.32	.867	Poor
Listening	1	9	32	66	17	2.29	.821	Poor
Speaking	1	8	29	63	24	2.19	.849	Poor
Average						2.34	.729	Poor

According to Jirawattanakaset (2003:103), the number of mean score indicates the level of English ability as follows:

4.50 – 5.00 = Very good

3.50 – 4.49 = Good

2.50 – 3.49 = Fair

1.50 – 2.49 = Poor

1.00 – 1.49 = Very poor

4.2 The Needs of the Marketing Staff for English, English Skills, and Functions and Topics for Each Skill.

The needs of the marketing staff for English, English skills, and functions and topics for each skill were presented according to the following research questions:

1. To what extent do the marketing staff need English for their work?
2. To what extent do the marketing staff need each English skill:
listening, speaking, reading, writing and translation for their work?
3. To what extent do the marketing staff need language functions and topics for each skill for their work?

The range of needs indicated by the five points Licket scale was as follows (Jirawattanakaset, 2003 : 107)

- 4.50 – 5.00 = The greatest need
- 3.50 – 4.49 = Great need
- 2.50 – 3.49 = Moderate need
- 1.50 – 2.49 = Little need
- 1.00 – 1.49 = The least need

4.2.1 The Marketing Staff's Needs for English at Work.

It was found that the marketing staff expressed their needs for English for marketing work at moderate level (mean = 3.48) See Table 4.8.

Table 4.8 Level of Needs for English at Work.

List	% of frequency(N=180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
1. Needs for English at work	29	34	36	20	6	3.48	1.15	Moderate need

4.2.2 The Marketing Staff's Needs for Five English Skills for Their Work.

The marketing staff indicated their needs for all English skills: listening, speaking, reading, writing, and translation at moderate level with the average mean scores of 2.96. However, when each skill was considered in terms of mean scores, reading was ranked the highest (mean = 3.23) whereas the lowest rank of their English skills was speaking (mean = 2.75). The details were shown in Table 4.9.

Table 4.9 Level of Needs for English Skills at Work.

English skills	% of frequency (N=180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
2. Needs for English skills at work								
2.1 Reading	14	36	51	13	11	3.23	1.07	Moderate need
2.2 Writing	12	32	44	20	17	3.02	1.16	Moderate need
2.4 Listening	11	31	41	21	21	2.92	1.20	Moderate need
2.3 Translation	6	35	41	22	21	2.86	1.14	Moderate need
2.5 Speaking	8	27	37	32	21	2.75	1.16	Moderate need
Average						2.96	0.99	Moderate need

4.2.3 The Marketing Staff's Needs for Functions and Topics of Each Skill for Their Work.

The needs of the marketing staff for functions and topics of each English skill for their work were presented according to each skill as follows:

In terms of language functions and topics on listening, the marketing staff expressed their needs for all items of functions and topics at moderate level with the average mean scores of 2.87. However, when each item of functions and topics was considered in terms of mean scores, the need for listening to general topics in conversation participation was ranked the highest (mean = 3.34) while listening to advertisement on products was ranked the lowest (mean = 2.56). See details in Table 4.10.

Table 4.10 Level of Needs for Language Functions and Topics on Listening.

List of Language Functions and Topics on Listening	% of frequency(N=180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
3. Needs for listening skill on the following language functions and topics.								
3.1 General topics in conversation participation.	23	34	37	24	7	3.34	1.15	Moderate need
3.2 Lectures in conferences, seminars and training courses.	18	22	41	31	13	3.01	1.19	Moderate need
3.3 News, documentary, general entertainment from radio, television and movies	14	13	53	33	12	2.87	1.09	Moderate need
3.4 Descriptions of goods quality	10	19	55	25	16	2.86	1.08	Moderate need

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Table 4.10 Level of Needs for Language Functions and Topics on Listening. (Continued)

List of Language Functions and Topics on Listening	% of frequency(N=180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
3.5 Lectures from visiting foreign experts.	12	15	44	39	15	2.76	1.12	Moderate need
3.6 Explanations on how to use the products.	8	19	44	32	22	2.67	1.12	Moderate need
3.7 Advertisement on products	6	15	45	36	23	2.56	1.07	Moderate need
Average						2.87	0.91	Moderate need

In terms of language functions and topics on speaking, the marketing staff expressed their needs for most items of functions and topics at the level of little need with the average mean scores of 2.46. However, when each item of the functions and topics was considered in terms of mean scores, the need for general conversation with colleagues, customers and heads of department who are foreigners was ranked the highest (mean = 2.96) while explaining the operation process was ranked the lowest (mean = 2.14). See details in Table 4.11.

Table 4.11 Level of Needs for Language Functions and Topics on Speaking.

List of Language Functions and Topics on Speaking	% of frequency(N=180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
4. Needs of speaking skill for the following language functions and topics.								
4.1 General conversation with colleagues/ customers/heads of departments who are foreigners.	22	25	27	28	23	2.96	1.37	Moderate need
4.2 Describing goods quality.	12	20	30	33	30	2.61	1.28	Moderate need
4.3 Negotiation.	16	14	26	36	33	2.55	1.34	Moderate need
4.4 Participation in the seminars , meetings or training courses.	10	13	42	24	36	2.50	1.24	Moderate need
4.5 Presentation	9	15	36	28	37	2.45	1.23	Little need
4.6 Explaining how to use the products.	13	12	29	34	37	2.44	1.29	Little need
4.7 Convincing customers.	13	11	25	35	41	2.36	1.30	Little need
4.8 Advertising.	10	13	24	41	37	2.34	1.23	Little need
4.9 Interview.	8	13	30	31	43	2.30	1.23	Little need
4.10 Explaining the operation process	4	10	29	39	43	2.14	1.08	Little need
Average						2.46	1.10	Little need

In terms of language functions and topics on reading, the marketing staff expressed their needs for all items of functions and topics at moderate level with the average mean scores of 3.05. However, when each item of functions and topics was considered in terms of mean scores the need for reading orders was ranked the highest (mean = 3.40) while reading marketing journal was ranked the lowest (mean = 2.70). See details in Table 4.12.

Table 4.12 Level of Needs for Language Functions and Topics on Reading.

List of Language Functions and Topics on Reading	% of frequency (N=180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
5. Needs of reading skill for the following language functions and topics.								
5.1 Orders / Invoices	22	36	46	12	9	3.40	1.11	Moderate need
5.2 Labels	18	37	41	18	11	3.26	1.14	Moderate need
5.3 Goods details	20	29	46	17	13	3.21	1.18	Moderate need
5.4 Manuals / Handbooks	18	34	38	23	12	3.18	1.18	Moderate need
5.5 News, documentary, general articles in newspaper, magazines or other printed matters	16	22	45	30	12	3.00	1.15	Moderate need
5.6 Contracts and terms on buying and selling.	26	22	26	28	23	3.00	1.41	Moderate need
5.7 Marketing proposals	20	22	35	27	21	2.94	1.31	Moderate need
5.8 Reports on marketing	11	23	43	31	17	2.84	1.15	Moderate need
5.9 Memorandum or business letters	12	22	39	34	18	2.81	1.18	Moderate need
5.10 Marketing journals	12	16	38	41	18	2.70	1.16	Moderate need
Average						3.05	1.01	Moderate need

In terms of language functions and topics on writing, the marketing staff expressed their needs for most items of functions and topics at moderate level with the average mean scores of 2.69. However, when each item of functions and topics was considered in terms of mean scores the need for writing e-mail correspondence was ranked the highest (mean = 3.43) while writing advertisements was ranked the lowest (mean = 2.29). See details in Table 4.13.

Table 4.13 Level of Needs for Language Functions and Topics on Writing.

List of Language Functions and Topics on Writing	% of frequency (N=180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
6. Needs of writing skill for the following language functions and topics .								
6.1 E- mail correspondence	45	18	26	18	18	3.43	1.46	Moderate need
6.2 General correspondence	30	21	31	25	18	3.16	1.38	Moderate need
6.3 Memorandum or business letters	21	21	24	33	26	2.82	1.39	Moderate need
6.4 Naming products	20	19	28	33	25	2.81	1.35	Moderate need
6.5 Charts , graphs or tables showing marketing work	16	23	30	29	27	2.78	1.33	Moderate need
6.6 Reports on marketing	14	24	34	24	29	2.76	1.31	Moderate need
6.7 Filling in customer's biodata forms.	14	17	28	34	32	2.58	1.31	Moderate need
6.8 Products or goods labels	6	21	37	33	28	2.55	1.15	Moderate need
6.9 Describing goods quality	12	20	21	44	28	2.55	1.27	Moderate need
6.10 Explaining how to use product	12	14	30	39	30	2.51	1.24	Moderate need
6.11 Announcements	4	16	44	36	25	2.50	1.05	Moderate need
6.12 Project proposals	7	20	30	40	28	2.50	1.17	Moderate need
6.13 Summarizing purchase and sales report	9	17	25	37	37	2.39	1.24	Little need
6.14 Advertisements	5	13	25	52	30	2.29	1.07	Little need
Average						2.69	1.01	Moderate need

In terms of language functions and topics on translation, the marketing staff expressed their needs for all items of functions and topics at moderate level with the average mean scores of 2.76. However, when each item of functions and topics was considered in terms of mean scores the need for translation general information from newspapers magazines, journal or other printed matters was ranked the highest (mean = 3.11) while translation of sale manuals was ranked the lowest (mean = 2.58). See details in Table 4.14.

Table 4.14 Level of Needs for Language Functions and Topics on Translation.

List of Language Functions and Topics on Translation	% of frequency (N= 180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
7. Needs of translation for the following language functions and topics .								
7.1 General information from newspapers , magazines , journals or other printed matters	22	32	25	30	16	3.11	1.31	Moderate need

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Table 4.14 Level of Needs for Language Functions and Topics on Translation. (Continued)

List of Language Functions and Topics on Translation	% of frequency (N= 180)					Mean	Standard Deviation	Level of Needs
	5	4	3	2	1			
7.2 Advertisement	24	20	27	28	26	2.90	1.41	Moderate need
7.3 Memorandum or business letter	19	20	35	28	23	2.87	1.31	Moderate need
7.4 Descriptions goods quality	18	16	32	33	26	2.74	1.32	Moderate need
7.5 Informational background of customers	17	16	37	25	30	2.72	1.33	Moderate need
7.6 Reports on marketing	16	17	33	31	28	2.70	1.31	Moderate need
7.7 Projects or proposals on marketing	16	13	35	31	30	2.63	1.31	Moderate need
7.8 News, documentary, articles on marketing	9	22	35	28	31	2.60	1.24	Moderate need
7.9 Sale manuals	12	19	30	33	31	2.58	1.28	Moderate need
Average						2.76	1.11	Moderate need

4.3 The Additional Opinions and Suggestions from the Open-ended Questions.

The marketing staff expressed their additional opinions and suggestions on English needs for their marketing work according to each language skill and others as follows:

Listening Skill

Listening skill was needed for listening to buying and selling statements from the foreign customers; orders or projects from heads who are foreigners; news, documentary and general entertainment.

Speaking Skill

Speaking skill was needed for the following functions: negotiation on marketing, being a co-ordinator for heads of department who are foreigners, showing factories to the foreign visitors, persuasion customers who are considering purchasing goods, explanation on how to use the products, giving a service at call-center.

Reading Skill

Reading skill was needed for reading instructions on marketing work, business documents, memorandum and marketing reports.

Writing Skill

Writing skill was needed for writing e-mail correspondences with customers, English documents on marketing work, reports and proposals.

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Translation Skill

Translation skill was needed for translation the following matters: background information of customers, advertisements, reports on marketing.

Others

The marketing staff expressed their needs for understanding specific terms in marketing, and also the expressions related to work for contacting the foreign customers at the call-center.



CHAPTER 5

Conclusion Discussion and Suggestion

This chapter is divided into four sections as follows:

- 5.1 Conclusion of the Study
- 5.2 Discussion on the Results
- 5.3 Recommendation
- 5.4 Suggestions for Further Study

5.1 Conclusion of the Study

The purpose of this study was to investigate the English needs of the marketing staff in the companies at Ladkrabang Industrial Estate. The results of the study can be used as a guideline for designing an English course and syllabus that corresponds with the marketing staff's needs of English for their work.

The population of the study was one hundred eighty marketing staffs who worked in sixty-three companies at Ladkrabang Industrial Estate in the year 2003. The questionnaires was designed as an instrument for the study and sent to the respondents by mail together with the researcher's addressed envelopes for the respondents to return to the questionnaires. The questionnaires were all collected within three weeks, and one hundred and twenty-five of the questionnaires (69.4%) were returned. The program SPSS for windows version 10.0 was used to interpret the data. The results were presented in the tables with statistical procedures and the explanation in Chapter four.

The results of the study were concluded in three sections according to the objectives of the study as follows:

5.1.1 The needs for English at work of the marketing staff.

It was found that the marketing staff needed English for their marketing work at moderate level.

5.1.2 The needs for English skills of the marketing staff.

All five skills- listening, speaking, reading writing and translation were needed at moderate level. Reading was at the highest rank of need followed by writing, listening translation and speaking respectively

5.1.3 The needs for functions and topics of each skill were concluded as follows:

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In terms of listening skill, the marketing staff needed all seven items of functions and topics in Table 4.9 on this skill at moderate level. The highest degree of need was listening to general topics in conversation participation.

In terms of speaking skill, the marketing needed all ten items of functions and topics in Table 4.10 on this skill at little level. The highest degree of need was having general conversation with colleagues, customers, or heads of departments who are foreigners.

In terms of reading skill, the marketing staff needed all ten items of functions and topics in Table 4.11 on this skill at moderate level. The highest degree of need was reading orders or invoices.

In terms of writing skill, the marketing staff needed all fourteen items of functions and topics in Table 4.12 on this skill at moderate level. The highest degree of need was writing for correspondence through electronic – mail.

In terms of translation skill, the marketing staff needed all nine items of functions and topics in Table 4.13 on this skill at moderate level. The highest degree of need was translation on general information from newspapers, magazines, journals, books or other printed matters.

5.2 Discussion on the Results

The results showed that the marketing staff needed English for their work at moderate level. This may be interpreted that the marketing staff at Ladkrabang Industrial Estate may not deal much with English. They may not have to contact directly with the foreign customers or their heads in terms of work. Or, the companies may have specific sections for dealing with the foreign affairs of the companies.

In terms of English skills, all five skills – listening, speaking, reading, writing and translation were needed at moderate level, but reading was needed at the highest degree followed by writing, listening, translation, and speaking.

It is interesting to see that reading was needed as the first rank of needs of English skills. All functions and topics in Table 4.11 were needed at moderate level. However, when consider the functions and topics according to mean scores from the first to the fifth rank in the list of Table 4.11, we can see that the functions and topics related to marketing work, that is, reading orders or invoices, labels, goods details, and manuals or handbooks were needed prior to reading on general topics like news, documentary, general articles in newspapers, magazines or other printed matters which were needed as the fifth rank. This

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reveals that for the marketing staff they have to deal much with reading for their marketing work. The additional suggestions from the open-ended questions also suggested that reading instructions on marketing work, business documents, memorandum, and marketing reports were what they need. This confirms that in terms of reading, functions and topics related to marketing work were needed first. Moreover, on the item of others in the open-ended questions of the questionnaires, they suggested that they needed to know the specific terms in marketing work. This can be interpreted that reading texts related to marketing were necessary because they can learn marketing terms from its contexts.

It is also interesting to see that writing was needed as the second rank of needs after reading in terms of English skills. This reveals that writing skill was also very important for the marketing staff. The reason may be that writing can show the clearness and the exactness of the matter, and can be the written evidence especially when dealing with numbers. Most functions and topics in Table 4.12 were needed at moderate level. However when consider the functions and topics according to mean scores from the first to the fourteenth rank in the list of Table 4.12, we can see that writing through electronic mail and general correspondences were needed prior to writing on the functions and topics related to their work, for example, memorandum or business letters; naming products; charts, graphs, or tables showing marketing work, etc. The additional opinions from the open-ended questions also confirmed that e-mail correspondences with customers, writing marketing documents were what they needed. This reveals that communication through writing, especially through electronic mail and for both general and business matters was very important to them in the marketing work. Writing through electronic mail was needed first. The reason may be the matter of time and quickness are very important in business, so electronic mail is necessary.

This finding also corresponds with the finding of Savangarorose's studies in 1983 that writing in business careers was used to a considerable degree.

With regard to listening skill, it was needed as the third rank of needs before speaking skill which was in the fifth rank of needs of English skills. This may be considered that it is logical with the reason that we should understand what we have listened first in order to be able to interact with others. All functions and topics in Table 4.9 were needed at moderate level. However when consider the functions and topics according to mean scores from the first to the seventh rank in the list of Table 4.9, we can see that listening to general topics in conversation participation was ranked the first followed by listening to lectures in conferences, seminars and training courses; listening to news, documentary, general entertainment from radio, TV and movies and so on. This reveals that being able to

participate in general conversation when they can understand what they have listened is important to them. Moreover, the needs for listening skill in conferences and training courses which was ranked the second shows that the marketing staff realizes that attending conferences and training courses can help them to promote their work status and to catch up with marketing work. Listening to news, documentary, and general entertainment was needed as the third rank in the list prior to other functions and topics related to marketing work. This corresponds with the additional opinions in the open-ended questions which indicated that listening to news; documentary and general entertainment was what they needed.

Translation skill was needed as the fourth rank of needs of English skills. All functions and topics in Table 4.13 were needed at moderate level. However when consider the functions and topics according to mean scores from the first to the ninth rank in the list of Table 4.13, we can see that translation on general information was needed prior to other functions and topics related to marketing work in the list, for example, translation on advertisements, memorandum or business letters, descriptions of goods quality, and so on. It is obvious that they needed translation skill for both general topics and topics on marketing work, but translation on general topics was the priority. The addition opinions from the open-ended questions also indicated that translation on background information of customers, advertisements, and reports on marketing work were what they needed.

Speaking skill was needed as the fifth rank of needs of English skills. It is interesting to see that speaking was needed as the last skill. This can be interpreted that for marketing work the marketing staff do not deal much directly or face to face with English speaking foreigners. The additional suggestions from the open-ended question also suggested that speaking skill was needed at the call – center for contacting with the foreign customers. All functions and topics in Table 4.10 were needed at little level according to average mean scores. However when consider, the functions and topics according to mean scores from the first to the fourth rank in the list of Table 4.10, we can see that having general conversation with colleagues, customers, and heads who are foreigners; describing goods quality; negotiation; participation in the seminars, meetings, or training course were needed at moderate level while other functions and topics in the list were needed at little level. Having general conversation was in the first rank. This reveals that the marketing staff needed speaking skill for general conversation first. They may not have to contact directly with foreigners in terms of work. The additional opinions and suggestions from the open-ended questions indicated that they needed speaking skill for negotiation on marketing, for being a

co-ordinator of the heads of departments who are foreigners, for showing factories to the foreign visitors, or for persuasion customers to buy goods. This confirms that when dealing with marketing work language functions like negotiation and persuasion were what they need.

In conclusion, it is obvious that the marketing staff in the companies at Ladkrabang Industrial Estate needed English skills to deal with functions and topics related to both marketing work and general matters. However, reading skill was needed first in order to deal with function and topics on marketing work prior to functions and topics on general content while listening, speaking, writing, and translation skill were needed for general content prior to the content related to marketing work. This finding corresponds with the comments of Ellis & Johnson (1994: 3) on Business English that it is a mix of specific content (relating to a particular job area or industry and general content (relating to general ability to communicate more effectively in business situations).

5.3 Recommendation

The significance of the study is that the results obtained can be used as a guideline when designing a course and syllabus, or choosing the materials for teaching English for marketing staff.

In order to make the course motivating, the course and syllabus designer should pay attention to the needs of the target learners and target situation of the learners. The results found from this study suggest that reading related to marketing work especially reading orders, invoices, goods details should be focused in an English course and syllabus for the marketing staff. At the same time listening and speaking on general conversation with foreign colleagues, heads and customers should be included as well. Moreover, the additional opinions and suggestions of the marketing staff also indicated that specific terms in marketing and the expressions related to work for contacting with the foreign customers at the call – center should be emphasized. Thus, it is advisable that using telephone techniques should be included in the syllabus of the marketing staff.

Briefly, the researcher recommends that an English course and syllabus for the marketing staff at Ladkrabang Industrial Estate should be a mix of specific contents relating to marketing work and general contents. It is the sequence of the importance of functions and topics that the syllabus writers have to take into account. For example, the results of this study suggested that reading skill should be focuses first followed respectively by writing, listening, translation, and speaking. Reading on functions and topics on marketing work

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should be emphasized prior to functions and topics on general content. Writing, listening, translation, and speaking on general content should be focused prior to functions and topics on marketing work.

5.4 Suggestions for Further Study

The results of this study can lead to further study as follows:

1. This kind of study can be conducted again from time to time and / or in other industrial estates as well. The advancement of technology together with the growth of economics and the increasing investment of foreign countries can change English needs to some extent, probably in terms of skills, functions and topics.
2. The study of English needs can be conducted with the administrative staff of the companies as well. They may be in the position that has to deal much with the foreigners rather than the general marketing staff.
3. The expressions and the vocabulary used in marketing work are also interesting to be analyzed.
4. A survey of English needs can be conducted in other fields of business as well such as shipping, foreign trades, and so on.
5. The existing business courses and materials should be evaluated and analyzed to find out whether they correspond with the business situations in Thailand.

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แบบสอบถามเพื่อทำการวิจัย

เรื่อง

การสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงานฝ่ายการตลาดของบริษัท และโรงงาน
อุตสาหกรรมต่าง ๆ ภายในนิคมอุตสาหกรรมลาดกระบัง

คำชี้แจง

1. ผู้ตอบแบบสอบถามฉบับนี้ คือ พนักงานฝ่ายการตลาด
2. ข้อมูลในแบบสอบถามฉบับนี้ใช้สำหรับการวิจัยเท่านั้น จะไม่มีผลกระทบต่อการใช้งานของท่านแต่อย่างใด
3. โปรดตอบคำถามทุกข้อ ทุกตอน เพราะคำตอบของท่านทุกคำตอบ ตลอดจนความคิดเห็นและข้อเสนอแนะต่องานวิจัยมีประโยชน์และมีคุณค่ายิ่ง ผู้วิจัยจะเก็บคำตอบไว้เป็นความลับ และในการนำเสนอจะไม่มีกระบวนการว่าเป็นคำตอบของบุคคลใด
4. ในการวิจัยครั้งนี้ มุ่งศึกษา เรื่อง ความต้องการในการใช้ภาษาอังกฤษของพนักงานฝ่ายการตลาดในบริษัทต่าง ๆ ภายในนิคมอุตสาหกรรมลาดกระบังเท่านั้น

ขอขอบคุณในความอนุเคราะห์ของท่านเป็นอย่างสูง

นางสาวเนาวรัตน์ วรรณธนาสิน

ผู้วิจัย

คำแนะนำ แบบสอบถามชุดนี้แบ่งออกเป็น 3 ตอน

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

โปรดทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความเป็นจริงของท่าน

ตอนที่ 2 แบบสอบถามเกี่ยวกับความต้องการในการใช้ภาษาอังกฤษในการทำงานด้านการตลาด

โปรดทำเครื่องหมาย x ลงบนตัวเลขที่ท่านเห็นว่าตรงกับความคิดเห็นที่แท้จริงของท่าน

ตัวเลขแต่ละตัวมีความหมายดังนี้

5 หมายความว่า มากที่สุด

4 หมายความว่า มาก

3 หมายความว่า ปานกลาง

2 หมายความว่า น้อย

1 หมายความว่า น้อยที่สุด

ตอนที่ 3 แบบแสดงความคิดเห็น และข้อเสนอแนะเกี่ยวกับความต้องการในการใช้ภาษาอังกฤษในการ

ทำงานด้านการตลาด

ตอนที่ 1

แบบสอบถามเกี่ยวกับข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในกรอบสี่เหลี่ยม หน้าข้อความที่ตรงกับความเป็นจริงของท่าน

1. เพศ ชาย หญิง
2. อายุ ต่ำกว่า 25 ปี 36-40 ปี
 25-30 ปี 41 ปีขึ้นไป
 31-35 ปี

3. ระดับการศึกษาสูงสุด (โปรดระบุสาขาวิชา)

- ต่ำกว่าปริญญาตรี สาขาวิชา.....
- ปริญญาตรี สาขาวิชา.....
- ปริญญาโท สาขาวิชา.....
- อื่นๆ (โปรดระบุ)

4. ตำแหน่งงาน

- หัวหน้าฝ่ายการตลาด
- พนักงานการตลาด
- อื่นๆ (โปรดระบุ).....

5. ประสบการณ์ในการทำงานด้านการตลาด

- น้อยกว่า 5 ปี 16-20 ปี
- 5-10 ปี 21 ปีขึ้นไป
- 11-15 ปี

6. ท่านคิดว่าความสามารถในการใช้ภาษาอังกฤษของท่านอยู่ในทักษะระดับใดต่อไปนี

รายการ	ระดับความสามารถในการใช้ภาษาอังกฤษ				
	ดีมาก	ดี	พอใช้	อ่อน	อ่อนมาก
1. การฟัง					
2. การพูด					
3. การอ่าน					
4. การเขียน					
5. การแปล					

ตอนที่ 2

แบบสอบถามเกี่ยวกับความต้องการในการใช้ภาษาอังกฤษในการทำงาน

คำชี้แจง คำถามต่อไปนี้โปรดตอบทุกข้อโดยทำเครื่องหมาย X ลงบนหมายเลขเดียวในแต่ละข้อตามระดับความต้องการของท่าน ตัวเลขแต่ละตัวมีความหมายดังนี้

5 หมายความว่า มากที่สุด

4 หมายความว่า มาก

3 หมายความว่า ปานกลาง

2 หมายความว่า น้อย

1 หมายความว่า น้อยที่สุด

1. ท่านต้องการใช้ภาษาอังกฤษ ในการทำงาน

ด้านการตลาดมากน้อยเพียงใด

5 4 3 2 1

2. ท่านต้องการใช้ทักษะภาษาอังกฤษต่อไปนี้ในการทำงานมากน้อยเพียงใด

2.1 ด้านการฟัง

5 4 3 2 1

2.2 ด้านการพูด

5 4 3 2 1

2.3 ด้านการอ่าน

5 4 3 2 1

2.4 ด้านการเขียน

5 4 3 2 1

2.5 ด้านการแปล

5 4 3 2 1

3. ท่านต้องการใช้ทักษะการฟังภาษาอังกฤษในหัวข้อต่อไปนี้ในการทำงานมากน้อยเพียงใด

3.1 เรื่องทั่วไป เช่น ข่าวสาร สารคดี สิ่งบันเทิงทั่วไปจากวิทยุโทรทัศน์

และภาพยนตร์

5 4 3 2 1

3.2 ฟังเรื่องทั่วไปในการร่วมสนทนา

5 4 3 2 1

3.3 คำบรรยายสรรพคุณสินค้า

5 4 3 2 1

3.4 การโฆษณาสินค้า

5 4 3 2 1

3.5 คำอธิบายวิธีการใช้สินค้า

5 4 3 2 1

3.6 การอภิปรายจากที่ประชุมสัมมนาและ

ฝึกอบรมด้านการตลาด

5 4 3 2 1

3.7 คำบรรยายวิทยากรผู้เชี่ยวชาญชาวต่างประเทศที่

มาเยี่ยมชมโรงงาน

5 4 3 2 1

3.8 อื่นๆ (โปรดระบุ).....

4. ท่านต้องการใช้ทักษะการพูดภาษาอังกฤษในหัวข้อต่อไปนี้ในการทำงานมากน้อยเพียงใด

4.1 สนทนาเรื่องทั่วไปกับชาวต่างชาติที่เป็น

เพื่อนร่วมงาน ลูกค้า หรือหัวหน้างาน	5	4	3	2	1
4.2 บรรยายสรรพคุณสินค้า	5	4	3	2	1
4.3 รับการสัมภาษณ์	5	4	3	2	1
4.4 พูดโฆษณาสินค้า	5	4	3	2	1
4.5 พูดชักชวนลูกค้า	5	4	3	2	1
4.6 พูดเจรจาต่อรอง	5	4	3	2	1
4.7 อธิบายวิธีการใช้สินค้า	5	4	3	2	1
4.8 อธิบายขั้นตอนการปฏิบัติงาน	5	4	3	2	1
4.9 พูดแสดงความคิดเห็นในการประชุม / สัมมนา/ฝึกอบรม	5	4	3	2	1
4.10 พูดแสดงผลงาน	5	4	3	2	1
4.11 อื่นๆ (โปรดระบุ).....					

5. ท่านต้องการใช้ทักษะการอ่านภาษาอังกฤษในหัวข้อต่อไปนี้ในการทำงานมากน้อยเพียงใด

5.1 เรื่องทั่วไป เช่น อ่านข่าว สารคดีหรือ บทความทั่วไปจากหนังสือพิมพ์

นิตยสาร หรือสิ่งพิมพ์อื่นๆ	5	4	3	2	1
5.2 สรรพคุณและรายละเอียดสินค้า	5	4	3	2	1
5.3 คู่มือการใช้สินค้า	5	4	3	2	1
5.4 ฉลากสินค้า	5	4	3	2	1
5.5 ใบสั่งซื้อ ใบรายการสินค้า	5	4	3	2	1
5.6 รายงานด้านการตลาด	5	4	3	2	1
5.7 วารสารงานวิจัยทางการตลาด	5	4	3	2	1
5.8 บันทึกข้อความหรือจดหมายธุรกิจ	5	4	3	2	1
5.9 สัญญา เงื่อนไขการซื้อขายสินค้า	5	4	3	2	1
5.10 ข้อเสนอทางการตลาด	5	4	3	2	1
5.11 อื่นๆ (โปรดระบุ).....					

6. ท่านต้องการใช้ทักษะการเขียนภาษาอังกฤษในหัวข้อต่อไปนี้ในการทำงานมากน้อยเพียงใด

6.1 เขียนติดต่อสื่อสารเรื่องทั่วไป	5	4	3	2	1
6.2 บันทึกข้อความ หรือ จดหมายธุรกิจ	5	4	3	2	1
6.3 เขียนบรรยายสรรพคุณสินค้า	5	4	3	2	1
6.4 เขียนโฆษณาสินค้า	5	4	3	2	1
6.5 เขียนสรุปรายงานการซื้อ	5	4	3	2	1
6.6 กรอกแบบฟอร์มประวัติลูกค้า	5	4	3	2	1
6.7 เขียนแผนภูมิ กราฟ ตาราง เพื่อแสดงงานการตลาด	5	4	3	2	1
6.8 ตั้งชื่อผลิตภัณฑ์สินค้า	5	4	3	2	1
6.9 เขียนเสนอโครงการ	5	4	3	2	1
6.10 เขียนประกาศ	5	4	3	2	1
6.11 เขียนฉลากสินค้า	5	4	3	2	1
6.12 เขียนคำอธิบายวิธีการใช้สินค้า	5	4	3	2	1
6.13 เขียนรายงานการตลาด	5	4	3	2	1
6.14 เขียนสื่อสารทาง E-mail	5	4	3	2	1
6.15 อื่นๆ (โปรดระบุ).....					

7. ท่านต้องการใช้ทักษะการแปลภาษาอังกฤษในหัวข้อต่อไปนี้ในการทำงานมากน้อยเพียงใด

7.1 เรื่องทั่วไปจากหนังสือพิมพ์ นิตยสาร วารสาร หนังสือหรือสิ่งพิมพ์	5	4	3	2	1
7.2 บันทึกข้อความ หรือ จดหมายธุรกิจ	5	4	3	2	1
7.3 คู่มือการใช้สินค้า และรายละเอียดสินค้า	5	4	3	2	1
7.4 เอกสารโฆษณา	5	4	3	2	1
7.5 ข่าวสาร สารคดี บทความด้านกวีตลาด	5	4	3	2	1
7.6 คู่มือการขาย	5	4	3	2	1
7.7 รายงานด้านการตลาด	5	4	3	2	1
7.8 ข้อมูลพื้นฐานของลูกค้า	5	4	3	2	1
7.9 โครงการหรือข้อเสนอทางการตลาด	5	4	3	2	1
7.10 อื่นๆ (โปรดระบุ).....					

ตอนที่ 3

แบบแสดงความคิดเห็น และข้อเสนอแนะเกี่ยวกับความต้องการในการใช้ภาษาอังกฤษในการทำงานด้านการตลาด

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การเขียน

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เรื่องอื่นๆ

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Questionnaire for the Research

A-Survey-of-English needs of the marketing staff in the companies and industrial factories at Ladkrabang Industrial Estate.

Explanation

1. The respondent of the questionnaire is marketing staff.
2. The information in this questionnaire is used for the purpose of studying. It will not affect your work.
3. Please answer every question. Your answers are very useful and valuable for the research. They are certainly confidential.
4. This research is to study the English needs of the marketing staff in the companies and industrial factories at Ladkrabang Industrial Real Estate Bangkok.

Thank you very much

Miss. Naowarat Wanthanasin

Researcher

Direction: The questionnaire is divided into three parts.

Part 1: Personal information

Please put a tick (✓) in the square in front of the statement and / or fill in the space provided.

Part 2: Question about English skills, functions and topic areas that marketing staff need for their work.

Please mark a cross (×) on the number expressing the level of your needs and / or fill in the blank provided.

Part 3: The open - ended questions for additional opinions and suggestions.

Number represents the extent of your needs as follows:

Number 5 refers to the greatest need

Number 4 refers to great need

Number 3 refers to moderate need

Number 2 refers to little need

Number 1 refers to the least need

Please give your opinions and / or suggestions about your English needs at work on the space provided.

Part 1

Personal-Information

Indication: Please put a tick (✓) in the square and / or write your answers in the space provided.

1. Gender Male Female
2. Age Lower than 25 years 36-40 years
 25-30 years More than 41 years
 31-35 years

3. Your highest educational background

- Lower than Bachelor's degree Major Field.....
- Bachelor's degree Major Field.....
- Master's degree Major Field.....
- Others (please specify).....

4. Job position

- Head of Marketing Section
- Marketing staff
- Others (please specify).....

4. Work experiences in marketing:

- Lower than 5 years 16-20 years
- 5 – 10 years More than 21 years
- 11-15 years

5. What is your level of English skills ability?

Skills	Level of ability				
	Very good	Good	Fair	Poor	Very poor
1.Listening					
2.Speaking					
3.Reading					
4.Writing					
5.Translation					

Part 2

Questions on English Needs for Marketing Work

Directions: Please answer the questions. In case of the alternative choices, please put a cross(×) on the number that corresponds to your needs. Each number refers to the level of needs as follows:

Number 5 refers to the greatest need

Number 4 refers to great need

Number 3 refers to moderate need

Number 2 refers to little need

Number 1 refers to the least need

- | | | | | | |
|---|---|---|---|---|---|
| 1. To what extent do you need English for marketing work? | 5 | 4 | 3 | 2 | 1 |
| 2. To what extent do you need the following English skills at work? | | | | | |
| 2.1 Listening | 5 | 4 | 3 | 2 | 1 |
| 2.2 Speaking | 5 | 4 | 3 | 2 | 1 |
| 2.3 Reading | 5 | 4 | 3 | 2 | 1 |
| 2.4 Writing | 5 | 4 | 3 | 2 | 1 |
| 2.5 Translation | 5 | 4 | 3 | 2 | 1 |
| 3. To what extent do you need listening skills for the following language functions and topics? | | | | | |
| 3.1 News, documentary and general entertainment from radio, television and movies. | 5 | 4 | 3 | 2 | 1 |
| 3.2 General topics in conversation participation | 5 | 4 | 3 | 2 | 1 |
| 3.3 Descriptions of goods quality | 5 | 4 | 3 | 2 | 1 |
| 3.4 Advertisement on products | 5 | 4 | 3 | 2 | 1 |
| 3.5 Explanations on how to use the products | 5 | 4 | 3 | 2 | 1 |
| 3.6 Lecture in conferences, seminars and training courses | 5 | 4 | 3 | 2 | 1 |
| 3.7 Lectures from visiting foreign experts. | 5 | 4 | 3 | 2 | 1 |
| 3.8 Others (Please specify)..... | | | | | |

4. To what extent do you need speaking skills for the following language functions and topics?

4.1 General conversation with colleagues/customers/ heads of departments who are foreigners	5	4	3	2	1
4.2 Describing goods quality	5	4	3	2	1
4.3 Interview	5	4	3	2	1
4.4 Advertising	5	4	3	2	1
4.5 Convincing customer	5	4	3	2	1
4.6 Negotiation	5	4	3	2	1
4.7 Explaining how to use the products	5	4	3	2	1
4.8 Explaining the operation processes	5	4	3	2	1
4.9 Participation in the seminars, meetings or training courses	5	4	3	2	1
4.10 Presentation	5	4	3	2	1
4.11 Others (please specify).....					

5. To what extent do you need reading skills for the following language functions and topics?

5.1 News, documentary, general articles in newspaper, magazines or others printed matters .	5	4	3	2	1
5.2 Goods details	5	4	3	2	1
5.3 Manuals / Handbooks	5	4	3	2	1
5.4 Labels	5	4	3	2	1
5.5 Orders	5	4	3	2	1
5.6 Reports on marketing	5	4	3	2	1
5.7 Marketing journals	5	4	3	2	1
5.8 Memorandum and business letters	5	4	3	2	1
5.9 Contracts and terms on buying and selling	5	4	3	2	1
5.10 Marketing proposals	5	4	3	2	1
5.11 Others (Please specify).....					

6. To what extent do you need writing skills for the following language functions and topics?

6.1 General correspondence	5	4	3	2	1
6.2 Memorandum and business letters	5	4	3	2	1
6.3 Describing goods quality	5	4	3	2	1
6.4 Writing advertisements	5	4	3	2	1
6.5 Summarizing purchase and sales report	5	4	3	2	1
6.6 Filling in customers' biodata forms	5	4	3	2	1
6.7 Writing charts, graphs or tables showing marketing work	5	4	3	2	1
6.8 Naming product	5	4	3	2	1
6.9 Project proposals	5	4	3	2	1
6.10 Announcements	5	4	3	2	1
6.11 Products or goods labels	5	4	3	2	1
6.12 Explaining how to use product	5	4	3	2	1
6.13 Reports on marketing	5	4	3	2	1
3.14 E-mail correspondence	5	4	3	2	1
6.15 Others (Please specify).....					

7. To what extent do you need to translate the following language functions and topics?

7.1 General information from newspapers, magazines, journals, books or others printed matters	5	4	3	2	1
7.2 Memorandum or business letters	5	4	3	2	1
7.3 Descriptions on goods quality	5	4	3	2	1
7.4 Advertisements	5	4	3	2	1
7.5 News, documentary, articles on marketing	5	4	3	2	1
7.6 Sale manuals	5	4	3	2	1
7.7 Reports on marketing	5	4	3	2	1
7.8 Information background of customers	5	4	3	2	1
7.9 Projects or proposals on marketing	5	4	3	2	1
7.10 Others (Please specify).....					

Part 3.

Opened – ended Questions for Additional Opinions and Suggestions

What are your additional opinions and suggestions on the needs of English for marketing work?

Listening:.....
.....
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.....

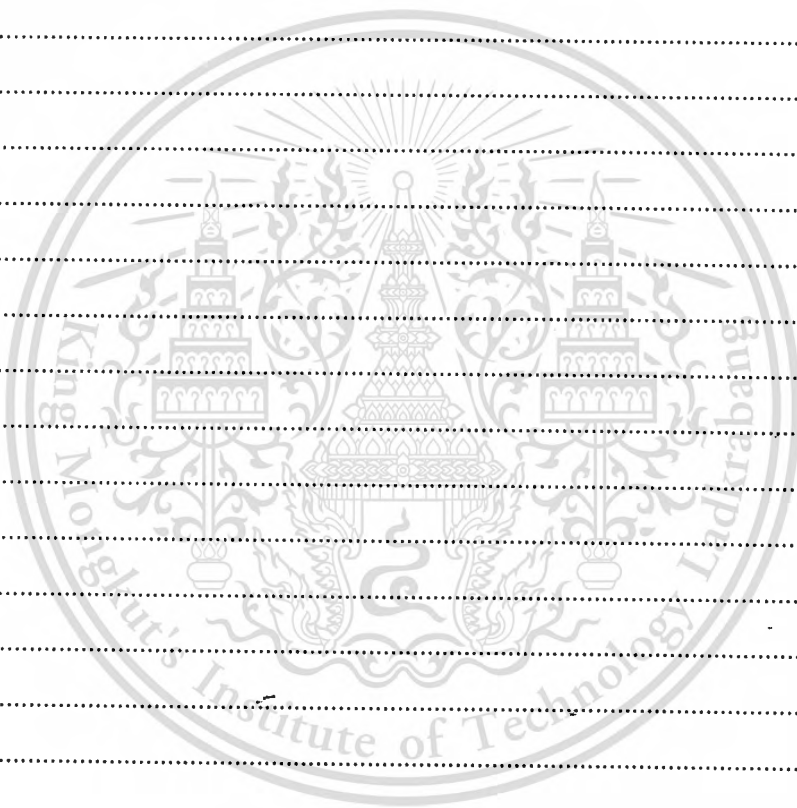
Speaking:.....
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Reading :.....
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Writing :.....
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Translation :.....
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Others.....
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Appendix III
The Official Letters Asking for Approving the Questionnaire



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บันทึกข้อความ

ส่วนราชการ คณะครุศาสตร์อุตสาหกรรม หน่วยบัณฑิตศึกษา งานทะเบียน โทร. 3692
ที่ ทบ 1504 4091

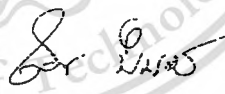
วันที่ 20 พฤศจิกายน 2545

เรื่อง ขอลงนามอนุเคราะห์ให้กับนักศึกษา

เรียน ดร. โสภท ารจิตจานนท์

ด้วย นางสาวนาวรัตน์ วรรณธนาสิม นักศึกษาปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาเอกศาสตราจารย์ประยุกต์-ภาษาอังกฤษเทวีกาวิทยาศาสตร์และเทคโนโลยี กำลังจัดเตรียมหัวข้อและเค้าโครงงานระดับบัณฑิต เรื่อง "การศึกษาความจำเป็นในการใช้ภาษาอังกฤษของพนักงานฝ่ายการตลาดในบริษัทและโรงงานอุตสาหกรรมต่างๆ ภายในนิคมอุตสาหกรรมลาดกระบัง" คณะครุศาสตร์อุตสาหกรรม เห็นว่าท่านเป็นผู้มีความเชี่ยวชาญในเรื่องดังกล่าว จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถาม เพื่อประโยชน์ในการจัดทำสารบัญชานี้ต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ให้กับนักศึกษาดังกล่าว และหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ มา ณ โอกาสนี้ด้วย


(นายณรงค์ หิมสาร)

รองคณบดีฝ่ายบัณฑิตศึกษา
ปฏิบัติราชการแทนคณบดี



ที่ ทม 1504 4092

คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
ถนนฉลองกรุง เขตลาดกระบัง กรุงเทพฯ 10520

พฤษภาคม 2545

เรื่อง ขอลาออกเพื่อไปให้แก่นักศึกษา

เรียน พล.อ.เกรียงศักดิ์ ช่างจตุรวิทย์

ด้วย นางสาวเนาวรัตน์ วรรณธนาสิน นักศึกษาปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษประยุกต์-ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี กำลังจัดเตรียมหัวข้อและเค้าโครงสารบัญชณ์ชื่อเรื่อง "การศึกษาค้นคว้าวิจัยในการใช้ภาษาอังกฤษของพนักงานฝ่ายการตลาดในบริษัท และโรงงานอุตสาหกรรมต่างๆ ภายในนิคมอุตสาหกรรมลาดกระบัง" คณะครุศาสตร์อุตสาหกรรม เห็นว่าท่านเป็นผู้มีความเชี่ยวชาญในเรื่องดังกล่าว จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถาม เพื่อประโยชน์ในการจัดทำสารบัญชณ์ชื่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ให้นักศึกษาดังกล่าว และหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ มา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(นายณรงค์ พิมสาร)

รองคณบดีฝ่ายบัณฑิตศึกษา
ปฏิบัติราชการแทนคณบดี

หน่วยขานบัณฑิตศึกษา
โทร. 0-2737-3000 ต่อ 3693
โทรสาร. 0-2326-4325

The logo of King Mongkut's Institute of Technology Ladkrabang is a circular emblem. It features a central five-tiered stupa with a flame-like base. Above the stupa is a sunburst. On either side of the stupa are two smaller three-tiered stupa-like structures. The entire emblem is surrounded by ornate, symmetrical floral and scrollwork patterns. The text 'King Mongkut's Institute of Technology Ladkrabang' is written in a circular path around the inner edge of the emblem.

Appendix IV

The Official Letters to the Companies in Ladkrabang Industrial Estate



ที่ ทม 1504/ 1526

คณะกรรมการอุตสาหกรรม

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

ถนนฉลองกรุง เขตลาดกระบัง กรุงเทพฯ 10520

1 พฤษภาคม 2546

เรื่อง ขอความอนุเคราะห์ให้กับนักศึกษา

เรียน พนักงานฝ่ายการตลาด

ด้วย นางสาวเนาวรัตน์ วรรณนาสิน นักศึกษาปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์-ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี มีความประสงค์จะขอเก็บข้อมูล โดยใช้แบบสอบถามกับท่าน เพื่อประกอบการจัดเตรียมสารนิพนธ์ เรื่อง “การศึกษาความจำเป็นในการใช้ ภาษาอังกฤษของพนักงานฝ่ายการตลาดในบริษัทและ โรงงานอุตสาหกรรมต่างๆ ภายในนิคมอุตสาหกรรม”

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ให้กับนักศึกษาดังกล่าว และหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ มา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(นายณรงค์ พิมสาร)

รองคณบดีฝ่ายบัณฑิตศึกษา

ปฏิบัติราชการแทนคณบดี

หน่วยบัณฑิตศึกษา

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