

การสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงาน
บริษัทเฮกซ่า คัลเลอร์ (ประเทศไทย) จำกัด

ENGLISH NEEDS SURVEY OF THE EMPLOYEES AT
HEXA COLOR (THAILAND) LTD.



เลขหมู่.....32172
เลขทะเบียน.....
วัน,เดือน,ปี...๕1.๑.๗๗, 2553

.b.....
.i.....

สารนิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาศาสตร์ประยุกต์-ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี
คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

**ENGLISH NEEDS SURVEY OF THE EMPLOYEES AT
HEXA COLOR (THAILAND) LTD.**



**A THEMATIC PAPER SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF
MASTER OF ARTS IN APPLIED LINGUISTICS
(ENGLISH FOR SCIENCE AND TECHNOLOGY)
FACULTY OF INDUSTRIAL EDUCATION
KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG**

2009

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

หัวข้อสารนิพนธ์

การสำรวจความต้องการในการใช้ภาษาอังกฤษของ
พนักงานบริษัทเฮกซ่า คัลเลอร์ (ประเทศไทย) จำกัด

นักศึกษา

นางสาวรัตนา เลิศรัตนศิริกุล

รหัสประจำตัว

47068510

ปริญญา

ศิลปศาสตรมหาบัณฑิต

สาขาวิชา

ภาษาศาสตรประยุกต์-ภาษาอังกฤษเพื่อวิทยาศาสตร์และ
เทคโนโลยี

พ.ศ.

2552

อาจารย์ที่ปรึกษาสารนิพนธ์

รองศาสตราจารย์เฉลิมศรี ปรีชาพานิช

อาจารย์ที่ปรึกษาสารนิพนธ์ร่วม

รองศาสตราจารย์สุพุมลย์ นิรัตน์

บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์เพื่อสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงานและ
ความคิดเห็นของหัวหน้างานที่มีต่อความจำเป็นในการใช้ภาษาอังกฤษของพนักงาน โดยสำรวจ
ความต้องการทักษะภาษาอังกฤษ และเนื้อหาของแต่ละทักษะที่พนักงานต้องการใช้เพื่อการ
ปฏิบัติงาน รวมทั้งความต้องการในการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษให้กับพนักงาน ผลที่
ได้จากการศึกษาในครั้งนี้สามารถนำมาใช้เป็นแนวทางการจัดหลักสูตรฝึกอบรมภาษาอังกฤษ
เพื่อตอบสนองต่อความต้องการของพนักงาน

กลุ่มประชากรสำหรับงานวิจัยครั้งนี้ คือ พนักงานและหัวหน้างาน รวม 141 คน เครื่องมือที่
ใช้ในการวิจัย คือ แบบสอบถาม 4 ชุด สำหรับประชากรในการวิจัย 4 กลุ่มดังนี้ พนักงานใน
สำนักงาน จำนวน 9 คน พนักงานในสายการผลิตจำนวน 72 คน หัวหน้างานในสำนักงานจำนวน
19 คนและ หัวหน้างานในสายการผลิตจำนวน 41 คน ข้อมูลที่รวบรวมได้นำไปวิเคราะห์โดยใช้
โปรแกรม SPSS สำหรับ Window เวอร์ชัน 15.0. โดยหาค่าร้อยละ การแจกแจงความถี่ ค่าเฉลี่ย
ประชากร และค่าความเบี่ยงเบนมาตรฐาน

ผลการวิจัยสรุปได้ดังนี้

1. พนักงานในสำนักงานต้องการใช้ภาษาอังกฤษในทักษะการพูดมากที่สุดตามด้วย ทักษะ
การฟัง ทักษะการอ่านและทักษะการเขียน ส่วนเนื้อหาของภาษาอังกฤษที่พนักงานในสำนักงาน
ต้องการมากที่สุดของแต่ละทักษะ คือ การพูดเพื่อการสื่อสารในเรื่องทั่ว ๆ ไปกับผู้บริหารชาวญี่ปุ่น
ในบริษัท การพูดเพื่อสอบถามและตอบข้อสงสัยของผู้บริหารชาวญี่ปุ่นในบริษัท การฟังคำสั่งหรือ
คำอธิบายจากผู้บริหารชาวญี่ปุ่นในบริษัท การฟังข้อมูลข่าวสารทั่วไป การอ่านจดหมายหรือ

จดหมายอิเล็กทรอนิกส์จากลูกค้า ผู้ขายและแผนกต่างๆ ภายในบริษัท การเขียนจดหมายหรือจดหมายอิเล็กทรอนิกส์

2. พนักงานในสายการผลิตต้องการใช้ภาษาอังกฤษในทักษะการอ่านมากที่สุดตามด้วยทักษะการเขียน ทักษะการพูดและทักษะการฟัง ส่วนเนื้อหาของภาษาอังกฤษที่พนักงานในสายการผลิตต้องการมากที่สุดของแต่ละทักษะ คือ การอ่านเอกสารต่างๆ ที่เกี่ยวกับการผลิต การเขียนกรอกแบบฟอร์มต่างๆ การพูดเพื่อสอบถามและตอบข้อสงสัยของผู้บริหารชาวญี่ปุ่นในบริษัท การฟังคำสั่งและคำอธิบายการทำงานจากผู้บริหารชาวญี่ปุ่นในบริษัท

3. หัวหน้างานในสำนักงานมีความเห็นว่าพนักงานในสำนักงานมีความจำเป็นในการใช้ภาษาอังกฤษทักษะการฟังมากเป็นอันดับหนึ่งรองลงมาคือ ทักษะการเขียน การพูดและการอ่านตามลำดับ ความคิดเห็นของหัวหน้างานในเรื่องเนื้อหาของแต่ละทักษะที่มีความจำเป็นต่อการทำงานของพนักงานมากที่สุด คือ การฟังคำสั่งหรือคำอธิบายจากผู้บริหารชาวญี่ปุ่นในบริษัท การเขียนกรอกแบบฟอร์มต่างๆ การเขียนจดหมายหรือจดหมายอิเล็กทรอนิกส์ การพูดเพื่อสอบถามและตอบข้อสงสัยของผู้บริหารชาวญี่ปุ่นในบริษัท การอ่านจดหมายหรือจดหมายอิเล็กทรอนิกส์จากลูกค้า ผู้ขายและแผนกต่างๆ ภายในบริษัท

4. หัวหน้างานในสายการผลิตมีความเห็นว่าพนักงานในสายการผลิตมีความจำเป็นในการใช้ภาษาอังกฤษทักษะการอ่านมากเป็นอันดับหนึ่งรองลงมาคือ ทักษะการเขียน การฟังและการพูดตามลำดับ ความคิดเห็นของหัวหน้างานในเรื่องเนื้อหาของแต่ละทักษะที่มีความจำเป็นต่อการทำงานของพนักงานมากที่สุด คือ การอ่านเอกสารต่างๆ ที่เกี่ยวกับการผลิต การเขียนกรอกแบบฟอร์มต่างๆ การฟังคำสั่งและคำอธิบายการทำงานจากผู้บริหารชาวญี่ปุ่นในบริษัท การพูดเพื่อสอบถามเพื่อตอบข้อสงสัย และเพื่อแจ้งข้อมูลต่างๆ กับผู้บริหารชาวญี่ปุ่นในบริษัท

5. ผลจากการศึกษาครั้งนี้แสดงให้เห็นว่าทั้งพนักงานและหัวหน้างานมีความเห็นตรงกันว่าควรมีหลักสูตรการฝึกอบรมภาษาอังกฤษภายในบริษัท หลักสูตรนี้ควรเป็นหลักสูตรประเภทภาษาอังกฤษทั่วไปและภาษาอังกฤษเพื่อการทำงาน ระยะเวลาของหลักสูตรนาน 3 เดือนและควรมีจำนวนชั่วโมงต่อหลักสูตร 30 ชั่วโมง โดยพนักงานต้องการให้จัดหลักสูตรในช่วงเวลาพักกลางวัน ขณะที่หัวหน้างานเห็นว่าควรจัดหลักสูตรในช่วงเวลาหลังเลิกงาน นอกจากนั้นพนักงานและหัวหน้างานในสำนักงานมีความเห็นตรงกันว่าผู้สอนหลักสูตรการฝึกอบรมภาษาอังกฤษควรเป็นชาวต่างชาติเจ้าของภาษา ขณะที่พนักงานและหัวหน้างานในสายการผลิตมีความเห็นตรงกันว่าต้องการผู้สอนชาวไทย

Thematic Paper Title	English Needs Survey of the Employees at Hexa Color (Thailand) Ltd.
Student	Miss Rattana Lerdrattanasirikul
Student ID.	47068510
Degree	Master of Arts
Program	Applied Linguistics-English for Science and Technology
Year	2009
Thematic Paper Advisor	Associate Professor Chalernsri Prijapanij
Thematic Paper Co-advisor	Associate Professor Sukhuman Nilrat

ABSTRACT

The purpose of this study is to survey the English needs of the employees and the opinions of their heads on English needs for their staff. The survey is focused on the needs of English skills, language functions and topic areas of each skill that the employees need for their work including the needs for English training course of the employees. The results of this study can be used as a guideline for designing an English training course and a syllabus that corresponds to the needs of the employees.

The population of this study was 141 employees and their heads. The instrument was four sets of questionnaires which were distributed directly to four groups of population: 9 official staff, 72 factory staff, 19 official heads and 41 factory heads. The obtained data was analyzed by using the Statistical Package for Social Science (SPSS) for Windows version 15.0 and shown in percentage, frequency distribution, population mean score, and standard deviation.

The results of the study can be summarized as follows:

1. The official staff needed speaking skill at the highest level followed by listening, reading and writing. The language functions and topic areas that the official staff needed for their work at the highest level of each skill were communicating in general topics with the Japanese executives in the company, asking questions and giving a reply to the Japanese executives in the company, listening to the instructions or explanations from the Japanese executives in the company, listening to general information, reading letters or e-mails from customers, suppliers and internal sections, and writing letters or e-mails.

2. The factory staff needed reading skill at the highest level followed by writing, speaking and listening. The language functions and topic areas that the factory staff needed for their work at the highest level of each skill were reading production documents, filling forms, asking questions and giving a reply to the Japanese executives in the company, listening to the instructions and listening to the work explanations from the Japanese executives in the company.

3. According to the opinions of the official heads, their staff needed listening skill at the highest level followed by writing, speaking and reading respectively. Language functions and topic areas that the official staff needed for their work at the highest level of each skill were listening to the instructions or explanations from the Japanese executives in the company, filling forms, writing letters or e-mails, asking questions and giving a reply to the Japanese executives in the company, and reading letters or e-mails from customers, suppliers and internal sections.

4. According to the opinions of the factory heads, their staff needed reading skill at the highest level followed by writing, listening and speaking respectively. Language functions and topic areas that the factory staff needed for their work at the highest level of each skill were reading production documents, filling forms, listening to the instructions and listening to the work explanations from the Japanese executives in the company, asking questions, giving a reply and providing general information to the Japanese executives in the company.

5. The results from this study indicated that the employees and their heads agreed to set up an English training course at the company. This course should be general English and English for careers. The course length should be 3 months with 30 hours per course. The employees needed an English training course at lunch time while their heads agreed to set up this course after office hour. In addition, the official staff and their heads agreed that the English instructors should be English native instructors while the factory staff and their heads agreed that the English instructors should be Thai.

ACKNOWLEDGEMENTS

I would like to thank everyone for his and her kind assistance in the completion of my master degree. In particular, my greatest appreciation is owed to my major advisor Associate Professor Chalerm Sri Prijapanij and co-advisor Associate Professor Sukhuman Nilrat, who have kindly read, guided and provided invaluable advices to complete this thematic paper. Sincere thanks is also extended to Associate Professor Dr. Wilaiporn Worrachittanont, Associate Professor Dr. Pannee Pa Sivapirunthep and Associate Professor Kwanjai Jitboon for their useful suggestions on the questionnaires.

Additionally, I would like to express my gratitude to the President of the Hexa Color (Thailand) Ltd. for granting the necessary permission to collect the research data in the company. Moreover, I need to express my gratitude and deep appreciation to all members in Hexa Color (Thailand) Ltd. for their help and participation in this study.

Finally, my thanks are also for my friends, colleagues and family whose names have not been mentioned here personally in making this educational process a success. This thematic paper would not have been accomplished without the understanding and thoughtfulness of many persons to whom I will always be indebted.

Rattana Lerdrattanasirikul

TABLE OF CONTENTS

	Page
The Abstract in Thai Version	I
The Abstract in English Version	III
Acknowledgement	V
Table of Contents	VI
List of Tables	X
List of Figures	XIII
Chapter 1 Introduction	1
1.1 Statement and Significance of the Problems	1
1.2 Goals and Objectives	4
1.3 Research Questions	4
1.4 Scopes and Limitations of the Study	5
1.5 Process of the Study	5
1.6 Definition of Terms Used	6
1.7 Anticipated Outcomes	7
Chapter 2 Literature Review	8
2.1 Needs Analysis	8
2.1.1 Definition of Needs Analysis	8
2.1.2 Types of Needs	9
2.1.3 Approaches of Needs Analysis	11
2.1.4 Methods of Collecting Data for Needs Analysis	12
2.2 English for Specific Purposes (ESP)	15
2.2.1 Definitions of ESP	16
2.2.2 Types of ESP	17

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

TABLE OF CONTENTS (continued)

	Page
2.3 Related Research	18
2.3.1 Related Research in Thailand	18
2.3.2 Related Research in the Foreign Countries	20
Chapter 3 Research Methodology	23
3.1 Type of Research	23
3.2 Population	23
3.3 Research Instrument	24
3.3.1 Construction of the Questionnaires	25
3.3.2 Contents of the Questionnaires	25
3.3.2.1 Questionnaire for the Official Staff.....	25
3.3.2.2 Questionnaire for the Factory Staff.....	27
3.3.2.3 Questionnaire for the Official Heads.....	29
3.3.2.4 Questionnaire for the Factory Heads.....	31
3.4 Data Collection	33
3.5 Data Analysis and Statistical Devices	33
3.5.1 Percentage and Frequency Distribution.....	33
3.5.2 Population Mean	34
3.5.3 Standard Deviation	34
Chapter 4 Results	35
4.1 The Results from the Questionnaire of the Official Staff.....	35
4.2 The Results from the Questionnaire of the Factory Staff.....	43
4.3 The Results from the Questionnaire of the Official Heads.....	51
4.4 The Results from the Questionnaire of the Factory Heads.....	59

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

TABLE OF CONTENTS (continued)

	Page
Chapter 5 Suggestions	68
5.1 Discussion	68
5.1.1 Discussion on the Results from the Questionnaire of the Official Staff.....	69
5.1.2 Discussion on the Results from the Questionnaire of the Factory Staff.....	72
5.1.3 Discussion on the Results from the Questionnaire of the Official Heads.....	75
5.1.4 Discussion on the Results from the Questionnaire of the Factory Heads.....	77
5.2 Conclusion	79
5.2.1 Conclusion of the Study	79
5.2.2 Conclusion of the Results	80
5.3 Suggestions	84
5.3.1 Suggestions from this Study	84
5.3.2 Suggestions for Further Study	85

TABLE OF CONTENTS (continued)

	Page
Bibliography	86
Appendices	89
Appendix A : Questionnaire for the Official Staff (English and Thai Versions)	89
Appendix B : Questionnaire for the Factory Staff (English and Thai Versions)	102
Appendix C : Questionnaire for the Official Heads (English and Thai Versions)	113
Appendix D : Questionnaire for the Factory Heads (English and Thai Versions)	125
Author Biography	137

LIST OF TABLES

Table	Page
2.1 Roles, Instruments, and Procedures for Needs Analysis.....	13
3.1 Population.....	24
4.1 General Background Information of the Official Staff.....	36
4.2 Mean and Standard Deviation of Each English Ability Skill Rated by the Official Staff.....	37
4.3 Mean and Standard Deviation of English Language Needs Rated by the Official Staff.....	37
4.4 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Listening Skill Rated by the Official Staff.....	38
4.5 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Speaking Skill Rated by the Official Staff.....	38
4.6 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill Rated by the Official Staff.....	39
4.7 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Writing Skill Rated by the Official Staff.....	40
4.8 Needs of English Training Course for the Official Staff.....	41
4.9 General Background Information of the Factory Staff.....	43
4.10 Mean and Standard Deviation of Each English Ability Skill Rated by the Factory Staff.....	44
4.11 Mean and Standard Deviation of English Language Needs Rated by the Factory Staff.....	45
4.12 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Listening Skill Rated by the Factory Staff.....	46

LIST OF TABLES (continued)

Table	Page
4.13 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Speaking Skill Rated by the Factory Staff.....	46
4.14 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill Rated by the Factory Staff.....	47
4.15 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Writing Skill Rated by the Factory Staff.....	48
4.16 Needs of English Training Course for the Factory Staff.....	48
4.17 General Background Information of the Official Heads.....	51
4.18 Mean and Standard Deviation of English Language Needs of the Official Staff Rated by the Official Heads.....	53
4.19 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Listening Skill of the Official Staff Rated by the Official Heads.....	53
4.20 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Speaking Skill of the Official Staff Rated by the Official Heads.....	54
4.21 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill of the Official Staff Rated by the Official Heads.....	55
4.22 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Writing Skill of the Official Staff Rated by the Official Heads.....	56
4.23 Opinions on English Training Course for the Official Staff.....	56
4.24 Mean and Standard Deviation of Each English Ability Skill for the Official Staff Rated by the Official Heads.....	58
4.25 General Background Information of the Factory Heads.....	60
4.26 Mean and Standard Deviation of English Language Needs of the Factory Staff Rated by the Factory Heads.....	61

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

LIST OF TABLES (continued)

Table	Page
4.27 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Listening Skill of the Factory Staff Rated by the Factory Heads.....	62
4.28 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Speaking Skill of the Factory Staff Rated by the Factory Heads.....	62
4.29 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill of the Factory Staff Rated by the Factory Heads.....	63
4.30 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Writing Skill of the Factory Staff Rated by the Factory Heads.....	64
4.31 Opinions on English Training Course for the Factory Staff.....	64
4.32 Mean and Standard Deviation of Each English Ability Skill for the Factory Staff Rated by the Factory Heads.....	66
5.1 Conclusion of General Background Information of the Population.....	80
5.2 Conclusion of English Language Skills, Language Functions and Topics Areas that the Employees Need.....	82
5.3 Conclusion of the Heads' Opinions on English Needs of the Employees.....	83
5.4 Conclusion of the English Training Course for the Employees.....	84

LIST OF FIGURES

Figures	Page
1.1 Hexa Color (Thailand) Ltd. Organization Chart.....	2
2.2 Methods of Collecting Data for Needs Analyses.....	14
2.3 ESP Classification by Professional Area.....	17



CHAPTER 1

INTRODUCTION

Chapter one is divided into seven parts: statement and significance of the problems, goals and objectives, research questions, scopes and limitations of the study, process of the study, definition of terms used, and anticipated outcomes.

1.1 Statement and Significance of the Problems

According to Douglas H. Books and Hal Hill (2004:12), Thailand was the world's fastest growing economy in the decade from the mid-1980s because Thailand serves as a gateway to Southeast Asia where newly emerging markets offer great business potential. In addition, Thailand's investment policies focus encouragement on Foreign Direct Investments, especially those that contribute to the development of skills, technologies and innovations are actively promoted by the government (Board Of Investment 2006:online). The Bank of Thailand's Foreign Direct Investment (FDI) statistic data showed that the largest net flow of FDI during 2004-2005 was from Japan. This support the Industrial Estate Authority of Thailand (IEAT)'s data that Japan is the greatest investor in industrial business, accounting for 46 % of all foreign countries in Thailand's industrial estate. The Japan External Trade Organization (JETRO) revealed that Thailand was the most optimal location for establishing a production base.

With Thailand's competitive advantages such as investment policies from the government, a good infrastructure, transportation facilities, and high skilled labors, Hexa Color (Thailand) Ltd., a leading Japanese manufacturer, was established under the Board of Investment promotional privileges in 1988 with the fulfillment of quality colorant for compound resin i.e. additive, color, filler and alloy compounding, master batches and dry colorants for all kinds of thermoplastic resins at Wellgrow Industrial Estate in Chachoengsao province. This company is managed by five Japanese executives: President, Vice President, Factory Manager, Quality Assurance Department Senior Manager, and Sale and Marketing Department Senior Manager. The organization structure composes of five departments: Production Department, Quality Assurance Department, Sales and Marketing Department, Corporate Strategic Development Department, and Administration Department as shown in Figure 1.

Hexa Color (Thailand) Ltd. Organization

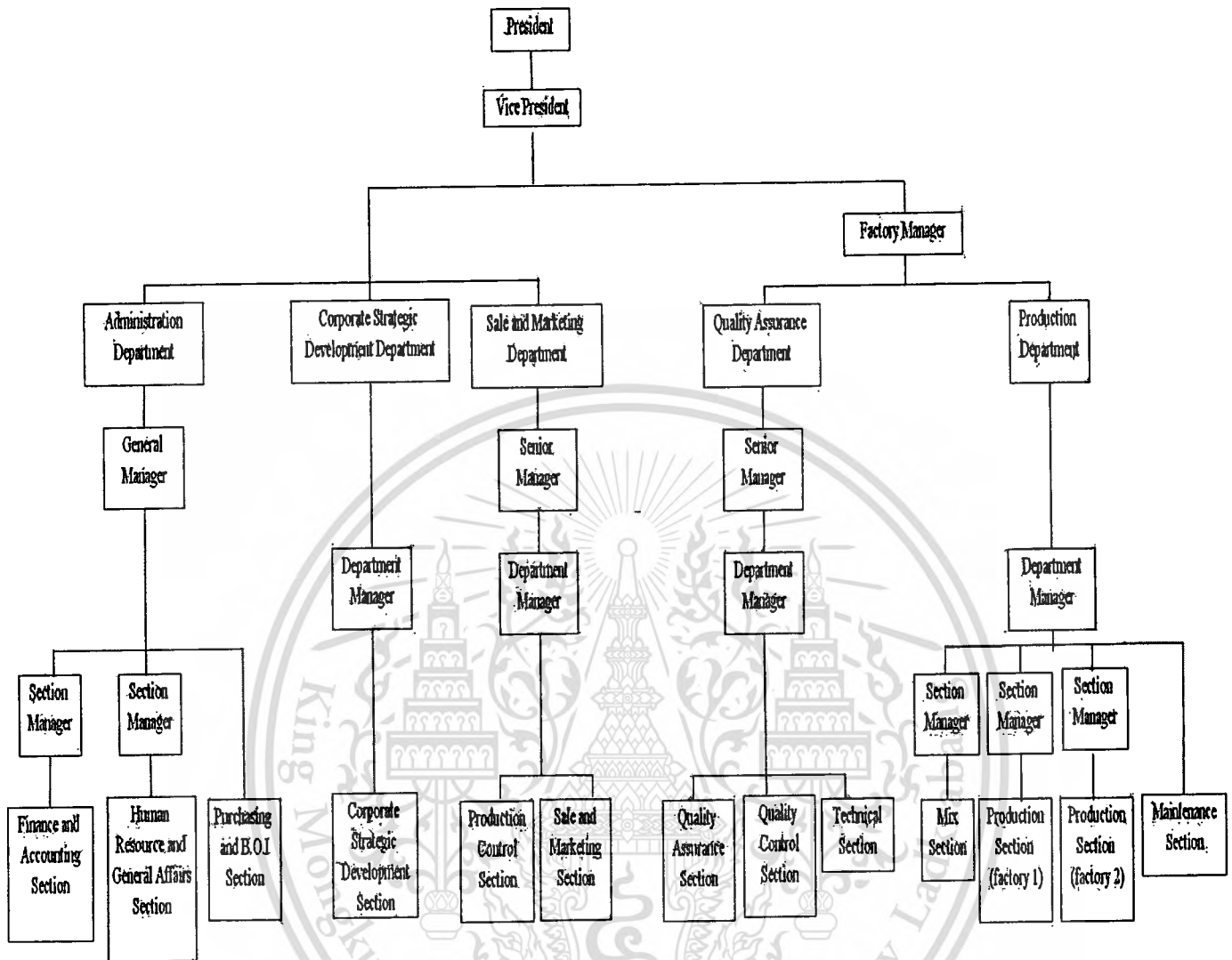


Figure 1.1 Hexa Color (Thailand) Ltd. Organization Chart

It can be seen that Japanese investors engaged in various types of industrial business and commercial organizations are now widespread in Thailand. Under these circumstances, English is used as a medium for communication in the international trade between people from different nations who do not share a common native language. I-chun V. Kuo (2006:213) argued that English is nowadays used by more non-natives than natives speakers and that most non-native speakers will need it in order to communicate with other non-native speakers. Therefore, doing business with the foreign countries in Thailand, the international language as English is indispensable as a means of communication in the business (Nickerson Catherine 2005:367). Mead (1990:5) suggested that the communication and information flow are central feature of organizations and businesses and that there is a fundamental relationship between effective

This material is reserved for educational use only, not allowed for commercial use.

communication and business outcomes. Good communication creates good relationships, high moral, increased productivity and profit. Bad communication, on the other hand, can lead to inefficiency, waste and loss of profit.

The reasons to choose Hexa Color (Thailand) Ltd. for this study are:

1. The company offers the right conditions for survey the English language needs of the official staff in an organization where there is a necessity in using English language as a means of communication with the Japanese executives and foreign customers e.g. listening to complaints from foreign customers, reading letters written in English and writing e-mails to the Japanese executives and foreign customers.
2. English skills are necessary for the factory staff because all products are produced by high technology machines and the quality are controlled by modern physical and chemical properties testing machines imported from Japan. Thus the operation of the machines requires special training from the Japanese executives.
3. Various documents such as instruction manuals of machines, machine condition set up sheets, and quality inspection or production record forms are written in English. With this reason, the employees who work in factory need an English language ability to cope with their routine work.
4. English background of many employees in the company was not more than high school level. Consequently, the official staff and the factory staff will have difficulties in carrying out their work such as miscommunication between the employees and the customers, misunderstanding the instructions from the Japanese executives, and confusing to fill in production record forms.
5. The company is aware of the importance of English for communication in the organization and realizes that not only product's qualities but also human resources developments are the key factors to enhance the company's competitiveness in the age of globalization. The company also has a policy to satisfy the customers and develop manpowers in order to be the best compound resin company in Thailand and Southeast Asia (Hexa Color 2007: online). Human resources are considered vital for business development. It is a must to accelerate in developing and training human resources in all aspects. Therefore, the company has a policy to support workplace English training course for English skills development of the employees. This policy aims to increase human capacities in the form of knowledge and English language abilities in order to catch up with globalization.

1.2 Goals and Objectives

The purpose of this study is to survey the English needs of Thai employees and the opinions of their heads on English needs for work at Hexa Color (Thailand) Ltd. The objectives of this research are as follows:

1. To study the needs of each English skill: listening, speaking, reading and writing of the official and the factory staff.
2. To study the language functions and topic areas of each English skill that the official and the factory staff need for their work.
3. To study the needs of English training course of the official and the factory staff.
4. To study the opinions of the official and the factory heads on the needs of each English skill: listening, speaking, reading and writing of their employees.
5. To study the opinions of the official and the factory heads on the needs of the language functions and topic areas of each English skill that the employees need for their work.
6. To study the opinions of the official and the factory heads on English training course for the employees.

1.3 Research Questions

This study was designed to answer the following research questions:

1. To what extent do the official staff and the factory staff at Hexa Color (Thailand) Ltd. need each English skill for their work ?
2. To what extent do the official staff and the factory staff at Hexa Color (Thailand) Ltd. need language functions and topic areas on each English skill for their work ?
3. What kind of English training course do the official staff and the factory staff at Hexa Color (Thailand) Ltd. need ?
4. What are the opinions of the official heads and the factory heads on the needs of each English skill: listening, speaking, reading and writing that the employees at Hexa Color (Thailand) Ltd. need for their work ?
5. What are the opinions of the official heads and the factory heads on the needs of the language functions and topic areas of each English skill that the employees at Hexa Color (Thailand) Ltd. need for their work ?
6. What are the opinions of the official heads and the factory heads on an English training course for their employees at Hexa Color (Thailand) Ltd. ?

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

1.4 Scopes and Limitations of the Study

This research was conducted in order to survey the English needs of the employees at Hexa Color (Thailand) Ltd. and the opinions of their heads on English needs for the employees.

Thus the scopes and limitations for this study were as follows :

1. The first population group was 9 official staff who worked at Hexa Color (Thailand) Ltd. in the year 2006.
2. The second population group was 72 factory staff who worked at Hexa Color (Thailand) Ltd. in the year 2006.
3. The third population group was 19 official heads who worked at Hexa Color (Thailand) Ltd. in the year 2006.
4. The four population group was 41 factory heads who worked at Hexa Color (Thailand) Ltd. in the year 2006.
5. This study was restricted to the number of the employees and their heads at Hexa Color (Thailand) Ltd. therefore, pilot study process was skipped.

1.5 Process of the Study

This research was conducted according to the following process:

1. Pre-interview was conducted to collect data from the employees and their heads as a preliminary data for designing research's goals, objectives and also questionnaires for the employees and their heads at Hexa Color (Thailand) Ltd. about English needs, English language functions and topic areas on each skill, and English training course.
2. The research and literature dealing with needs analysis and English for employees or career were studied as information for doing this research.
3. Four questionnaires were created based on the information from the pre-interview, related research and literature review. Two questionnaires were prepared for the official staff and the factory staff. Other two questionnaires were prepared for the official heads and the factory heads at Hexa Color (Thailand) Ltd.
4. The questionnaires were modified according to the suggestions of two advisors and were approved by three qualified lecturers in the field of English language and research method.
5. The revised questionnaires were sent to the official staff, the factory staff, the official heads and the factory heads at Hexa Color (Thailand) Ltd.
6. SPSS program was employed as a tool for analyzing data from the questionnaires.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

7. The findings of this study were concluded.

1.6 Definition of Terms Used

Official staff:

The persons who take a position of staff and work in Human Resource and General Affairs Section, Finance and Accounting Section, Sales and Marketing Section, Purchasing and B.O.I Section, Corporate Strategic and Development Section, and Production Control Section.

Factory staff:

The persons who take a position of staff and work in Production Section, Quality Assurance Section, Quality Control Section, Technical Section, Mix Section, and Maintenance Section.

Official heads:

The persons who take a position of leader, chief, supervisor and manager working in Human Resource and General Affairs Section, Finance and Accounting Section, Sales and Marketing Section, Purchasing and B.O.I Section, Corporate Strategic and Development Section, and Production Control Section.

Factory heads:

The persons who take a position of leader, chief, supervisor and manager working in Production Section, Quality Assurance Section, Quality Control Section, Technical Section Mix Section, and Maintenance Section.

English skills:

The skills in listening, speaking, reading and writing English.

English needs:

The needs of the employees at Hexa Color (Thailand) Ltd. on using English for their work.

English functions and topic areas:

The English language functions and topics like reading manuals, writing memos that the employees need for their work.

1.7 Anticipated Outcomes

The findings from this study can be used as a guideline for designing an English training course and a syllabus that corresponds to the needs of the employees and the opinions of the official heads and the factory heads on English needs of their employees.



CHAPTER 2

LITERATURE REVIEW

This study surveys the English needs of the employees at Hexa Color (Thailand) Ltd. It is important to look at needs analysis (NA), English for specific purposes (ESP) and previous related research conducted both in Thailand and other countries.

2.1 Needs Analysis

Hutchinson and Waters (1987) said that any courses, general English or English for Specific Purposes, should be based on an analysis of learner needs. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course. Dudley-Evans and St. John (1998) stated that needs analysis is a key stage in ESP course design. For ESP course design, needs analysis is the awareness of a target situation that distinguishes the ESP learner from the learner of general English. Therefore, needs analysis should be the starting point for designing courses, syllabuses, materials and the activities for teaching and learning.

2.1.1 Definitions of Needs Analysis

Some various dimensions involved in needs analysis are shown as below:

Stevens (1980:109) stated that needs analysis is a procedure starting from the standpoint that it is not general English and that the learner or his sponsor can apply comprehensive information about the aims, purposes, needs, wants, roles and function which English is required in his/her circumstances.

Brumfit and Roberts (1983:199) defined needs analysis as an investigation on the specification of the tasks a learner or a group of learners will be requested to perform in the target language, of what particular aspects of the target language needs to be learnt in order to bring about proficiency in these particular tasks. The results can be used to determine a syllabus and suitable teaching techniques.

Richards 1984:5 (cited in Nunan 1988:43) suggested that needs analysis serves three main purposes : it provides a means of obtaining wider input into the content, design and

implementation of a language programme; it can be used in developing goals, objectives and content; and it can provide data for reviewing and evaluating an existing programme.

Nunan (1988:45) noted that needs analysis is a set of procedure for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, and course length, intensity and duration.

Brindley 1989 (cited in Johnson 1989:63) proposed needs analysis as a process of finding out as much as possible before learning begins about the learners' current and future language use as well as their current language proficiency and language difficulties.

Richards et al. 1992 (cited in Jordan 1997:20) described needs analysis as the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities.

Ellis and Johnson (1994:222) claimed needs analysis as a method of obtaining description of a learner's needs or group of learners' needs. It will take into account the 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 company staff, trainers, and the learners themselves. It will have implications for the approach to training that will be taken.

In conclusion, needs analysis can help a course and syllabus writer, or a teacher to know what to teach, how to teach, the strengths and weaknesses of the learners including their needs of language in order to provide a course that corresponds to the learners' ability and needs.

2.1.2 Types of Needs

Needs are classified into difference types as follows:

According to Hutchinson and Waters (1987:55), there are two types of needs: target situation needs and learning needs.

1. Target Situation Needs

Target situation needs are divided into three parts as follows:

- **Necessities:** they are the type of needs determined by the demands of the target situation. It is a matter of observing what situations the learner will need to function effectively in and then analyzing the constituent parts of them. For example, a businessman might need to understand

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

business English, to communicate at international sales conference and so on thus he will need to know the language used in that situation.

- **Lacks** : they are the gaps between target proficiency and existing proficiency of the learners.

This is also called deficiency analysis.

- **Wants** : they are the perceptions of the learners about what they want or feel they need which may conflict with the views of instructors, course designers and sponsors.

2. Learning Needs

It concerns how the learners learn language items. They include learning skills and strategies that the learners use to learn.

Hutchinson and Waters tried to stress that the analysis of target situation needs concerned with language use and learning situation needs concerned with language learning. Both must be considered when designing an ESP course.

Brindley 1989 (cited in Johnson 1989:63) divided needs into Product-oriented and Process-oriented needs as follows:

- **Product-oriented** : they are the learners' needs in terms of the language they will have to use in a particular communication situation. Therefore, needs analysis becomes a process of finding out as much as possible before learning begin about the learners' current and future language use as well as their current language proficiency and language difficulties.

- **Process-oriented** : they are the cognitive and affective needs of the learner in the learning situation. It means trying to identify and take into account a multiplicity of affective and cognitive variables which affect learning, such as learners' attitudes, motivation, awareness, expectations and learning styles.

Berwick 1989 (cited in Johnson 1989: 55) classified needs as follows:

- **Felt needs**: they are referred to as "expressed" needs and , depending on the preferences of the people doing the assessment, may be devalued by viewing them as "wants" or "desires"

- **Perceived needs**: they can be expressed as a range from sensitive consideration of learners' statements about themselves to largely insensitive prescriptions about learners.

Dudley-Evans (1998:123) presented his views on needs interpretation as follows:

- **Target-situation analysis (TSA)**: it includes objective, perceived and product-oriented needs which are derived by outsiders from facts, from what is known and can be verified, and from the goal or target situation.

- **Learning-situation analysis (LSA):** it includes subjective, felt and process-oriented needs which are derived from insiders and correspond to cognitive and affective factors.
- **Present-situation analysis (PSA):** it estimates strengths and weaknesses in language, skills, and learning experiences.

2.1.3 Approaches to Needs Analysis

Here are some approaches to needs analysis:

1. Target-Situation Analysis

According to Jordan (1997:23), this approach focuses on the students' needs at the end of a language course and target-level performance. Munby (1978) presents a set of procedures for discovering target situation needs. He calls this set of procedures the Communication Needs Processor (CNP). The CNP consists of a range of questions about key communication variables (topic, medium, participants) which can be used to identify the target language needs of any group of learners.

2. Present-Situation Analysis

Richterich and Chancerel 1977 (cited in Jordan 1997:24) proposed a present-situation analysis that determines students' state of language development at the beginning of the language course such as level of learners' abilities, resources, the attitude towards language teaching and learning, surrounding society and culture in order to investigate the students strengths and weaknesses in language to design an English course to suit the learners' levels of ability.

Robinson 1991: 9 suggested that the PSA should involve fundamental variables which must clearly be considered before the TSA. Thus needs analysis may be seen as a combination of TSA and PSA.

3. Learning-Centred Approach

Hutchinson and Waters 1987 (cited in Jordan 1997:25) pinpointed a distinction between learner-centred and learning-centred. Learner-centred infers "learning is determined by the learner" whereas learning-centred involves learning as a process of negotiation between individual and society which includes teaching, syllabus, method, and material.

4. Strategy Analysis

Jordan (1997:27) noted that the focus of needs analysis was on the methodology used to implement language. This involved methods of teaching and methods of learning such as observing the preferred learning styles and strategies of the learners.

5. Means Analysis

According to Holliday and Cooke 1982 (cited in Jordan 1997:27), this approach is an importance of needs analysis development to adapt language course to local situations, cultural attitudes, resources, materials, equipments, and teaching methods. This information derives from the environments in which the course will be run. Holliday 1994 (cited in Jordan 1997:28) develops this approach to include a learning-centred approach which acknowledges the social context of education, and gives more judgments to teacher. It can be termed “an environmentally-sensitive teaching approach”.

6. Language Audits

Language audits are large-scale analysis in defining language needs carried out for companies, regions, or countries such as to determine what languages to be taught, for what reasons, and to what level etc., or to provide data and propose training or educational policies to be implemented over a period of time (Jordan 1997:28). The language audits play a crucial role in a commercial or industrial enterprise. Firstly, the analyst must find out what tasks or activities people perform in their jobs and must decide what level of language performance is required for these tasks. Next, a profile of present ability has to be established to show the extent to which present personnel match up to their job requirements. This can be done by means of tests. Finally, the analyst has to determine how much language training is needed in order to relate the employees' present ability to the company's expectation (Robinson 1991: 10).

2.1.4 Methods of Collecting Data for Needs Analysis

There are a number of ways in which information can be gathered about needs analysis.

Munby (1978) mentioned six methods used for collecting data. They are questionnaires, interviews, observations, case studies, tests, and authentic data collection.

Hutchinson and Waters (1987:58) proposed questionnaires, interviews, observations, data collection, informal consultations with learners, sponsors and others.

Brown (1995:45) listed twenty-four different procedures for collecting needs analysis information as below:

Table 2.1 Roles, Instruments, and Procedures for Needs Analysis (Brown 1995: 45)

NEEDS ANALYST'S ROLE	INSTRUMENTATION	PROCEDURES
Outsider looking in	Existing information	Records, analysis Systems analysis Literature review Letter writing
	Tests	Proficiency Placement Diagnostic Achievement
	Observations	Case stuies Diary studies Behavior observation Interactional analysis Inventories
Facilitator drawing out information	Interviews	Individual Group
	Meetings	Delphi technique Advisory Interest group Review
	Questionnaires	Biodata surveys Opinion surveys Self-ratings Judgmental ratings Q sort

Jordan (1997: 30) suggested fourteen techniques for gathering data about the learners as below:

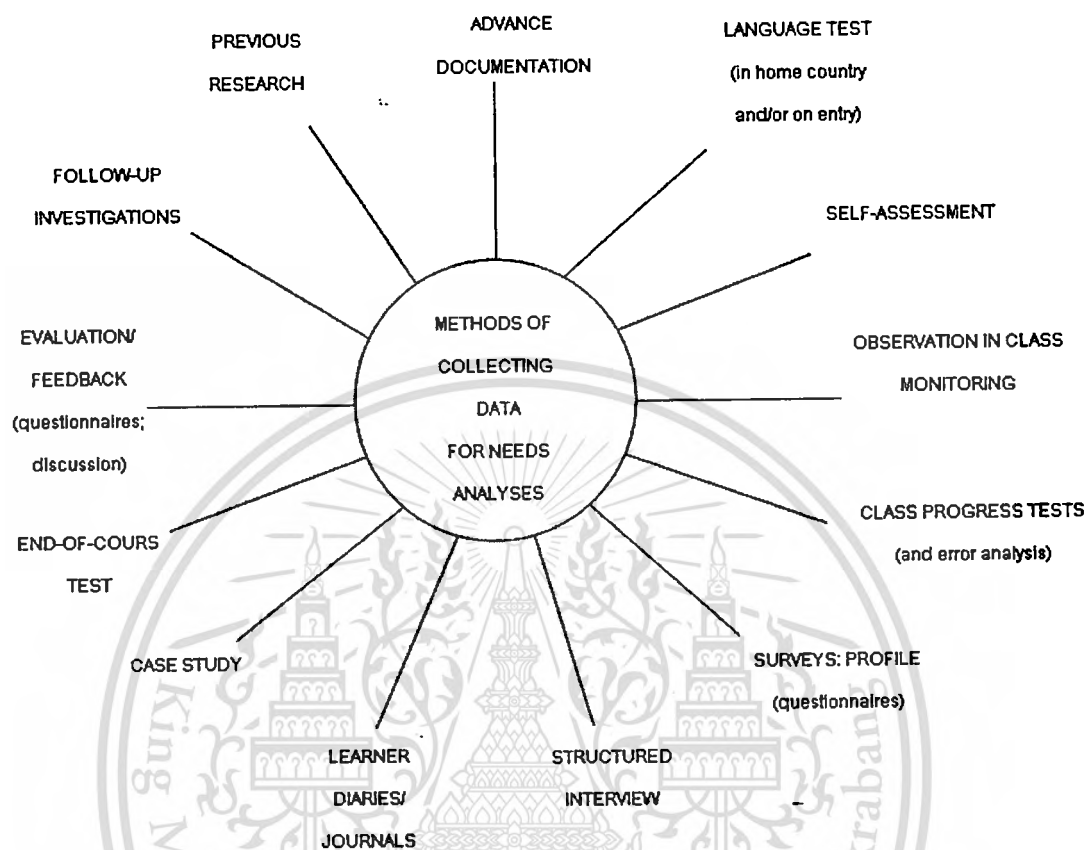


Figure 2.2 Methods of Collecting Data for Needs Analyses (Jordan 1997:30)

It can be concluded that there are many types of instruments for collecting needs information given by a number of people. In the process of gathering information, Rossett 1982 (cited in Brown 1995:43) identified five categories of questions should be considered:

- **Problems:** to identify the problems those are being experienced by the people under assessment in the target group.
- **Priorities:** to investigate which topics, language uses, skills are considered most important for the target group.
- **Abilities:** to focus on the abilities of the students at entry.
- **Attitudes:** to uncover information about participants' feelings and attitudes toward elements of the program.
- **Solutions:** to draw ideas for solutions to perceived problems in terms of what changes might bring about compromise and resolution.

The questions about problems, priorities and abilities will be answered by using pretests designed either to measure the overall language proficiency of students or to diagnose their specific weaknesses.

Hutchinson and Waters (1987:59) stated that in view of the complexity of needs, it is desirable to use more than one of these types of instruments for gathering needs analysis information. The choice will obviously depend on time, money, and resources available. Moreover, the needs analysis is not a complete and final activity. It should be a continuing process to check and re-assess the needs analysis' conclusions.

In this study, a questionnaire was used as the research instrument to gather data concerning English language needs, language functions and topic areas for each English skill, and an English training course that the employees need including their heads' opinions on the needs of English skills, language functions and topic areas for each skill, and English training course of the employees.

There are three reasons for using the questionnaire in this study. Firstly, a questionnaire is more efficient for gathering information on a large scale study than other instruments. It can be posed enormous range of questions and designed to collect participants' personal details, educational background, job skill, language learning experience, self-rating, judgmental-rating, open-ended items and so on. Secondly, it can be distributed to a large number of subjects at the same time. Thus, it is not time-consuming. Thirdly, the obtained data will correspond to the situation that the questionnaire is given.

2.2 English for Specific Purposes (ESP)

There are three main reasons on the emergence of ESP. Firstly, after the end of the Second World War in 1945 the development and expansion in scientific, technical and economic activity on an international world influenced on the high demand of people to learn English language for international communication on commercial purposes. Secondly, the revolution in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) stated that the language we speak and write varies considerably, and in a number of different ways, from one context to another. It would be possible to determine the features of specific situations and make these features as the basis of the learner's course.

Thirdly, learners' needs and interests have an important influence on their motivation to learn and therefore on the effectiveness of their learning.

2.2.1 Definitions of ESP

Munby (1978:2) defined that ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner.

Hutchinson and Waters (1987: 19) stated that ESP should properly be seen as an approach not as a product. ESP is not a particular kind of language or methodology nor does it consist of a particular type of teaching material. It is an approach to language learning and teaching in which all decisions as to content and method are based on learners' needs and reasons for learning.

Robinson (1991:1) stated that ESP which is a major activity around the world today is an enterprise involving education, training and practice. It draws upon three major realms of knowledge: language, pedagogy and the students'/participants' specialist areas of interest. ESP is based on two key criteria and a number of characteristics that are generally found to be true of ESP. First, ESP is "goal-directed". The students study English not because they are interested in the English language but because they need English for study or work purposes. This has implications for the kind of activities and topics on the course. Second, ESP courses develop from a needs analysis which aims to specify as closely as possible what exactly it is that students have to do through the medium of English. The characteristics of ESP courses are generally constrained by a limited time period in which their objectives have to be achieved, and they are the courses taught to adults in homogeneous classes in terms of the work or specialist studies that the students are involved in.

Carter (1993:27) said that ESP refers to programs in English teaching where the needs of the learners are precisely specified.

Dudley-Evans and St. John (1998: 4) mentioned two aspects of ESP methodology that all ESP teaching should reflect the methodology of the disciplines and professions it serves and in more specific ESP teaching the nature of the interaction between the teacher and learner may be very different from that in a general English class. They summarized ESP characteristics as below:

Absolute characteristics:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

- ESP is centered on the language, skills, discourse and genres appropriate to these activities.

Variable characteristics:

- ESP may be related to or designed for specific disciplines.
- ESP may use in specific teaching situations, a different methodology from that of general English.
- 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 used for learners at secondary school level.
- ESP is designed for intermediate or advanced students.

2.2.2 Types of ESP

Robinson (1991 : 2-4) noted that ESP has traditionally been divided into two main areas : English for Academic Purposes (EAP) in which the participants need English for educational purposes to pursue part or all of his studies and English for Occupational Purposes (EOP) in which the participants need English to perform part or all of his occupational duties.

Another typical diagram for ESP, which divides EAP and EOP according to disciplines or professional areas (Dudley-Evans and St. John 1998: 6), is shown as below:

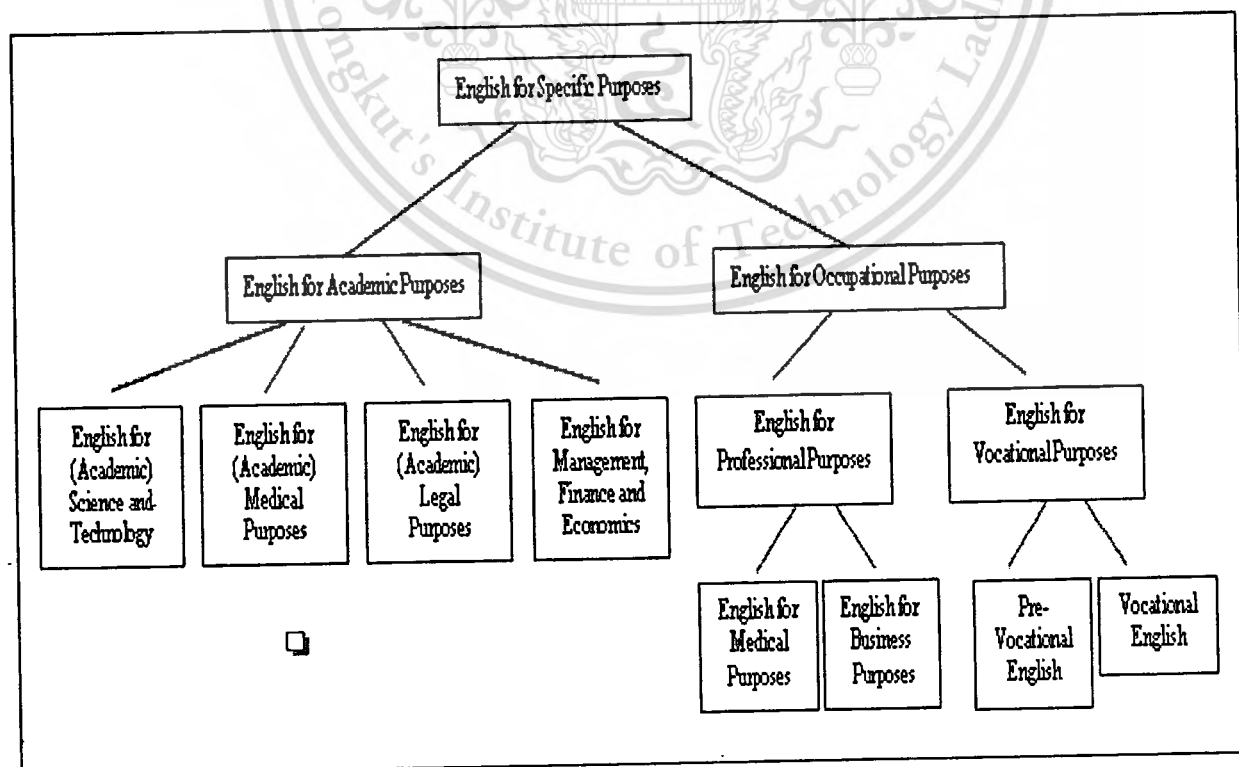


Figure 2.3 ESP Classifications by Professional Area (Dudley-Evans and St. John 1998: 6)

In the area of English for Academic Purposes (EAP), English for Science and Technology has been the main discipline, but English for Medical Purposes, English for Legal Purposes and English for Management, Finance and Economics have become increasingly important. English for Occupational Purposes (EOP) refers to English for Professional Purposes and English for Vocational Purposes. They are for non-professionals in work or pre-work situations. For example, the distinguish between studying the language and discourse of medicine for academic purposes, which is designed for medical students, and studying for occupational purposes, which is designed for practicing doctors.

In conclusion, the teaching of English for Specific Purposes has generally been seen as a separate activity within English Language Teaching (ELT). Since the 1960s, ESP has become a vital and innovative activity within the teaching of English as a Foreign or Second Language movement. The original flowering of the ESP movement resulted from general developments in the world economy, the growth of science and technology and the increasing use of English as the international language of science, technology and business. However, this various influences came together to generate the need and enthusiasm for developing ESP as a discipline. ESP was dominated by the teaching of English for Academic Purposes (EAP). However, English for Occupational Purposes (EOP) played an important but smaller role for early life of ESP.

2.3 Related Research

The following related research was divided into two parts: the related research carried out in Thailand and the related research conducted in the foreign countries.

2.3.1 Related Research in Thailand

Akkakoson (1993) investigated the role and importance of English in business communication of leading Thai companies. This study was aimed to reveal the actual usage of English in job-related activities of companies in order to be information for course designers or English teachers to revise or develop effective and efficient business English courses and materials. The respondents were 17 human resource management representatives from 15 companies. Interview was used as means for collecting data of this investigation. The results of this study revealed that all sampled companies used English for business communication with overseas companies or local companies those are subsidiaries of foreign companies. The

employees at the managerial and supervisory levels needed to understand more English-related activities than those at the junior level. The activities of listening, speaking, reading and writing that they need were telephone conversations, face to face social talks, business talks with customers, supervisors and foreign bosses, seminars, meetings, writing business letters, product specifications, charts and graphs, memoranda, reports, manuals, announcements, office forms, minutes of meeting, proposals. The subjects claimed that all of the traditional English skills were the most useful for the employees and were required by the managerial level. However, the listening and speaking skill were very important to junior staff level. The clerical or junior staff was lack of English proficiency. These middle and lower level employees needed to develop their skills in the usage of English. Moreover, this study also found that not all companies provided a regular in-house and outside training program in English for supervisory and clerical staff. However, a number of companies stated that they used to provide English training for their employees but the course eventually had to be terminated due to the employees' non-attendance and time constraint.

Kongpitak (1999) studied and evaluated an English training course conducted in Sony Semiconductor (Thailand) Co.,Ltd. The objective of this course was to improve working skills of staff. The data for this study were collected by questionnaire of 140 staff and by interviewing of 6 managers. The results indicated that writing skills was the most important skills for working. The subjects in this study stated that they would like the company to set Basic English course for business communication in the office with free of charge for them. The attendance in the English training course should be selected by pre-test and all staff should have a chance to join this course.

Ruangpalangchooporn (2002) carried out a study of the training needs on knowledge and skills in working of the staff in General Administration Division of Thai Petrochemical Industry Public Company Limited and to compare training needs of the staff who have different work positions and work experiences. The questionnaire was used as research instrument for this study and the subjects were divided into two groups: 44 employees in working level and 12 employees in administration level. The results revealed that the respondents needed knowledge training about the product of the company and English for international trading at the highest level. For the skills training, English for workplace was needed at the highest level. In addition, no significant difference of training needs on knowledge and skills in working for the employees who have a difference in work position and work experience. All information from this study was provided for establishing guideline in organizational training program improvement.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Wanthanasin (2004) surveyed the English needs of the marketing staff in the companies at Ladkrabang Industrial Estate. The respondents were 125 marketing staff who worked in 63 companies at Ladkrabang Industrial Estate in the year of 2003. The results were concluded as follows: the marketing staff needed English for their work at moderate level. Reading was the highest rank of need followed by writing, listening, translating and speaking respectively. The highest degree of each skill was reading orders or invoices, writing for correspondence through electronic-mail, listening to general topics in conversation participation, translation of general information from newspapers, magazines, journals, books or other printed matters and speaking for general conversation with colleagues, customers or heads of departments who are foreigners.

Chartphahon(2006) studied problems and needs to develop English communication skills among EGCO Engineering & Service's employees. The 178 subjects of this study were selected from the population of 316 employees. The findings of this study indicated that all problems of using English for communication of the employees were at high level in speaking, listening, writing and reading respectively. The needs for EGCO Engineering & Service's employees to develop English communication skills in listening, speaking, reading and writing were at high level. In addition, the employees suggested that the company should provide English learning tools for the employees to improve their listening, speaking, reading, and writing skills. Moreover, the employees would like the company to hire language instructors for their English training course.

2.3.2 Related Research in the Foreign Countries

So-Mui and Mead (2000) analyzed the English Communication needs of textile and clothing merchandisers who communicate in the international marketplace. The data were collected from 130 students of the Hong Kong Polytechnic University (PolyU) and 20 students of the Kwun Tong Technical Institute (KTTI). All of the subjects had been working as merchandisers for at least one year. The authors used the following instruments for collecting data.

1. Two independent questionnaires : one for PolyU graduates and another for KTTI graduates
2. telephone interviews: both the graduates and their supervisors were interviewed
3. collection of authentic workplace text: some correspondent samples that merchandisers have written or received were analyzed for the writing style

4. visits to the workplace: to obtain an understanding of the operation of the company and to observe the communications required in the production of garments.

The surveys showed that the subjects used written English greater than spoken English. The graduates stated that they needed grammatical accuracy for written communication in the workplace activities. Three activities were ranked highly: following up on an order, advising updated order status and clarifying order queries. The supervisors indicated that the graduates were inadequate in writing techniques and needed to improve it. The analysis of the authentic text showed that the author should concentrate on specific areas of language and communication included presentation, paragraphing, heading and numbering, abbreviation, grammatical accuracy, tone, business jargon, connectives and sentence completion.

Ting (2002) carried out an examination of English needed in Malay workplaces. This study was aimed to examine whether staff, who usually enter to workplace with secondary school education, need to use English in a predominantly Malay organization, and how they cope with the English language demands of the workplace. In this study, the questionnaire and interview were used as an instrument for collecting data at Belia, where is the state head quarters of a youth organization. Out of eighteen questionnaires were distributed and sixteen were returned. The finding showed that there is definitely a need for staff to use English, even in a predominantly Malay-speaking work environment. Speaking skills was in greatest demand whereas writing skill was the least need. This study also revealed that staff often encounter communication difficulties in English, but they cope with them by seeking their colleagues' assistance or asking interlocutors to use another language. The researcher suggested that it was worthwhile to give greater emphasis to the teaching of English speaking skills to students who may enter the workplace as staff so that they have a sufficient proficiency for basic communication in English.

Chew (2005) investigated what English language skills were used by new employees in their daily work at bank of Hong Kong and also aimed to determine the encounter of difficulty these employees encounter in using English to carry out their various tasks and what kind of interest they have in English training course to improve their language skill through interviews and questionnaires with 16 new bank employees. In conclusion, almost all written communicative tasks such as memos, minutes of meetings, reports, rules and regulations for bank customers were carried out in English language while most oral communicative tasks were carried out in Cantonese, the majority language of people in Hong Kong. Thus the employees in the study almost speak to each other and to their clients in Cantonese. Chew indicated that most of the 16

This material is reserved for educational use only, not allowed for commercial use.

bank employees work in local bank plus the fact that they are junior to mid-management level employees in the bank and Chinese spoken is used in their work environment. Furthermore Americans and other non-Chinese people hold the senior positions in the bank. 10 out of 16 of the bank employees indicated that both financial content and language demand were a difficulty in carrying out their work tasks. The employees were interested in receiving language training for speaking skills were presentation skill, negotiation skill, oral English for daily use and social interaction, and business conversations.

In conclusion, the needs survey of the employees for English in the workplace have been conducted at many organizations to find English skills that the employees need for their work and to provide suggestions for an English language training course. However, this kind of study has never done at Hexa Color (Thailand) Ltd. Thus, it is interesting to conduct a survey English needs of the employees both in the factory and in the office at Hexa Color (Thailand) Ltd. It is anticipated that the results of the present study will offer an optimum practical guideline for designing an English training course and a syllabus for the employees at Hexa Color (Thailand) Ltd.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study is to survey the English needs of the employees at Hexa Color (Thailand) Ltd. focusing on the language functions and topic areas of each English skill, and an English training course that the official staff and the factory staff need for their work including the opinions of their heads on English needs and an English training course for their staff.

This chapter contains five main parts:

1. Type of Research
2. Population
3. Research Instrument
4. Data Collection
5. Data Analysis and Statistical Devices

3.1 Type of Research

This research was a descriptive research using survey questionnaires to obtain the information on the needs of English skills, language functions and topic areas for each skill, and an English training course that the employees need for their work including the opinion of their heads.

3.2 Population

The population of this study was the employees and their heads who worked at Hexa Color (Thailand) Ltd. in the year 2006. Therefore, the subjects for this study were divided into four groups: the official staff, the factory staff, the official heads and the factory heads as shown in Table 3.1.

Table 3.1 Population

Section		Population		
		Staff	Head	Total
Office	Human Resource and General Affairs	2	3	5
	Finance and Account	5	4	9
	Sales and Marketing	1	4	5
	Purchasing and B.O.I	0	3	3
	Corporate Strategic and Development	0	3	3
	Production Control	1	2	3
	<i>Total</i>	9	19	28
Factory	Production	45	22	67
	Mix	6	6	12
	Maintenance	5	4	9
	Quality Assurance	2	1	3
	Quality Control	13	5	18
	Technical	1	3	4
	<i>Total</i>	72	41	113
Grand Total		81	60	141

3.3 Research Instrument

Four sets of questionnaires were used to gather data concerning the extent of needs for each English skill, language functions and topic areas on each skill, and an English training course. The questionnaires were distributed to four groups of subjects as follows:

1. Questionnaire for the Official Staff
2. Questionnaire for the Factory Staff
3. Questionnaire for the Official Heads
4. Questionnaire for the Factory Heads

All questionnaires were written in both Thai and English. However, the Thai version questionnaires were distributed to the subjects who are Thai because it was easier for them to read and understand instructions and in order to prevent the problems of language comprehension. The questionnaires were in the form of putting a tick (✓) in a box (☐), rating five-point Likert scale, writing in the open-ended questions, and filling in the provided space.

3.3.1 Construction of the Questionnaires

1. The related research, other printed questionnaires and related literature on needs analysis were studied.
2. Preliminary interviews were conducted with some official staff and factory staff at Hexa Color (Thailand) Ltd. on needs of English skills, language functions and topic areas of each skill, and an English training course that they required for work including the opinions of their heads in order to provide guidelines for items in the questionnaire.
3. The questionnaires were designed on the basis of information from the preliminary interview, related research, related literature and other printed questionnaires about needs analysis.
4. The questionnaires were modified and reorganized with the suggestions from two advisors and then the questionnaires were approved by three qualified Professors in the field of English language and research method.
5. Then, questionnaires were revised and sent out to the population.

3.3.2 Contents of the Questionnaires

There were four sets of questionnaires: Questionnaire for the Official Staff, for the Factory Staff, for the Official Heads, and for the Factory Heads.

3.3.2.1 Questionnaire for the Official Staff

The questionnaire was constructed for the official staff to survey the needs of English language skills, language functions and topic areas, and an English training course that they need for their work. It consists of three parts as follows:

Part 1: General Background Information

This part consists of questions on personal information such as gender, age, educational background, section, working experience, including self-evaluation question on the level of the respondents' competence and ability in English. The questions were in the form of putting a tick (✓) in a box (☐), filling in the provided space and rating five-point Likert scale.

The criteria and mean score derived from the scale in the questionnaires were interpreted on the following ranges: (Kannasut, 1995: 77)

Scale	Mean	Language ability
5	4.50-5.00	Very Good
4	3.50-4.49	Good
3	2.50-3.49	Fair
2	1.50-2.49	Poor
1	1.00-1.49	Very Poor

Part 2 : Needs of English Skills: Listening, Speaking, Reading and Writing , and the Language Functions and Topic Areas that the Official Staff Need

This part consists of questions on needs of language functions and topic areas that the respondents have to use in order to do their job. The questions were in the form of checklist items using five-point Likert scale.

The criteria and mean score derived from the scale in the questionnaires were interpreted on the following ranges: (Kannasut, 1995: 77)

Scale	Mean	Level of needs
5	4.50-5.00	The greatest needs
4	3.50-4.49	Great needs
3	2.50-3.49	Moderate needs
2	1.50-2.49	Little needs
1	1.00-1.49	The least needs

The respondents were required to answer seven main questions concerning the following topics:

1. The extent of needs on each English language skill for their work.
2. The extent of needs on English language for their work.
3. The level of needs on language functions and topic areas for English listening skill with six sub-items. Including an open-ended statement.
4. The level of needs on language functions and topic areas for English speaking skill with five sub-items. Including an open-ended statement.
5. The level of needs on language functions and topic areas for English reading skill with eight sub-items. Including an open-ended statement.

6. The level of needs on language functions and topic areas for English writing skill with four sub-items. Including an open-ended statement.
7. The open-ended question asking the respondents to give their suggestion on the needs of each English language skill.

Part 3 : Needs of English Training Course for the Official Staff

This part of the questionnaire consists of questions on needs of English training course for the official staff. The questions were in the form of putting a tick (✓) in a box (☐) and filling in the provided space.

The respondents were required to answer seven main questions as the following topics:

1. The needs of an English training course at the company.
2. The types of an English training course.
3. The course length
4. The course hour
5. The suitable time for an English training course.
6. The nationality of instructors for an English training course.
7. The open-ended question asking the respondents to propose their suggestions on needs of an English training course.

3.3.2.2 Questionnaire for the Factory Staff

This questionnaire consists of three parts of information from the factory staff on English needs, language functions and topic areas of each English skill, and an English training course.

Part 1: General Background Information

This part is composed of six questions asking about the respondents' personal information concerning the gender, age, education, section, working experience, and self-evaluation on their English proficiency. The questions were in the form of putting a tick (✓) in a box (☐), filling in the provided space, and rating five-point Likert scale.

The criteria and mean score derived from the scale in the questionnaires were interpreted on the following ranges: (Kannasut, 1995: 77)

Scale	Mean	Language ability
5	4.50-5.00	Very Good
4	3.50-4.49	Good
3	2.50-3.49	Fair
2	1.50-2.49	Poor
1	1.00-1.49	Very Poor

Part 2 : Needs of English Skills: Listening, Speaking, Reading and Writing, and the Language Functions and Topic Areas that the Factory Staff Need

Part two is divided into seven main topics and a five-point Likert scale is used to rate the level of the respondents' needs. The meanings of the five-point Likert scale are as follows: (Kannasut, 1995: 77)

Scale	Mean	Level of needs
5	4.50-5.00	The greatest needs
4	3.50-4.49	Great needs
3	2.50-3.49	Moderate needs
2	1.50-2.49	Little needs
1	1.00-1.49	The least needs

The respondents were required to answer seven main questions concerning the following topics:

1. The extent of needs on each English language skill for their work.
2. The extent of needs on English language for their work.
3. The level of needs on language functions and topic areas for English listening skill with three sub-items. Including an open-ended statement.
4. The level of needs on language functions and topic areas for English speaking skill with three sub-items. Including an open-ended statement.
5. The level of needs on language functions and topic areas for English reading skill with ten sub-items. Including an open-ended statement.
6. The level of needs on language functions and topic areas for English writing skill with three sub-items. Including an open-ended statement.

7. The open-ended question asking the respondents to give their suggestion on the needs of each English language skill.

Part 3: Needs of English Training Course for the Factory Staff

This part of the questionnaire is concerned with needs of an English training course for the factory staff. The questions were in the form of putting a tick (✓) in a box (☐) and filling in the provided space.

The respondents were required to answer seven main questions as the following topics:

1. The needs of an English training course at the company.
2. The type of an English training course
3. The course length
4. The course hour
5. The suitable time for an English training course
6. The nationality of instructors for an English training course
7. The open-ended question asking the respondents to propose their suggestions on needs of an English training course.

3.3.2.3 Questionnaire for the Official Heads

This questionnaire consists of three parts of information from the official heads about the opinions on English needs, language functions and topic areas of each English skill for their official staff, and an English training course.

Part 1: General Background Information

The respondents were asked to answer their personal information concerning the gender, age, education, position, section, and working experience. The questions were in the form of putting a tick (✓) in a box (☐) and filling in the provided space.

Part 2: Opinions of the Official Heads at Hexa Color (Thailand) Ltd. on Needs of English Skills, and Language Functions and Topic Areas for Their Official Staff

The respondents were asked to identify the level of needs on English skills, and language functions and topic areas of each skill for the official staff. The questions were in the form of checklist items using five-point Likert scale.

The criteria and mean score derived from the scale in the questionnaires were interpreted on the following ranges: (Kannasut, 1995: 77)

Scale	Mean	Level of needs
5	4.50-5.00	The greatest needs
4	3.50-4.49	Great needs
3	2.50-3.49	Moderate needs
2	1.50-2.49	Little needs
1	1.00-1.49	The least needs

The respondents were required to answer seven main questions concerning the following topics:

1. The extent of needs on each English language skill for their staff.
2. The extent of needs on English language for their staff.
3. The level of needs on language functions and topic areas of English listening skill for their staff with six sub-items. Including an open-ended statement.
4. The level of needs on language functions and topic areas of English speaking skill for their staff with five sub-items. Including an open-ended statement.
5. The level of needs on language functions and topic areas of English reading skill for their staff with eight sub-items. Including an open-ended statement.
6. The level of needs on language functions and topic areas of English writing skill for their staff with four sub-items. Including an open-ended statement.
7. The open-ended question asking the respondents to give their suggestions on the needs of each English language skill.

Part 3 : Opinions on English Training Course

This part of the questionnaire consists of questions on needs of an English training course for the official staff according to their official heads' opinions. The questionnaires were in the form of putting a tick (✓) in a box (☐), filling in the provided space and rating five-point Likert scale.

The official heads were required to answer eight main questions as the following topics:

1. The opinions of English training course at the company.
2. The opinions of types of an English training course
3. The opinions of course length
4. The opinions of course hour
5. The opinions of suitable time for an English training course
6. The opinions of nationality of instructors for an English training course
7. The opinions of the staff's abilities in each English skill.
8. The open-ended question asking the respondents to propose their suggestions on needs of an English training course for their staff.

3.3.2.4 Questionnaire for the Factory Heads

This questionnaire consists of three parts of information from the factory heads about the opinions on English needs, language functions and topic areas of each English skill for their factory staff, and an English training course.

Part 1: General Background Information

The respondents were asked to answer their personal information concerning the gender, age, education, position, section, and working experience . The questions were in the form of putting a tick (✓) in a box (☐) and filling in the provided space.

Part 2 : Opinions of the Factory Heads at Hexa Color (Thailand) Ltd. on Needs of Each English skill, and Language Functions and Topic Areas for Their Factory Staff

This part asked the respondents to specify the level of needs on English skills, and language functions and topic areas of each English skill for the factory staff . The questions were in the form of checklist items using five-point Likert scale.

The criteria and mean score derived from the scale in the questionnaires were interpreted on the following ranges: (Kannasut, 1995: 77)

Scale	Mean	Level of needs
5	4.50-5.00	The greatest needs
4	3.50-4.49	Great needs

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

3	2.50-3.49	Moderate needs
2	1.50-2.49	Little needs
1	1.00-1.49	The least needs

The respondents were required to answer seven main questions concerning the following topics:

1. The extent of needs on each English language skill for their staff.
2. The extent of needs on English language for their staff.
3. The level of needs on language functions and topic areas of English listening skill for their staff with three sub-items. Including an open-ended statement .
4. The level of needs on language functions and topic areas of English speaking skill for their staff with three sub-items. Including an open-ended statement.
5. The level of needs on language functions and topic areas of English reading skill for their staff with ten sub-items. Including an open-ended statement.
6. The level of needs on language functions and topic areas of English writing skill for their staff with three sub-items. Including an open-ended statement.
7. The open-ended question asking the respondents to give their suggestions on the needs of each English language skill for their staff.

Part 3 : Opinions on English Training Course

This part of the questionnaire consists of questions on needs of English training course for the factory staff according to their factory heads' opinions. The questionnaires were in the form of putting a tick (✓) in a box (☐), filling in the provided space and rating five-point Likert scale.

The factory heads were required to answer eight main questions as the following topics:

1. The opinions of English training course at the company.
2. The opinions of types of an English training course
3. The opinions of course length
4. The opinions of course hour
5. The opinions of suitable time for an English training course
6. The opinions of nationality of instructors for an English training course
7. The opinions of the staff's abilities in each English skill.

8. The open-ended question asking the respondents to propose their suggestions on needs of an English training course for their staff.

3.4 Data Collection

The completed version of four sets of questionnaires were directly distributed to 141 respondents : 9 official staff, 72 factory staff, 19 official heads, and 41 factory heads who worked at Hexa Color (Thailand) Ltd. in the year 2006. Therefore, the total number of the respondents and the questionnaires returned were 141, or 100 percentage of the target population.

3.5 Data Analysis and Statistical Devices

The data obtained from four sets of questionnaires was analyzed using program SPSS (Statistical Package for the Social Science) for Windows version 15.0. The following statistical devices were employed in the present study.

3.5.1. Percentage and Frequency Distribution

Percentage and frequency distribution were used in the analysis of the respondents' answers concerning general information of the subjects, and needs of an English training course. The formula of the percentage is as follows:

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

P = percent value

f = frequency

N= the number of the population

3.5.2. Population Mean

Population mean was used to calculate the average level of English ability, needs of English skills, and language functions and topic areas of each English language skill for the employees. The formula is as follows:

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

μ = population mean

$\sum$ = sum of

X = the score

N = the number of the population

3.5.3 Standard Deviation

Standard deviation was used to measure the degree of difference among a set of values from the mean. The formula is as follows:

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

σ = standard deviation

$\sum$ = sum of

X_i = the score

μ = population mean

N = the number of the population

CHAPTER 4

RESULTS

Chapter four presents the results obtained from four sets of the returned questionnaires distributed to 141 subjects; 9 official staff, 72 factory staff, 19 official heads, and 41 factory heads. In addition, the data processing in this study was analyzed by SPSS Program version 15.0.

This chapter is divided into four main sections as follows:

4.1 The Results from the Questionnaire of the Official Staff

4.2 The Results from the Questionnaire of the Factory Staff

4.3 The Results from the Questionnaire of the Official Heads

4.4 The Results from the Questionnaire of the Factory Heads

4.1 The Results from the Questionnaire of the Official Staff

The results from this questionnaire answer the following research questions:

1. To what extent do the official staff at Hexa Color (Thailand) Ltd. need each English skill for their work ?
2. To what extent do the official staff at Hexa Color (Thailand) Ltd. need language functions and topic areas on each English skill for their work?
3. What kind of English training course do the official staff at Hexa Color (Thailand) Ltd. need?

The questionnaire is divided into four parts as follows:

Part I : General Background Information

Part II : Needs of English Skills, Language Functions and Topic Areas on Each English Skill

Part III : Needs of English Training Course

Part IV : Other Suggestions and Opinions

Part I : General Background Information

According to the total of 9 questionnaires from all official staff at Hexa Color (Thailand) Ltd., the general information can be concluded that the numbers of female staff are more than the numbers of male staff. The age of all staff is between 20-30 years old and all of them hold the bachelor's degree. Most of the staff (55.6%) are in Finance and Accounting section. Moreover, 88.9 % of the staff have worked at Hexa Color (Thailand) Ltd. for 1-5 years. Details are shown in Table 4.1.

Table 4.1 General Background Information of the Official Staff

General background information		Number (n=9)	Percentage (%)
Gender	Male	2	22.2
	Female	7	77.8
Age	20-30 years	9	100
Educational level	Bachelor degree	9	100
Section	Production Control	1	11.1
	Sales and Marketing	1	11.1
	Human Resource and General Affairs	2	22.2
	Finance and Accounting	5	55.6
Working period in Hexa Color (Thailand) Ltd.	1-2 year(s)	4	44.45
	3-5 years	4	44.45
	6-10 years	1	11.1

The results in Table 4.2 shows that the average mean score of English ability for each skill of the official staff is at fair level (mean = 2.86). Their reading, writing and listening skill are at fair level while speaking skill is at poor level.

Table 4.2 Mean and Standard Deviation of Each English Ability Skill Rated by the Official Staff

English skills (n=9)	Mean	S.D	Level of skills
Reading	3.22	0.667	Fair
Writing	3.00	0.866	Fair
Listening	2.78	0.833	Fair
Speaking	2.44	0.527	Poor
Average	2.86	0.723	Fair

Part II : Needs of English Skills, Language Functions and Topic Areas on each English Skill

This part consists of Table 4.3-4.7 which explain needs of the English language, language functions and topic areas on each skill that the official staff need for their work.

Table 4.3 Mean and Standard Deviation of English Language Needs Rated by the Official Staff

Needs of English for work (n=9)	Mean	S.D	Level of needs
English Language Needs	3.67	0.866	Great
English Speaking Skill	3.89	1.167	Great
English Listening Skill	3.78	1.093	Great
English Reading Skill	3.78	0.833	Great
English Writing Skill	3.56	0.726	Great

The result in Table 4.3 shows that the official staff need English language for their work at a great level (mean = 3.67). When each English skill is considered in terms of mean score, the highest level of needs is speaking skill (mean = 3.89) while the lowest level of needs is writing skill (mean = 3.56).

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Table 4.4 Mean and Standard Deviation of Language Functions and Topic Areas Needs on
Listening Skill Rated by the Official Staff

List of language functions and topic areas on listening skill (n=9)	Mean	S.D	Level of needs
Listening to the instructions or explanations from the Japanese executives in the company.	3.89	0.928	Great
Listening to general information	3.89	0.928	Great
Listening to telephone correspondence	3.44	1.236	Moderate
Listening to comments or complaints from foreign customers	3.33	1.00	Moderate
Listening to meeting	3.22	1.093	Moderate
Listening to business conversation from foreign customers	3.22	1.093	Moderate
Average	3.50	1.046	Great

The result in Table 4.4 shows that the average mean score of the official staff needs of language functions and topic areas on the listening skill is at a great level (mean = 3.50). When each item of language functions and topic areas on listening skill is considered in terms of mean score, the highest level of needs is listening to the instructions or explanations from the Japanese executives in the company and listening to general information (mean = 3.89) while the lowest level of needs is listening to meeting and listening to business conversation from foreign customers (mean = 3.22).

Table 4.5 Mean and Standard Deviation of Language Functions and Topic Areas Needs on
Speaking Skill Rated by the Official Staff

List of language functions and topic areas on speaking skill (n=9)	Mean	S.D	Level of needs
Communicating in general topics with the Japanese executives in the company	4.00	0.866	Great
Asking questions and giving a reply to the Japanese executives in the company	4.00	1.00	Great

Table 4.5 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Speaking Skill Rated by the Official Staff (continued)

List of language functions and topic areas on speaking skill (n=9)	Mean	S.D	Level of needs
Providing general information to customers or the Japanese executives in the company	3.78	0.833	Great
Talking on the telephone	3.56	1.014	Great
Asking questions and giving a reply to customers	3.33	1.225	Moderate
Average	3.73	0.988	Great

The result in Table 4.5 shows that the average mean score of the official staff needs of language functions and topic areas on the speaking skill is at a great level (mean = 3.73). When each item of language functions and topic areas on speaking skill is considered in terms of mean score, the highest level of needs is communicating in general topics with the Japanese executives in the company, asking questions and giving a reply to the Japanese executives in the company (mean = 4.00) while the lowest level of needs is asking questions and giving a reply to customers (mean = 3.33)

Table 4.6 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill Rated by the Official Staff

List of language functions and topic areas on reading skill (n=9)	Mean	S.D	Level of needs
Reading letters or e-mails from customers, suppliers and internal sections	4.22	0.667	Great
Reading documents from customers or suppliers	4.11	0.601	Great
Reading general information released by company	3.78	0.833	Great
Reading general information from other media such as newspapers magazines and Internet	3.67	1.00	Great

Table 4.6 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill Rated by the Official Staff (continued)

List of language functions and topic areas on reading skill (n=9)	Mean	S.D	Level of needs
Reading memorandums	3.67	0.500	Great
Reading various forms missing = 1 (11.1%)	3.63	0.744	Great
Reading various reports	3.44	1.130	Moderate
Reading agenda and minutes of meeting	3.00	1.225	Moderate
Average	3.69	0.838	Great

The result in Table 4.6 shows that the average mean score of the official staff needs of language functions and topic areas on the reading skill is at a great level (mean = 3.69). When each item of language functions and topic areas on reading skill is considered in terms of mean score, the highest level of needs is reading letters or e-mails from customers, suppliers and internal sections (mean = 4.22) while the lowest level of needs is reading agenda and minutes of meeting (mean = 3.00).

Table 4.7 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Writing Skill Rated by the Official Staff

List of language functions and topic areas on writing skill (n=9)	Mean	S.D	Level of needs
Writing letters or e-mails	4.44	0.726	Great
Filling forms	4.22	0.667	Great
Writing memorandums	4.11	0.601	Great
Writing various reports	3.89	1.269	Great
Average	4.17	0.816	Great

The result in Table 4.7 shows that the average mean score of the official staff needs of language functions and topic areas on the writing skill is at a great level (mean = 4.17). When each item of language functions and topic areas on writing skill is considered in terms of mean

score, the highest level of needs is writing letters or e-mails (mean = 4.44) while the lowest level of needs is writing various reports (mean = 3.89) .

Part III : Needs of English Training Course

Table 4.8 Needs of English Training Course for the Official Staff

Needs of English training course for the official staff	Number (n=9)	Percentage (%)
1. Needs an English training course at company		
Needs	9	100
No needs	0	0
2. Types of an English training course		
General English and English for careers	7	77.8
English for careers	2	22.2
General English	0	0
Others	0	0
3. Duration of training course		
1 month	2	22.2
2 months	1	11.1
3 months	4	44.5
4. Others (more than 3 months)	2	22.2
4. Course hours		
20 hours	0	0
30 hours	8	88.9
40 hours	1	11.1
Others	0	0
5. Time for an English training course		
At lunch time	4	44.5
After office hours	3	33.3
On Saturdays-Sundays	2	22.2
Others	0	0

Table 4.8 Needs of English Training Course for the Official Staff (continued)

Needs of English training course for the official staff	Number (n=9)	Percentage (%)
6. English instructors		
English native speaker	7	77.8
Thai	2	22.2

The result in Table 4.8 shows that all of the official staff need an English training course at the company. They need general English and English for careers 77.8%. In terms of course length, 44.50% of the official staff prefer a course of 3 months and 88.9% of the official staff need 30 hours of a course. With regard to time for an English training course, the majority of the official staff (44.5%) prefers a course at lunch time and need English instructors who are English native speaker with the highest percentage of 77.8.

Part IV : Other Suggestions and Opinions

This part presents additional suggestions and opinions of the official staff on English language needs and the English training course from the open-ended questions. It can be concluded that the official staff recognize the importance of English language skills, however the most important skill is speaking skill. They said that their speaking skill is inadequate to support their work. In case of reading skill, the official staff expressed that they have problems on reading with correct pronunciation and they need to know job-related vocabulary and need accurate English when writing e-mails in English.

The official staff would like to attend an English training course because they need to enhance their English language knowledge, to improve their performance and English is also required for their daily routine work. Moreover, they suggested that there should be experienced instructors, the achievement test should be held every 6 months to follow up the progression of the staff.

4.2 The Results from the Questionnaire of the Factory Staff

The results from this questionnaire answer the following research questions :

- 1. To what extent do the factory staff at Hexa Color (Thailand) Ltd. need each English skill for their work?
- 2. To what extent do the factory staff at Hexa Color (Thailand) Ltd. need language functions and topic areas on each English skill for their work?
- 3. What kind of English training course do the factory staff at Hexa Color (Thailand) Ltd. need?

The questionnaire is divided into four parts as follows:

- Part I : General Background Information
- Part II : Needs of English Skills, Language Functions and Topic Areas on Each English Skill
- Part III : Needs of English Training Course
- Part IV : Other Suggestions and Opinions

Part I : General Background Information

Table 4.9 General Background Information of the Factory Staff

General background information		Number (n=72)	Percentage (%)
Gender	Male	55	76.4
	Female	17	23.6
Age	20-30 years	51	70.8
	31-40 years	18	25
	41-50 years	2	2.8
	more than 50 years	1	1.4
Educational level	Secondary School	14	19.4
	High School	35	48.6
	Vocational Certificate	10	13.9
	Vocational Diploma	8	11.1
	Bachelor Degree	4	5.6
	Others	1	1.4

Table 4.9 General Background Information of the Factory Staff (continued)

General background information		Number (n=72)	Percentage (%)
Section	Production	45	62.5
	Quality Control	13	18.1
	Mix	6	8.3
	Maintenance	5	6.9
	Quality Assurance	2	2.8
	Technical	1	1.4
Working period in Hexa Color (Thailand) Ltd.	1-2 year(s)	12	16.7
	3-5 years	31	43.1
	6-10 years	19	26.4
	11-15 years	9	12.5
	More than 15 years	1	1.4

According to the total of 72 questionnaires from the factory staff at Hexa Color (Thailand) Ltd., the general information can be concluded that 76.4% of the factory staff are male and 62.5% of the factory staff are Production section. Most of the staff (70.8%) are between 20-30 years old and 48.6% of the factory staff graduated from high school. Moreover, 43.1% of the staff have worked at Hexa Color (Thailand) Ltd. for 3-5 year. Details are shown in Table 4.9.

Table 4.10 Mean and Standard Deviation of Each English Ability Skill Rated by the Factory Staff

English skills (n=72)	Mean	S.D	Level of skills
Reading	3.10	0.891	Fair
Listening	2.85	0.850	Fair
Writing	2.83	0.964	Fair
Speaking	2.65	0.825	Fair
Average	2.86	0.883	Fair

The result in Table 4.10 shows that the average mean score of English ability for each skill of the factory staff is at a fair level (mean = 2.86). In terms of each English skill, reading skill is rated at the highest mean score and the lowest mean score is speaking skill.

Part II : Needs of English Skills, Language Functions and Topic Areas on Each English Skill

This part consists of Table 4.11-4.15 which explain needs of the English language, language functions and topic areas on each skill that the factory staff need for their work.

Table 4.11 Mean and Standard Deviation of English Language Needs Rated by the Factory Staff

Needs of English for work (n=72)	Mean	S.D	Level of needs
English Language Needs	3.71	0.813	Great
English Reading Skill	3.60	0.850	Great
English Writing Skill	3.47	0.934	Moderate
English Speaking Skill	3.46	0.838	Moderate
English Listening Skill	3.44	0.837	Moderate

The result in Table 4.11 shows that the factory staff need English language for their work at a great level (mean = 3.71). When each English skill is considered in terms of mean score, the highest level of needs is reading skill (mean = 3.60) while the lowest level of needs is listening skill (mean = 3.44).

Table 4.12 Mean and Standard Deviation of Language Functions and Topic Areas Needs on
Listening Skill Rated by the Factory Staff

List of language functions and topic areas on listening skill (n=72)	Mean	S.D	Level of needs
Listening to the instructions from the Japanese executives in the company	3.29	1.013	Moderate
Listening to the work explanations from the Japanese executives in the company	3.29	1.04	Moderate
Listening to general information	3.22	0.907	Moderate
Average	3.27	0.987	Moderate

The result in Table 4.12 shows that the average mean score of the factory staff needs of language functions and topic areas on the listening skill is at a moderate level (mean = 3.27). When each item of language functions and topic areas on listening skill is considered in terms of mean score, the highest level of needs is listening to the instructions and listening to the work explanations from the Japanese executives in the company (mean = 3.29) while the lowest level of needs is listening to general information (mean = 3.22).

Table 4.13 Mean and Standard Deviation of Language Functions and Topic Areas Needs on
Speaking Skill Rated by the Factory Staff

List of language functions and topic areas on speaking skill (n=72)	Mean	S.D	Level of needs
Asking questions and giving a reply to the Japanese executives in the company	3.21	1.100	Moderate
Providing general information to the Japanese executives in the company	3.19	1.096	Moderate
Communicating in general topics with the Japanese executives in the company	3.04	1.041	Moderate
Average	3.15	1.079	Moderate

The result in Table 4.13 shows that the average mean score of the factory staff needs of language functions and topic areas on the speaking skill is at moderate level (mean = 3.15). When each item of language functions and topic areas on speaking skill is considered in terms of mean score, the highest level of needs is asking questions and giving a reply to the Japanese executives in the company (mean = 3.21) while the lowest level of needs is communicating in general topics with the Japanese executives in the company (mean = 3.04).

Table 4.14 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill Rated by the Factory Staff

List of language functions and topic areas on reading skill (n=72)	Mean	S.D	Level of needs
Reading production documents e.g. production formula	3.67	1.035	Great
Reading various forms such as production record form and quality inspection record form	3.65	0.906	Great
Reading work instructions	3.63	0.846	Great
Reading general information released by company	3.63	0.911	Great
Reading machine condition set up sheets	3.61	1.015	Great
Reading requirements or product specifications	3.54	0.918	Great
Reading manuals for machines and equipments.	3.43	1.019	Moderate
Reading memorandums	3.22	0.996	Moderate
Reading e-mails from internal sections.	3.21	1.074	Moderate
Reading general information from Internet	3.06	1.174	Moderate
Average	3.47	0.989	Moderate

The result in Table 4.14 shows that the average mean score of the factory staff needs of language functions and topic areas on the reading skill is at a moderate level (mean = 3.47). When each item of language functions and topic areas on reading skill is considered in terms of mean score, the highest level of needs is reading production documents (mean = 3.67) while the lowest level of needs is reading general information from Internet (mean = 3.06).

Table 4.15 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Writing Skill Rated by the Factory Staff

List of language functions and topic areas on writing skill (n=72)	Mean	S.D	Level of needs
Filling forms	3.57	0.885	Great
Writing labels or signboards	3.40	1.057	Moderate
Writing memorandums	3.32	1.005	Moderate
Average	3.43	0.982	Moderate

The result in Table 4.15 shows that the average mean score of the factory staff needs of language functions and topic areas on the writing skill is at a moderate level (mean = 3.43). When each item of language functions and topic areas on writing skill is considered in terms of mean score, the highest level of needs is filling forms (mean = 3.57) while the lowest level of needs is writing memorandums (mean = 3.32).

Part III : Needs of English Training Course

Table 4.16 Needs of English Training Course for the Factory Staff

Needs of English training course for the factory staff	Number (n=72)	Percentage (%)
1. Needs an English training course at company		
Needs	64	88.9
No needs	8	11.1
2. Types of an English training course		
General English and English for careers	40	55.6
English for careers	15	20.8
General English	2	9.7
Others (Preliminary English course)	2	2.8
No needs of English training course	8	11.1

Table 4.16 Needs of English Training Course for the Factory Staff (continued)

Needs of English training course for the factory staff	Number (n=72)	Percentage (%)
3. Duration of training course		
1 month	5	6.9
2 months	17	23.6
3 months	32	44.5
4. Others (more than 3 months)	10	13.9
No needs of English training course	8	11.1
4. Course hours		
20 hours	18	25
30 hours	26	36.1
40 hours	16	22.2
Others (more than 40 hours)	4	5.6
No needs of English training course	8	11.1
5. Time for an English training course		
At lunch time	22	30.6
After office hours	19	26.4
On Saturdays-Sundays	18	25
Others (at lunch time and after office hours)	5	6.9
No needs of English training course	8	11.1
6. English instructors		
Thai	46	63.9
English native speaker	18	25
No needs of English training course	8	11.1

The result in Table 4.16 shows that the majority of the factory staff (88.9%) need an English training course at a company while 11.1% of them do not need an English training course. With regard to the types of an English training course, 55.6% of the factory staff need general English and English for careers. On the duration of an English training course, 44.5% of the factory staff indicated that they need the English training course 3 months and 36.1 % of the factory staff need a course of 30 hours. In addition, 30.6 % of the factory staff need to have the

English training course at lunch time. Moreover, 63.9% of the factory staff need Thai instructors for their English training course at the company.

Part IV: Other Suggestions and Opinions

This part presents additional suggestions and opinions on English language needs, language functions and topic areas, and an English training course from the open-ended questions of the factory staff according to each skill as follows:

- Listening skill:** the factory staff expressed that they need to listen to English radio broadcast program in the afternoon at lunch time to practice their listening skill everyday.
- Speaking skill:** the staff need job-related vocabulary knowledge in order to communicate with the Japanese executives.
- Reading skill:** this skill is needed to read forms and job-related documents written in English. They require reading skill to read the forms and various documents.
- Writing skill:** they need writing skill to fill in a form and to make a record.

The reasons for an English training course are as follows:

1. English is necessary for their routine work.
2. They would like to increase their English proficiency.
3. They realize that learning English is beneficial to develop manpower and enhance the company's competitiveness.
4. They used an English language for writing in the record or filling in various forms.

Some factory staff do not need an English training course as the following reasons:

1. They do not have time to attend an English training course.
2. They dislike an English language.

In terms of an English training course, the factory staff's suggestions and opinions can be concluded as the follows:

1. The course length should be 6 months or more.
2. The language contents of the training course should focus on English for communication, and job-related vocabulary.

3. The English training course and the achievement test should be done.
4. All of the factory staff should have a chance to attend this training course.
5. The training course should be free of charge.

4.3 The Results from the Questionnaire of the Official Heads

The results from this questionnaire answer the following research questions:

1. What are the opinions of the official heads on the needs of each English skill: listening, speaking, reading and writing that the employees at Hexa Color (Thailand) Ltd. need for their work?
2. What are the opinions of the official heads on the needs of the language functions and topic areas of each English skill that the employees at Hexa Color (Thailand) Ltd. need for their work?
3. What are the opinions of the official heads on English training course for their employees at Hexa Color (Thailand) Ltd?

The questionnaire is divided into four parts as follows:

Part I : General Background Information

Part II : Opinions on English Skills, Language Functions and Topic Areas on Each English Skill

Part III : Opinions on English Training Course

Part IV : Other Suggestions and Opinions

Part I : General Background Information

Table 4.17 General Background Information of the Official Heads

General background information		Number (n=19)	Percentage (%)
Gender	Male	6	31.6
	Female	13	68.4
Age	20-30 years	3	15.8
	31-40 years	11	57.9
	41-50 years	5	26.3

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Table 4.17 General Background Information of the Official Heads (continued)

General background information		Number	Percentage
		(n=19)	(%)
Educational level	High School	1	5.3
	Bachelor degree	17	89.5
	Others	1	5.3
Position	Leader	6	31.6
	Chief	4	21.1
	Supervisor	3	15.8
	Manager	6	31.6
Section	Finance and Accounting	4	21.1
	Sales and Marketing	4	21.1
	Purchasing and B.O.I	3	15.8
	Human Resource and General Affairs	3	15.8
	Corporate strategic and development	3	15.8
	Production Control	2	10.5
Working period in Hexa Color (Thailand) Ltd.	1-2 year(s)	2	10.5
	3-5 years	1	5.3
	6-10 years	4	21.1
	11-15 years	11	57.9
	More than 15 years	1	5.3

According to the total of 19 questionnaires from all official heads at Hexa Color (Thailand) Ltd., the general information can be concluded that 68.4% of the official heads are female. The age of all official heads is between 31-40 years old and all of them (89.5%) hold the bachelor's degree. In terms of the job position, manager and leader level are 31.6%. Most of them (57.9%) have worked in Hexa Color (Thailand) Ltd. for 11-15 years. Details are shown in Table 4.17.

Part II : Opinions on English Skills, Language Functions and Topic Areas on Each English Skill

Table 4.18 Mean and Standard Deviation of English Language Needs of the Official Staff
Rated by the Official Heads

Needs of English for work (n=19)	Mean	S.D	Level of needs
English Language Needs	3.37	0.597	Moderate
English Listening Skill	3.47	0.772	Moderate
English Writing Skill	3.32	0.671	Moderate
English Speaking Skill	3.21	0.713	Moderate
English Reading Skill	3.16	0.688	Moderate

According to Table 4.18, the official heads stated that English language is needed for the official staff at a moderate level with the mean score of 3.37. When each English skill is considered in terms of mean score, the highest level of needs is listening skill (mean = 3.47) while the lowest level of needs is reading skill (mean = 3.16).

Table 4.19 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Listening Skill of the Official Staff Rated by the Official Heads

List of language functions and topic areas on listening skill (n=19)	Mean	S.D	Level of needs
Listening to the instructions or explanations from the Japanese executives in the company .	3.35	0.905	Moderate
Listening to general information	3.11	0.937	Moderate
Listening to telephone correspondence	3.00	1.054	Moderate
Listening to meeting	2.84	1.302	Moderate
Listening to comments or complaints from foreign customers	2.84	1.214	Moderate
Listening to business conversation from foreign customers	2.74	1.147	Moderate
Average	2.98	1.093	Moderate

This material is reserved for educational use only, not allowed for commercial use.

The result in Table 4.19 shows that the average mean score of the official staff needs of language functions and topic areas on the listening skill rated by the official heads is at a moderate level (mean = 2.98). When each item of language functions and topic areas on listening skill is considered in terms of mean score, the highest level of needs is listening to the instructions or explanations from the Japanese executives in the company (mean = 3.35) while the lowest level of needs is listening to business conversation from foreign customers (mean = 2.74) .

Table 4.20 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Speaking Skill of the Official Staff Rated by the Official Heads

List of language functions and topic areas on speaking skill (n=19)	Mean	S.D	Level of needs
Asking questions and giving a reply to the Japanese executives	3.42	0.961	Moderate
Providing general information to customers or the Japanese executives in the company	3.21	0.976	Moderate
Communicating in general topics with the Japanese executives in the company	3.11	0.994	Moderate
Talking on the telephone	3.11	0.875	Moderate
Asking questions and giving a reply to customers	2.95	1.079	Moderate
Average	3.16	0.977	Moderate

The result in Table 4.20 shows that the average mean score of the official staff needs of language functions and topic areas on the speaking skill rated by the official heads is at a moderate level (mean = 3.16). When each item of language functions and topic areas on speaking skill is considered in terms of mean score, the highest level of needs is asking questions and giving a reply to the Japanese executives (mean = 3.42) while the lowest level of needs is asking questions and giving a reply to customers (mean = 2.95) .

Table 4.21 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill of the Official Staff Rated by the Official Heads

List of language functions and topic areas on reading skill (n=19)	Mean	S.D	Level of needs
Reading letters or e-mails from customers, suppliers and internal sections	3.68	0.749	Great
Reading memorandums	3.58	0.838	Great
Reading documents from customers or suppliers	3.58	0.769	Great
Reading general information from other media such as newspapers magazines and Internet	3.42	1.017	Moderate
Reading various reports	3.37	1.012	Moderate
Reading various forms	3.32	1.057	Moderate
Reading general information released by company	3.11	0.937	Moderate
Reading agenda and minutes of meeting	3.05	1.129	Moderate
Average	3.39	0.939	Moderate

The result in Table 4.21 shows that the average mean score of the official staff needs of language functions and topic areas on the reading skill rated by the official heads is at a moderate level (mean = 3.39). When each item of language functions and topic areas on reading skill is considered in terms of mean score, the highest level of needs is reading letters or e-mails from customers, suppliers and internal sections (mean = 3.68) while the lowest level of needs is reading agenda and minutes of meeting (mean = 3.05).

Table 4.22 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Writing Skill of the Official Staff Rated by the Official Heads

List of language functions and topic areas on writing skill (n=19)	Mean	S.D	Level of needs
Filling forms	3.68	0.820	Great
Writing letters or e-mails	3.68	0.820	Great
Writing various reports	3.37	0.955	Moderate
Writing memorandums	3.32	0.749	Moderate
Average	3.51	0.836	Great

The result in Table 4.22 shows that the average mean score of the official staff needs of language functions and topic areas on the writing skill rated by the official heads is at a great level (mean = 3.51). When each item of language functions and topic areas on writing skill is considered in terms of mean score, the highest level of needs is filling forms and writing letters or e-mails (mean = 3.68) while the lowest level of needs is writing memorandums (mean = 3.32) .

Part III : Opinions on English Training Course

Table 4.23 Opinions on English Training Course for the Official Staff

Opinions on English training course for the official staff	Number (n=19)	Percentage (%)
1. English training course at company		
Agree	19	100
Disagree	0	0
2. Types of an English training course		
General English and English for careers	15	78.9
General English	2	10.5
English for careers	1	5.3
Others (English for communication)	1	5.3

Table 4.23 Opinions on English Training Course for the Official Staff (continued)

Opinions on English training course for the official staff	Number (n=19)	Percentage (%)
3. Duration of training course		
1 month	3	15.8
2 months	4	21.1
3 months	10	52.6
Others (more than 3 months)	2	10.5
4. Course hours		
20 hours	5	26.3
30 hours	8	42.1
40 hours	4	21.1
Others (more than 40 hours)	2	10.5
5. Time for an English training course		
After office hours	14	73.7
At lunch time	1	5.3
On Saturdays-Sundays	1	5.3
Others (30 minutes before working and 30 minutes after working hours)	3	15.8
6. English instructors		
English native speaker	14	73.7
Thai	4	21.1
Missing	1	5.3

The result in Table 4.23 shows that all of the official heads agree to have an English training course at a company. 78.9% of them said that the types of an English training course should be general English and English for careers. In addition, 52.6 % of the official heads indicated that the time duration of the English training course should be 3 months after office hours and 42.1 % of the official heads prefer a course of 30 hours. Moreover, 73.7% of them indicated that English instructors should be the English native instructors.

Table 4.24 Mean and Standard Deviation of Each English Ability Skill for the Official

Staff Rated by the Official Heads

English skills (n=19)	Mean	S.D	Level of skills
Reading	3.21	0.535	Fair
Writing	2.84	0.765	Fair
Listening	2.79	0.631	Fair
Speaking	2.63	0.597	Fair
Average	2.87	0.632	Fair

The result in Table 4.24 shows that the average mean score of English ability for each skill of the official staff rated by the official heads is at a fair level (mean = 2.87). In terms of each English skill, reading skill is rated by the official heads at the highest mean score and the lowest mean score is speaking skill.

Part IV: Other Suggestions and Opinions

The suggestions and opinions of the official heads towards the English needs, language functions and topic areas and an English training course for the official staff are as follows:

The staff should understand uncomplicated English sentence and job-related vocabulary because most customers are from foreign companies so that the English language ability is required for the official staff in order to be able to communicate with customers effectively. Moreover, Hexa Color (Thailand) Ltd. is also a foreign company therefore English language is important. It is a tool for internal communication between the Japanese and Thai employees. The official staff should have English language ability on both listening and speaking skill to understand and to interact with the Japanese executives in the company. All four English skills are essential for the official staff.

The official heads agreed to set up an English training course as the following reasons:

1. The good knowledge of English can improve work efficiency for the staff.
2. English language is useful and need for their routine jobs.
3. English language is required for communication with Japanese executives, for improving staff's performance and for enhancing customers satisfaction.

This document is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

In terms of an English training course, the official heads' suggestions and opinions can be concluded as follows:

The course should be a communicative English training course, and the course length should be more than 6 months. All of the staff should have an opportunity to attend the English training course. Some official heads suggested that there should be a pre-test in order to determine the level of English's ability of the staff before taking a course, and also a post-test to evaluate the participants' improvement. In addition, they also suggested that in the English training course, speaking and listening skill should be emphasized. The training course should be run everyday and taught by English native speaker.

4.4 The Results from the Questionnaire of the Factory Heads

The results from this questionnaire answer the following research questions :

1. What are the opinions of the factory heads on the needs of each English skill : listening, speaking, reading and writing that the employees at Hexa Color (Thailand) Ltd. need for their work ?
2. What are the opinions of the factory heads on the needs of the language functions and topic areas of each English skill that the employees at Hexa Color (Thailand) Ltd. need for their work?
3. What are the opinions of the factory heads on English training course for their employees at Hexa Color (Thailand) Ltd.?

The questionnaire is divided into four parts as follows:

Part I : General Background Information

Part II : Opinions on English Skills, Language Functions and Topic Areas on Each English Skill

Part III : Opinions on English Training Course

Part IV : Other Suggestions and Opinions

Part I : General Background Information

Table 4.25 General Background Information of the Factory Heads

General background information		Number (n=41)	Percentage (%)
Gender	Male	35	85.4
	Female	6	14.6
Age	20-30 years	15	36.6
	31-40 years	20	48.8
	41-50 years	6	14.6
Educational level	Secondary School	7	17.1
	High School	18	43.9
	Vocational Certificate	5	12.2
	Vocational Diploma	4	9.8
	Bachelor Degree	4	9.8
	Others	3	7.3
Position	Leader	20	48.8
	Chief	10	24.4
	Supervisor	7	17.1
	Manager	4	9.8
Section	Production	22	53.7
	Mix	6	14.6
	Quality Control	5	12.2
	Maintenance	4	9.8
	Technical	3	7.3
	Quality Assurance	1	2.4
Working period in Hexa Color (Thailand) Ltd.	3-5 years	4	9.8
	6-10 years	16	39.0
	11-15 years	17	41.5
	More than 15 years	4	9.8

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

According to the total of 41 questionnaires from the factory heads at Hexa Color (Thailand) Ltd., the general information can be concluded that 85.4% of the factory heads are male. The age of all factory heads is between 31-40 years old and all of them (43.9%) graduated from high school. In terms of the job position, almost half of them (48.8%) is at the leader level and most of factory heads (53.7%) are in Production section. Moreover, 41.5 % of the factory heads have worked in Hexa Color (Thailand) Ltd. for 11-15 years. Details are shown in Table 4.25.

Part II : Opinions on English Skills, Language Functions and Topic Areas on Each English Skill

Table 4.26 Mean and Standard Deviation of English Language Needs of the Factory Staff Rated by the Factory Heads

Needs of English for work (n=41)	Mean	S.D	Level of needs
English language Needs	3.63	0.733	Great
English Reading Skill	3.61	0.703	Great
English Writing Skill	3.54	0.778	Great
English Listening Skill	3.49	0.675	Moderate
English Speaking Skill	3.34	0.911	Moderate

According to Table 4.26, the factory heads stated that English language is needed for the factory staff at a great level with the mean score of 3.63. When each English skill is considered in terms of mean score, the highest level of needs is reading skill (mean = 3.61) while the lowest level of needs is speaking skill (mean = 3.34).

Table 4.27 Mean and Standard Deviation of Language Functions and Topic Areas Needs on
Listening Skill of the Factory Staff Rated by the Factory Heads

List of language functions and topic areas on listening skill (n=41)	Mean	S.D	Level of needs
Listening to the instructions from the Japanese executives in the company	3.71	0.680	Great
Listening to the work explanations from the Japanese executives in the company	3.71	0.750	Great
Listening to general information	3.10	0.995	Moderate
Average	3.51	0.808	Great

The result in Table 4.27 shows that the average mean score of the factory staff needs of language functions and topic areas on the listening skill rated by the factory heads is at a great level (mean = 3.51). When each item of language functions and topic areas on listening skill is considered in terms of mean score, the highest level of needs is listening to the instructions and listening to the work explanations from the Japanese executives in the company (mean = 3.71) while the lowest level of needs is listening to general information (mean = 3.10).

Table 4.28 Mean and Standard Deviation of Language Functions and Topic Areas Needs on
Speaking Skill of the Factory Staff Rated by the Factory Heads

List of language functions and topic areas on speaking skill (n=41)	Mean	S.D	Level of needs
Asking questions and giving a reply to the Japanese executives in the company	3.41	0.921	Moderate
Providing general information to the Japanese executives in the company	3.41	0.999	Moderate
Communicating in general topics with the Japanese executives in the company	3.22	1.037	Moderate
Average	3.35	0.986	Moderate

The result in Table 4.28 shows that the average mean score of the factory staff needs of language functions and topic areas on the speaking skill rated by the factory heads is at a moderate level (mean = 3.35). When each item of language functions and topic areas on speaking skill is considered in terms of mean score, the highest level of needs is asking questions, giving a reply and providing general information to the Japanese executives in the company (mean = 3.41) while the lowest level of needs is communicating in general topics with the Japanese executives in the company (mean = 3.22).

Table 4.29 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Reading Skill of the Factory Staff Rated by the Factory Heads

List of language functions and topic areas on reading skill (n=41)	Mean	S.D	Level of needs
Reading production documents e.g. production formula	3.98	0.961	Great
Reading requirements or product specifications	3.90	0.944	Great
Reading various forms such as production record form and quality inspection record form	3.88	0.927	Great
Reading machine condition set up sheets	3.85	0.937	Great
Reading manuals for machines and equipments	3.63	1.043	Great
Reading e-mails from internal sections	3.63	0.915	Great
Reading work instructions	3.59	0.948	Great
Reading memorandums	3.56	0.776	Great
Reading general information from Internet	3.37	0.829	Moderate
Reading general information released by company	3.34	1.015	Moderate
Average	3.67	0.930	Great

The result in Table 4.29 shows that the average mean score of the factory staff needs of language functions and topic areas on the reading skill rated by the factory heads is at a great level (mean = 3.67). When each item of language functions and topic areas on reading skill is considered in terms of mean score, the highest level of needs is reading production documents

(mean = 3.98) while the lowest level of needs is reading general information released by company (mean = 3.34) .

Table 4.30 Mean and Standard Deviation of Language Functions and Topic Areas Needs on Writing Skill of the Factory Staff Rated by the Factory Heads

List of language functions and topic areas on writing skill (n=41)	Mean	S.D	Level of needs
Filling forms	3.80	0.843	Great
Writing labels or signboards	3.76	0.860	Great
Writing memorandums	3.59	0.948	Great
Average	3.72	0.884	Great

The result in Table 4.30 shows that the average mean score of the factory staff needs of language functions and topic areas on the writing skill rated by the factory heads is at a great level (mean = 3.72). When each item of language functions and topic areas on writing skill is considered in terms of mean score, the highest level of needs is filling forms (mean = 3.80) while the lowest level of needs is writing memorandums (mean = 3.59) .

Part III : Opinions on English Training Course

Table 4.31 Opinions on English Training Course for the Factory Staff

Opinions on English training course for the factory staff	Number (n=41)	Percentage (%)
1. English training course at company		
Agree	41	100
Disagree	0	0

Table 4.31 Opinions on English Training Course for the Factory Staff (continued)

Opinions on English training course for the factory staff	Number (n=41)	Percentage (%)
2. Types of an English training course		
General English and English for careers	33	80.4
English for careers	4	9.8
General English	4	9.8
3. Duration of training course		
1 month	4	9.8
2 months	8	19.5
3 months	20	48.8
4. Others (more than 3 months)	9	21.9
4. Course hours		
20 hours	12	29.3
30 hours	14	34.1
40 hours	12	29.3
Others (more than 40 hours)	3	7.3
5. Time for an English training course		
After office hours	15	36.6
On Saturdays-Sundays	12	29.3
At lunch time	11	26.8
Others (Sunday)	3	7.3
6. English instructors		
Thai	26	63.4
English native speaker	15	36.6

The result in Table 4.31 shows that all of the factory heads agree to have an English training course at a company. They said that the types of an English training course should be general English and English for careers 80.4%. In addition, 48.8 % of the factory heads indicated that the time duration of the English training course should be 3 months after office hours and 34.1 % of the factory heads prefer a course of 30 hours. Moreover English instructors, according to the factory heads' opinions, should be Thai instructors 63.4%.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Table 4.32 Mean and Standard Deviation of Each English Ability Skill for the Factory Staff
Rated by the Factory Heads

English skills (n=41)	Mean	S.D	Level of skills
Reading	2.80	1.005	Fair
Listening	2.71	0.814	Fair
Writing	2.51	0.870	Fair
Speaking	2.34	0.762	Poor
Average	2.59	0.863	Fair

The result in Table 4.32 shows that the average mean score of English ability for each skill of the factory staff rated by the factory heads is at fair level (mean = 2.59). In terms of each English skill, reading, listening and writing skill are rated by the factory heads at a fair level while speaking skill is rated at a poor level.

Part IV : Other Suggestions and Opinions

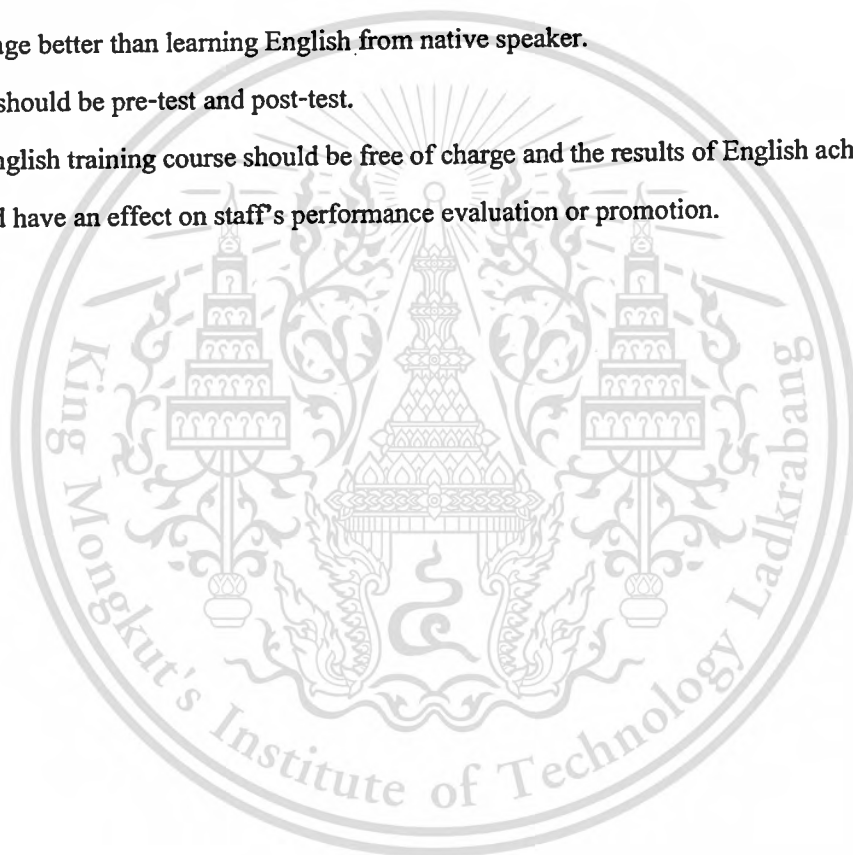
The factory heads said that English language is essential for communication with the Japanese executives. In addition, the factory staff need writing letters and reports, attending a meeting, reading manual and job-related vocabulary. Moreover, the staff should be able to read and write various records and to understand e-mails from the Japanese executives, customers and colleagues.

The factory heads agreed to have an English training course for their staff as the following purposes:

1. To improve English proficiency for the staff
2. To be required for communication with the Japanese executives

The factory heads' suggestions and opinions on an English training course for their staff are as follows:

1. Having an English radio broadcast at lunch time
2. The course length should be 30 hours or more than 6 months.
3. The course should be focused on communicative English with an emphasis on technical vocabulary.
4. The training course should start from basic English for all staff and should emphasize each English skill including English for work.
5. The instructors should be Thai in order that the factory staff will be able to understand English language better than learning English from native speaker.
6. There should be pre-test and post-test.
7. The English training course should be free of charge and the results of English achievement test should have an effect on staff's performance evaluation or promotion.



CHAPTER 5

DISCUSSION, CONCLUSION, AND SUGGESTIONS

Chapter five presents discussion and conclusion of the result from this study in accordance with the research questions. Suggestions from this study are also included in this chapter.

5.1 Discussion

The discussion is based on the data from 141 respondents who are the employees and heads from both the office and the factory at Hexa Color (Thailand) Ltd. This part is divided into 4 sections as follows:

5.1.1 Discussion on the Results from the Questionnaire of the Official Staff

5.1.1.1 To What Extent do the Official Staff at Hexa Color (Thailand) Ltd. Need Each English Skill for their Work?

5.1.1.2 To What Extent do the Official Staff at Hexa Color (Thailand) Ltd. Need Language Functions and Topic Areas on Each English Skill for their Work?

5.1.1.3 What Kind of English Training Course do the Official Staff at Hexa Color (Thailand) Ltd. Need?

5.1.2 Discussion on the Results from the Questionnaire of the Factory Staff

5.1.2.1 To What Extent do the Factory Staff at Hexa Color (Thailand) Ltd. Need Each English Skill for their Work?

5.1.2.2 To What Extent do the Factory Staff at Hexa Color (Thailand) Ltd. Need Language Functions and Topic Areas on Each English Skill for their Work?

5.1.2.3 What Kind of English Training Course do the Factory Staff at Hexa Color (Thailand) Ltd. Need?

5.1.3 Discussion on the Results from the Questionnaire of the Official Heads

5.1.3.1 What are the Opinions of the Official Heads on the Needs of Each English Skill that the Employees at Hexa Color (Thailand) Ltd. Need for their Work ?

5.1.3.2 What are the Opinions of the Official Heads on the Needs of the Language Functions and Topic Areas of Each English Skill that the Employees at Hexa Color (Thailand) Ltd. Need for their Work?

5.1.3.3 What are the Opinions of the Official Heads on English Training Course for their Employees at Hexa Color (Thailand) Ltd. ?

5.1.4 Discussion on the Results from the Questionnaire of the Factory Heads

5.1.4.1 What are the Opinions of the Factory Heads on the Needs of Each English Skill that the Employees at Hexa Color (Thailand) Ltd. Need for their Work ?

5.1.4.2 What are the Opinions of the Factory Heads on the Needs of the Language Functions and Topic Areas of Each English Skill that the Employees at Hexa Color (Thailand) Ltd. Need for their Work?

5.1.4.3 What are the Opinions of the Factory Heads on English Training Course for their Employees at Hexa Color (Thailand) Ltd. ?

5.1.1 Discussion on the Results from the Questionnaire of the Official Staff

5.1.1.1 To What Extent do the Official Staff at Hexa Color (Thailand) Ltd. Need Each English Skill for their Work?

It can be seen that most of the official staff were female whose ages ranged from 20 to 30 years. All of them held the bachelor's degree. These staff have worked at Hexa Color (Thailand) Ltd. for 1 to 5 years. Their English ability for listening, reading and writing skill was ranked at a fair level while speaking skill was ranked at a poor level.

The official staff needed English language for their work at a great level. Since the official staff have to communicate with the Japanese executives and foreign customers which are a part of the official staff's daily routine work such as giving a reply to the Japanese executives and foreign customers, listening to comments or complaints from foreign customers, reading letters or e-mails, and writing reports. This can be interpreted that English language is important for the official staff at Hexa Color (Thailand) Ltd. However, when considering each English language skill in terms of mean score, speaking skill was ranked at the highest level of needs followed by listening and reading skill while the lowest level of needs was writing skill. The reason may be that the official staff have to contact with the Japanese executives and foreign customers so that they needed English speaking skill in order to interact directly with them. Therefore, speaking is the skill that they need to use most. This finding also corresponds with the finding of Akkakoson in 1993 that the English language skills were the most useful for the employees who work with the company doing business with the overseas companies.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

5.1.1.2 To What Extent do the Official Staff at Hexa Color (Thailand) Ltd. Need Language Functions and Topic Areas on Each English Skill for their Work?

The average mean score specified in Table 4.5 indicated that the official staff needed language functions and topic areas on speaking items at a great level. However, when considering the functions and topic areas in terms of mean score, communicating in general topics, asking questions and giving a reply to the Japanese executives were ranked at the highest level of needs. This may be because an English speaking skill is needed as a tool for communication between the Japanese executives and Thai staff in the office both in terms of work topics and in terms of general topics. The result was corresponded to the finding of Wathanasin 2004 that the staff needed speaking skill for general conversation with the heads who are foreigners. Moreover, the official staff needed asking questions and giving a reply to customers at the lowest level of needs. This can be interpreted that the official staff are indirect contact with the foreign customers or they attempt to contact with Thai employees who are customers and working in foreign companies.

The average mean score specified in Table 4.4 indicated that the official staff needed language functions and topic areas on listening items at a great level. However, when considering the functions and topic areas in terms of mean score, listening to the instructions or explanations from the Japanese executives in the company and listening to general information were ranked at the highest level of needs. The official staff needed English listening skill for their work in order to understand what the Japanese executive instructed or explained to them and be able to participate in general conversation when the official staff dealt directly with the Japanese executives.

The average mean score specified in Table 4.6 indicated that the official staff needed language functions and topic areas on reading items at a great level. However, when considering the functions and topic areas in terms of mean score, reading letters or e-mails from customers, suppliers and internal sections, reading documents from customers or suppliers, reading general information released by company, reading general information from newspapers, magazines and the Internet, reading memorandums, and reading forms were ranked at a great level of needs. English reading skill is important for the official staff due to the nature of their work concerning with documentation from customers, suppliers for example, e-mails, letters, purchasing order, quotation, contract, invoice etc. and also concerning with documentation from internal sections for example, e-mails, memorandums, forms which are used as internal communication. It may be

concluded that the official staff from this study generally require English for reading the documents from customers, suppliers and internal sections.

The average mean score specified in Table 4.7 indicated that the official staff needed language functions and topic areas on all writing items at a great level. However, when considering the functions and topic areas in terms of mean score, writing letters or e-mails was ranked at the highest level of needs followed by filling forms, writing memorandums, and writing reports. This may be because English writing skill is useful for the official staff especially for writing letters, e-mail and reports when dealing with the customers or suppliers and for writing e-mails and memorandums when dealing with the Japanese executives in this organization. The result was in accordance with the finding of So-Mui and Mead 2000 that English was the principal language for written communication in the workplace. The additional suggestions and opinions from the open-ended questionnaire indicated that the official staff needed to know job-related vocabulary and needed accurate English when writing e-mails in English. This may be considered that writing e-mail is widely accepted by the business community because it is quick and convenient. This finding was supported by Wanthanasin 2004 who reported that the staff needed writing for correspondence through electronic-mail at the highest level of needs.

5.1.1.3 What Kind of English Training Course do the Official Staff at Hexa Color (Thailand) Ltd. Need?

According to the questionnaire, all of the official staff mentioned that they needed a general English and English for careers course taught by English native instructors, who have an experience to teach English language for non-native speakers and the course should be held at lunch time. On course duration, the official staff indicated that the length of the course should be of 30 hours per course and hold for 3 months. In addition, there should be achievement test to follow up the progression of the staff. This can be interpreted that the official staff recognize the importance of English language skill especially for work and general communication. They would like to attend an English training course because they need to enhance their English language proficiency and to improve their work performance. This finding was supported by Kongpitak 1999 who noted that the staff would like to attend an English training course because this course can improve their English skills, knowledge and work performance. Moreover, the official staff suggested that the instructors should be English native speaker. They pointed out that the English native instructors can help them to build up their confidence of speaking, and can

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

provide a more accurate model especially in pronunciation. In addition, they would like the experience English native instructors to teach them on the accurate English writing skill.

5.1.2 Discussion on the Results from the Questionnaire of the Factory Staff

5.1.2.1 To What Extent do the Factory Staff at Hexa Color (Thailand) Ltd. Need Each English Skill for their Work?

Most of the factory staff were male whose ages ranged from 20 to 30 years and most of them graduated from high school. These staff have worked at Hexa Color (Thailand) Ltd. for 3 to 5 years. When the respondents were asked to rate their English ability according to the four English language skills, they stated that they feel their English ability of English skills are at a fair level. The highest mean score was reading, listening, writing, and speaking respectively.

The factory staff needed English language for their work at a great level. This may be because the factory staff's routine work has to deal with documents such as production records forms, and product specifications written in English then they needed the knowledge of English language to understand those documents. In addition, all machines in production line or machines for quality testing are imported from Japan so that the factory staff have to understand the operating process of a machine from the Japanese executives' explanation or from the instruction manuals and machine condition set up sheets written in English. Therefore, English language is essential for the factory staff's work. However, when considering each English language skill, reading skill was needed at a great level of needs while writing, speaking, and listening skill were needed at a moderate level of needs. Since they need English language to read quality inspection records, production formula, and instruction manuals of machines written in English and to read various English forms when filling in. Therefore, the reading skill is the skill that they needed at a great level in order to understand the meaning of the documents or forms and be able to operate the machines properly. This finding was supported by Ting 2002 who reported that there is definitely a need for the staff to use English, even in a predominantly non-native English speaking work environment.

5.1.2.2 To What Extent do the Factory Staff at Hexa Color (Thailand) Ltd. Need Language Functions and Topic Areas on Each English Skill for their Work?

The average mean score specified in Table 4.14 indicated that the factory staff needed language functions and topic areas on reading items at a moderate level. Considering the functions and topic areas in terms of mean score, reading production documents, reading various forms which used in production and quality section, reading work instructions, reading general information released by company, reading machine condition set up sheets, and reading requirements or product specifications were ranked at a great level of needs. This may be because all those documents and forms written in English concern with the factory staff's daily work. In addition Hexa Color (Thailand) Ltd. is a foreign investment company and there are not only Thai employees but also there are Japanese employees in the company. Consequently, the documents used in the company have to be written in an international language as English so that the Japanese executives are able to understand them. The additional suggestions and opinions from the open-ended questionnaire indicated that reading various forms and job-related documents written in English are needed. Therefore, the factory staff require reading skill to help them understand various forms and job-related documents.

The average mean score specified in Table 4.15 indicated that the factory staff needed language functions and topic areas on writing items at a moderate level. However, when considering the functions and topic areas in terms of mean score, filling forms was ranked at the highest level of needs. The factory staff needed writing skill especially for filling in a form because they have to record or fill in a form concerning with production process or quality inspection process in English.

The average mean score specified in Table 4.13 indicated that the factory staff needed language functions and topic areas on all speaking items at a moderate level. However, when considering the functions and topic areas in terms of mean score, asking questions and giving a reply to the Japanese executives were ranked at the highest level of needs followed by providing general information to the Japanese executives and communicating in general topics with the Japanese executives. This may be considered that the factory staff have a chance to contact with the Japanese executives directly then they need speaking skill for work and general conversation with the Japanese executives. However, the additional suggestions and opinions from the open-ended questionnaire indicated that the staff need job-related vocabulary knowledge in order to

communicate with the Japanese executives in the company when dealing with the job. It can be seen that the suggestion was in accordance with the finding of Chartphahon 2006 that lack of job-related vocabulary knowledge led the employees to communication problems.

The average mean score specified in Table 4.12 indicated that the factory staff needed language functions and topic areas on all listening items at a moderate level. However, when considering the functions and topic areas in terms of mean score, listening to the instructions and listening to the work explanations from the Japanese executives in the company were ranked at the highest level of needs followed by listening to general information. This reveals that the Japanese executives may deal with the factory staff directly so that they need listening to the instructions from the Japanese executives and the explanations on how to use the testing machines or on how to operate the imported machines. The additional suggestions and opinions from the open-ended questionnaire indicated that the factory staff also need listening to the radio broadcasting English program at lunch time to have a chance to practice their listening skill everyday.

5.1.2.3 What Kind of English Training Course do the Factory Staff at Hexa Color (Thailand) Ltd. Need ?

The factory staff indicated that English course for them should be general English and English for careers, and held at lunch time. The first reason is that most of them graduated from high school so that they would like to attend an English training course because they may feel that their English language ability at high school level is not good enough to support their work for instance, running machines in the factory or controlling the operation of the quality testing machines which imported from Japan. These works need the English technical vocabulary in order to be able to operate the machines in their daily work then they needed English for careers course. Secondly, the factory staff have a chance to contact with the Japanese executives directly not only for work topics but also for general topics since they needed general English course. In addition, they indicated that the length of the course should be of 30 hours per course and hold for 3 months. Furthermore, the factory staff preferred Thai instructors for their English training course. It is probable that the factory staff are not confident of their English background at high school level that it may cause difficulties when learning with English native instructors. They may be more familiar with Thai teachers than English native instructors. Therefore, they preferred to attend an English training course using Thai as a medium of instruction at a company. From

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

the open-ended questionnaire, the factory staff indicated that they would like to attend the training with free of charge. This finding agreed with Kongpitak 1999 which showed that the respondents need the company to set an English course for them with free of charge.

5.1.3 Discussion on the Results from the Questionnaire of the Official Heads

5.1.3.1 What are the Opinions of the Official Heads on the Needs of Each English Skill that the Employees at Hexa Color (Thailand) Ltd. Need for their Work?

The results from the questionnaires of the official heads showed that most of the official heads were female. Their ages ranged from 31 to 40 years. The majority of them graduated with bachelor's degree. They have worked at Hexa Color (Thailand) Ltd. for 11 to 15 years.

According to the official heads' opinions, their official staff's English ability was at a fair level for each skill. In terms of mean score, reading was ranked at the highest level of skills followed by writing, listening and speaking. They revealed that their staff needed English language for work at a moderate level. However, when considering each English language skill in terms of mean score, listening skill was ranked at the highest level of needs followed by writing, speaking and reading skill. The official heads may see from their experiences that English is needed for their staff since they work in the foreign company where they have to contact with foreign executives in the workplace and foreign customers as well. Therefore, the English language can help the official staff to understand and to correspond with the Japanese executives in the company and the foreign customers.

5.1.3.2 What are the Opinions of the Official Heads on the Needs of the Language Functions and Topic Areas of Each English Skill that the Employees at Hexa Color (Thailand) Ltd. Need for their Work?

The opinions of the official heads on the needs of the language functions and topic areas of each English skill that the employees at Hexa Color (Thailand) Ltd. need for their work are as follows:

1. The official staff needed all language functions and topic areas on listening items specified in Table 4.19 at a moderate level. However, the highest level of needs was listening to the instructions or explanations from the Japanese executives in the company. This may be because the official staff have to deal directly with the Japanese executives or sometimes the

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Japanese executives assign a piece of work directly to the staff and English is the principle language for the Japanese executives in this company to instruct, explain, and communicate with their staff.

2. The official staff needed language functions and topic areas on writing items specified in Table 4.22 at a great level. However, the highest level of needs was filling forms and writing letters or e-mails. The staff generally needed English written communication such as letters, e-mails and filling forms because working with international company often require transacting with customers and the Japanese executives.

3. The official staff needed all language functions and topic areas on speaking items specified in Table 4.20 at a moderate level. However, the highest level of needs was asking questions and giving a reply to the Japanese executives in the company. This may be interpreted that sometimes the Japanese executives would like to contact with the official staff directly when assigning some pieces of work, though normally the official staff receive orders or assignments from Thai official heads. The additional suggestions and opinions from the open-ended questionnaire indicated that Hexa Color (Thailand) Ltd. is also a foreign company therefore English language is a tool for communication between the Japanese executives and Thai employees.

4. The official staff needed language functions and topic areas on reading items specified in Table 4.21 at a moderate level. However, reading letters or e-mails from customers, suppliers and internal sections, reading memorandums, and reading documents from customers and suppliers were ranked at a great level of needs. This reveals that the staff need to read documents in English at the workplace frequently since letters, e-mails, memorandums, and documents from customers, suppliers and internal sections were usually written in English.

5.1.3.3 What are the Opinions of the Official Heads on English Training Course for their Employees at Hexa Color (Thailand) Ltd. ?

The official heads agreed to set up an English training course in the company for their staff because the official heads may feel that current English language ability of their staff is inadequate to support their work when deal with the Japanese executives and foreign customers. Therefore, English language is required for communication with the Japanese executives, for improving staff's performance and for enhancing customers' satisfaction. The official heads were asked in the questionnaire to indicate the type of the English training course for their staff. They

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

suggested that the course should be general English and English for careers with 30 hours per course and hold on 3 months at after office hours. The instructors should be English native instructors. The reason may be that the English native instructors can help the official staff to be familiar with the foreigners' accents and pronunciations. The additional suggestions and opinions of the official heads from the open-ended questionnaire indicated that there should be a pre-test in order to determine the level of English's ability of the staff before taking a course, and also a post-test to evaluate the participants' understanding after finishing a course. Moreover, the official heads recommended that all of the staff should have an opportunity to attend the English training course. This result corresponded to the finding of Kongpitak 1999 that there should be a selection of training attendance by having a pre-test and should give a chance for all staff to join in English training course.

5.1.4 Discussion on the Results from the Questionnaire of the Factory Heads

5.1.4.1 What are the Opinions of the Factory Heads on the Needs of Each English Skill that the Employees at Hexa Color (Thailand) Ltd. Need for their Work?

Most of the factory heads were male whose ages ranged from 31 to 40 years and the vast majority of them graduated from high school. In terms of job position, most of them were leaders from Production Section. They have worked at Hexa Color (Thailand) Ltd. for 11 to 15 years.

According to the opinions of the factory heads, the English ability of the factory staff was at a fair level while speaking skill was rank at a poor level. They indicated that their staff needed English language for work at a great level. Regarding to each English language skill in terms of mean score, reading skill was ranked at the highest level of needs followed by writing, listening, and speaking skill. The factory heads may see from their experiences that English language is essential for the factory staff's daily work because various documents written in English are used in the factory thus the factory staff need to understand the meaning of those documents such as product specifications or quality inspection records in order to cope with their work. Moreover English is also indispensable when the factory staff communicate or correspond with the Japanese executives in the workplace.

5.1.4.2 What are the Opinions of the Factory Heads on the Needs of the Language Functions and Topic Areas of Each English Skill that the Employees at Hexa Color (Thailand) Ltd. Need for their Work?

The opinions of the factory heads on the needs of the language functions and topic areas of each English skill that the employees at Hexa Color (Thailand) Ltd. need for their work are as follows:

1. The factory staff needed language functions and topic areas on reading items specified in Table 4.29 at a great level. Considering the functions and topic areas in terms of mean score, reading production documents, reading requirements or product specifications, reading production record forms or quality inspection record forms, reading machine condition set up sheets, reading manuals for machines and equipments, reading e-mails from internal sections, reading work instructions and reading memorandums were ranked at a great level of needs. There is a possible reason that the nature of the factory staff's work concerning with production documents or record forms, manuals, work instructions, internal e-mails and memorandums which are written in English requires them to be able to read and understand an English language.

2. The factory staff needed all language functions and topic areas on writing items specified in Table 4.30 at a great level. However, the highest level of needs was filling forms. Since the documents used in the company have to be written in an international language as English so that the Japanese executives are able to understand them. Therefore, the factory staff needed writing skill especially for filling in a form because they have to record or fill in a form concerning with production process or quality inspection process in English.

3. The factory staff needed language functions and topic areas on listening items specified in Table 4.27 at a great level. However, the highest level of needs was listening to the instructions and listening to the work explanations from the Japanese executives in the company. The reason may be that the factory staff need to use an English language to listen the instruction or explanation on how to operate the machines in the production line or on how to use the testing machines in the quality control section from the Japanese executives.

4. The factory staff needed all language functions and topic areas on speaking items specified in Table 4.28 at a moderate level. However, the highest level of needs was asking questions, giving a reply, and providing general information to the Japanese executives in the company. The opinions on these items are the same as the factory staff's opinions. Therefore the reason may be the same, that is the staff have a chance to contact with the Japanese executives

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

directly. Then English speaking skill was needed for work and general conversation between the factory staff at this company and the Japanese executives.

5.1.4.3 What are the Opinions of the Factory Heads on English Training Course for their Employees at Hexa Color (Thailand) Ltd. ?

The factory heads agreed that English is important for working at Hexa Color (Thailand) Ltd. then a general English and English for careers should be established as in-house training course. This training can improve English proficiency for the staff and increase the factory staff's performance. Moreover, the English language is required for communication with the Japanese executives at the company. The length of the course should be 30 hours per course, hold on 3 months at after office hours, and taught by Thai instructors. From the factory head's experience, they feel that their staff highly needed English skills so the instructors should be Thai in order that the factory staff will be able to understand their teaching better than learning English from native speakers. The additional suggestions and opinions of the factory heads from the open-ended questionnaire indicated that listening to English radio broadcast at lunch time can increase the factory staff's proficiency in listening skill. Moreover, the course should start from basic English language then followed by English for work and there should be pretest and post test. Furthermore, the English training course should be free of charge. The results of English achievement test should have an effect on staff's performance evaluation or promotion.

5.2 Conclusion

The conclusion contains two parts as follows:

5.2.1 Conclusion of the Study

5.2.2 Conclusion of the Results

5.2.1 Conclusion of the Study

This study investigated the English language needs of the employees who worked at Hexa Color (Thailand) Ltd. both in the office and factory. In addition, the needs of an English training course for the employees in terms of how the course should be conducted was also included. The course length and the course instructors were also investigated. The results of the study can be used as a guideline for designing an English course and a syllabus that corresponds to the needs of the employees and the opinions of the heads on English language for their employees.

The population of this study was 141 respondents from Hexa Color (Thailand) Ltd. The data were obtained by four sets of specifically designed questionnaires as a research instrument and directly distributed to the four groups of respondents by the researcher. The four questionnaires were approved by three qualified professors in the field of English language and research method and then were distributed to 9 official staff, 72 factory staff, 19 official heads and 41 factory heads.

After the process of data collection has been completed, the data from questionnaires were analyzed by a computer using the Statistical Package for the Social Science (SPSS) version 15.0. The statistics in this study were presented in terms of percentage, frequency distribution, population mean, and standard deviation.

5.2.2 Conclusion of the Results

5.2.2.1. General Background Information of the Population

Most of the official staff and the official heads are female while most of the factory staff and factory heads are male. The age of the employees is between 20 to 30 years old and the age of the heads is between 31 to 40 years old. The official staff and their heads held the bachelor's degree while the factory staff and their heads graduated from high school. The official staff have worked at Hexa Color (Thailand) Ltd. for 1-5 years. The factory staff have worked at this company for 3-5 years. The official heads and the factory heads have worked at Hexa Color (Thailand) Ltd. for 11-15 years. Details are shown in Table 5.1.

Table 5.1 Conclusion of General Background Information of the Population

General information	Official staff	Factory staff	Official heads	Factory heads
Gender	Female	Male	Female	Male
Age	20-30 years	20-30 years	31-40 years	31-40 years
Education level	Bachelor degree	High school	Bachelor degree	High school
Working period	1-5 years	3-5 years	11-15 years	11-15 years

5.2.2.2 The Needs on English Language Skills, Language Functions and Topic Areas of

Each English Skill that the Staff at Hexa Color (Thailand) Ltd. Need for their Work.

English needs of the official staff and the factory staff can be concluded as follows:

1. English Needs of the Official Staff

The official staff needed English language for their work at a great level. When considering on each English language skill, speaking was needed at the highest level of a great needs followed by listening, reading and writing. With reference to the language functions and topic areas of each skill, the highest level of needs according to means scores were communicating in general topics, asking questions and giving a reply to the Japanese executives, listening to the instructions or explanations from the Japanese executives, listening to general information, reading letters or e-mails, from customers, suppliers and internal sections, and writing letters or e-mails. Details are shown in Table 5.2.

2. English Needs of the Factory Staff

The factory staff needed English language for their work at a great level. When considering on each English language skill, reading was needed at the highest level of needs followed by writing, speaking and listening. With reference to the language functions and topic areas of each skill, the highest level of needs according to means scores were reading production documents, filling forms, asking questions, giving a reply to the Japanese executive, listening to the instructions and listening to the work explanations from the Japanese executive. Details are shown in Table 5.2.

Table 5.2 Conclusion of English Language Skills, Language Functions and Topic Areas that the Employees Need

Population	English skills	The highest level of needs on language functions and topic areas
Official Staff	Speaking	1. Communicating in general topics with the Japanese executives 2. Asking questions and giving a reply to the Japanese executives
	Listening	1. Listening to the instructions or explanations from the Japanese executives 2. Listening to general information
	Reading	1. Reading letters or e-mails from customers, suppliers and internal sections.
	Writing	1. Writing letters or e-mails
Factory Staff	Reading	1. Reading production documents
	Writing	1. Filling forms
	Speaking	1. Asking questions and giving a reply to the Japanese executives
	Listening	1. Listening to the instructions from the Japanese executives 2. Listening to the work explanations from the Japanese executives

5.2.2.3 The Opinions of the Heads at Hexa Color (Thailand) Ltd. on the Needs of English Language Skills, Language Functions and Topic Areas of Each English Skill that the Employees Need for their Work.

The opinions of the official heads and the factory heads on English needs of the staff can be concluded as follows:

1. The Opinions of the Official Heads on English Needs of the Staff

The official heads agreed that their official staff needed English language for work at a moderate level. When considering on each English language skill, listening was ranked at the highest level of needs followed by writing, speaking and reading respectively. With reference to the language functions and topic areas of each skill, the highest level of needs according to means scores were listening to the instructions or explanations from the Japanese executives, filling forms, writing letters or e-mails, asking questions, giving a reply to the Japanese executives, and

reading letters or e-mails from customers, suppliers and internal sections. Details are shown in Table 5.3.

2. The Opinions of the Factory Heads on English Needs of the Staff

The factory heads agreed that their factory staff needed English language for work at a great level. When considering on each English language skill, reading was ranked at the highest level of needs followed by writing, listening and speaking skill. With reference to the language functions and topic areas of each skill, the highest level of needs according to means scores were reading production documents, filling forms, listening to the instructions, listening to the work explanations from the Japanese executives, asking questions, giving a reply, and providing general information to the Japanese executives. Details are shown in Table 5.3.

Table 5.3 Conclusion of the Heads' Opinions on English Needs of the Employees

Population	English skills	The highest level of needs on language functions and topic areas
Official Heads	Listening	1. Listening to the instructions or explanations from the Japanese executives
	Writing	1. Filling forms 2. Writing letters or e-mails
	Speaking	1. Asking questions and giving a reply to the Japanese executives
	Reading	1. Reading letters or e-mails from customers, suppliers and internal sections.
Factory Heads	Reading	1. Reading production documents
	Writing	1. Filling forms
	Listening	1. Listening to the instructions from the Japanese executives 2. Listening to the work explanations from the Japanese executives
	Speaking	1. Asking questions and giving a reply to the Japanese executives 2. Providing general information to the Japanese executives

5.2.2.4 The English Training Course for the Employees at Hexa Color (Thailand) Ltd.

The needs on the English training courses of the staff and the opinions of their heads can be concluded as follows:

The results of this study showed that the employees and their heads need general English and English for careers course. The course length should be 3 months per course with 30 hours. The employee needed the English training course at lunch time while their heads agreed to set the English course after office hours. The English instructors of the official staff should be English native instructors while the English instructors of the factory staff should be Thai instructors. Details are shown in Table 5.4.

Table 5.4 Conclusion of the English Training Course for the Employees

Details of English training course	Official staff	Factory staff	Official heads	Factory heads
Type of course	General English and English for careers			
Duration of course	3 months			
Course hours	30 hours			
Time of course	Lunch time		After office hours	
Instructors	English native speaker	Thai	English native speaker	Thai

5.3 Suggestions

5.3.1 Suggestions from this Study

1. All the staff and their heads agreed that English language were needed for work and for general communication then an English training course should be provided in order that the staff's proficiency of English is beneficial to the development of their work experience and organization. The English needs of the employees and the opinions from their heads in this study is a guideline to design a course and a syllabus that correspond to the employees' needs.

2. According to the results of this study, it is advisable that English training courses of the official staff should focus on speaking and listening skill for both general English and English for careers as follows:

English language skills	Language functions and topic areas
Speaking skill	communicating in general topics, asking questions and giving a reply
Listening skill	listening to the instructions or listening to the explanations from the foreign heads in the company

3. According to the result of this study, it is advisable that English training course of the factory staff should be English for careers focusing on reading work-related documents as follows:

English language skills	Language functions and topic areas
Reading skill	reading production documents, reading production record forms, reading quality inspection record forms, reading work instructions, reading machine condition set up sheets, reading requirements or product specifications , reading manuals for machines and equipments, reading e-mails from internal sections, reading memorandums, and reading general information released by the company

4. The course instructors for English training course of the official staff should be English native instructors while the instructors for the factory staff should be Thai instructors.

5.3.2 Suggestions for Further Study

1. The assessment on the English needs of the employees at Hexa Color (Thailand) Ltd. should be an ongoing needs analysis process because their need may change during the course of study.
2. Job related vocabulary should be analyzed for the next study as they are the employees' concern.

BIBLIOGRAPHY

- Abrams, K. S. 1986. **Communication at Work : Listening, Speaking, Writing and Reading**. Englewood Cliffs, New Jersey: Prentice-Hall International.
- Akkakoson, S. 1993. "A Study of the Role and Importance of English in Thai Business Communication." M.A. Thesis in Linguistics, Faculty of Graduate Studies, Mahidol University.
- Bank of Thailand. 2006. **Foreign Direct Investment**. [Online]. Available: [http:// www.bot.or.th](http://www.bot.or.th)
- Board of Investment. 2006. **Investment Policies**. [Online]. Available: <http://www.boi.go.th>
- Brown, J. D. 1995. **The Elements of Language Curriculum**. New York: Heinle & Heinle .
- Brown, J. D. 1997. **Understanding Research in Second Language Learning**. 7th edition. Cambridge University Press.
- Brumfit, C. J. and Roberts, J. T. 1983 . **A Short Introduction to Language and Language Teaching**. London: Batsford Academic and Educational Ltd.
- Carter, R. 1993. **Applied Linguistics** . Penguin English.
- Chartphahon, P. 2006. "A Study of Problems and Need in Developing English Basic Skill for Communication at EGCO Engineering & Service Company Limited." M.E. Thesis in Human Resources Development, Ramkhamhaeng University.
- Chew, K. Suan. 2005. "An Investigation of the English Language Skills Used by New Entrants in Banks in Hong Kong" **ESP journal**. 24(4): 423-435.
- Douglas H. B and Hal Hill. 2004. "Divergent Asian Views on Foreign Direct Investment and Its Governance." **Asian Development Review**. 21(1) : 1-36.
- Dudley-Evans, T. and St. John, M. J. 1998. **Developments in English for Specific Purposes : A Multi-Disciplinary Approach**. Cambridge : Cambridge University Press.
- Ellis M. and Johnson C. 1994. **Teaching Business English**. Oxford : Oxford University Press.
- Hexa Color (Thailand) Ltd. 2006. [online]. Available. [http:// www.hexacolor.co.th](http://www.hexacolor.co.th)
- Hutchinson, T and Waters, A. 1984. "How Communicative is ESP?". **ELT journal**. 38(2) :108-113.
- Hutchinson, T and Waters, A. 1987. **English for Specific Purposes : A Learning-centred Approach**. Cambridge : Cambridge University Press.
- I-Chun, V. Kuo. 2006. "Addressing the Issue of Teaching English as a Lingua Franca."

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

ELT journal. 60(3) : 213-221.

Industrial Estate Authority of Thailand. 2006. [Online]. Available: [http:// www.ieat.go.th](http://www.ieat.go.th)

Japan External Trade Organization. 2006. [Online]. [http:// www.jetrobkk.or.th](http://www.jetrobkk.or.th)

Jordan, R.R. 1997. **English for Academic Purposes : A Guide and Resource Book for Teachers.**
Cambridge : Cambridge University Press.

Johnson, R. Keith 1989. **The Second Language Curriculum.** New York : Cambridge University Press.

Kongpitak, N. 1999. "The Evaluation Study of Management in English Training Course to Improve Working Skill : Case Study in Sony Semiconductor (Thailand) Co., Ltd."
Master of Social Work (Social Welfare Administration and Policy), Thammasat University.

Lado, R. 1988. **Teaching English Across Cultures.** New York : McGraw-Hill.

Mead, R. 1990. **Cross-Cultural Management Communication.** New York : Wiley.

Munby, J. 1978. **Communicative Syllabus Design.** Cambridge : Cambridge University Press.

Nickerson, C. 2005. "English as a Lingua Franca in International Business Contexts." **ESP journal.** 24(4) : 367-380.

Nunan, D. 1988. **The Learner-Centred Curriculum : A Study in Second Language Teaching.** Cambridge : Cambridge University Press.

Robinson, P. 1991. **ESP Today : A Practitioner's Guide :** Prentice Hall International.

Ruangpalangchooporn, N. 2002. "A Study of the Training Needs of the Staff in General Administration Division of Thai Petrochemical Industry Public Company Limited." M.E. Thematic paper in Education for Human Resource Development, Ramkhamhaeng University.

Savignon, S. J. 1983. **Communicative Competence : Theory and Classroom Practice :** Addison-Wesley Publishing.

So-mui, F. Li and Mead, K. 2000. "An Analysis of English in the Workplace: the Communication Needs of Textile and Clothing Merchandisers." **ESP journal.** 19(4):351-368.

Stevens, P. 1977. **New Orientations in the Teaching of English.** Oxford : Oxford University Press.

Stevens, P. 1980. **Teaching English as an International Language: from Practice to Principle.** Oxford: Pergamon Press.

Swales, J. 1985. **Episodes in ESP.** Oxford : Pergamon Press.

Thananard, Od. 1996. "The Needs of Chulalongkorn University Students' with Regard to

- Learning English and Implications for Language Instruction.” **PASAA**. 26 : 68-72.
- Ting, S. Hie. 2002. “Is English Needed in a Malay Workplace?.” **RELC journal**. 33(1):137-153.
- Wangsotorn, A. Nipa S. and Usa K. 1981. “A Survey of Societal Needs for Using English.”
- National Educational Commission** : Bangkok.
- Wanthanasin, N. 2004. “A Survey of the English Needs of the Marketing Staff in the Companies at Ladkrabang Industrial Estate.” M.A. Thematic paper in Applied Linguistics- English for Science and Technology, King Mongkut’s Institute of Technology Ladkrabang.
- Widdowson, H.G. 1990. **Teaching Language as Communication**. Oxford : Oxford University Press.
- Yalden, J. 1987. **The Communicative Syllabus : Evolution, Design and Implementation**. New Jersey : Prentice-Hall International.
- กัลยา วานิชย์บัญชา. 2548. การใช้ SPSS for Windows ในการวิเคราะห์ข้อมูล. กรุงเทพฯ : โรงพิมพ์ จุฬาลงกรณ์ มหาวิทยาลัย.
- กัลยา วานิชย์บัญชา. 2549. การวิเคราะห์สถิติ : สถิติสำหรับการบริหารและวิจัย. กรุงเทพฯ : โรงพิมพ์ จุฬาลงกรณ์ มหาวิทยาลัย.
- บุญธรรม กิจปรีดาบริสุทธิ์. 2532. คู่มือการวิจัย : การเขียนรายงานการวิจัยและวิทยานิพนธ์. พิมพ์ครั้งที่ 4. กรุงเทพฯ : มหาวิทยาลัยมหิดล.
- ประคอง กรรณสูติ. 2538. สถิติเพื่อการวิจัยทางพฤติกรรมศาสตร์. พิมพ์ครั้งที่ 2. กรุงเทพฯ : โรงพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.
- รวิวรรณ ชินะตระกูล. 2540. วิจัยทางการศึกษา. กรุงเทพฯ : ภาพพิมพ์



Questionnaire for the Official Staff

This questionnaire is a part of thematic paper entitled English Needs Survey of the Employees at Hexa Color (Thailand) Ltd. for the Master's Degree in Applied Linguistics- English for Science and Technology, King Mongkut's Institute of Technology Ladkrabang.

Objectives of this questionnaire

1. To survey the needs of English language skills: listening, speaking, reading and writing of the official staff for their work at Hexa Color (Thailand) Ltd.
2. To survey the needs of English training course for the official staff.

Directions

The questionnaire is divided into 3 main parts :

Part 1 : General background information

Part 2 : Needs of English language skills: listening, speaking, reading and writing of the official staff for their work at Hexa Color (Thailand) Ltd.

Part 3 : Needs of English training course for the official staff

Your responses are crucial importance for this study. Please answer every question and write your opinions/suggestions truthfully. The finding from this study will be used as a guideline for designing an English training course and a syllabus for the employees at Hexa Color (Thailand) Ltd.

Your responses will be treated confidentially and will be used for the purpose of this study only.

Part 1 : General background information

Direction : Please put a tick (✓) in ☐ and fill in the provided space that corresponds to your own information.

1. Gender ☐ Male ☐ Female
2. Age ☐ Lower than 20 years ☐ 20-30 years ☐ 31-40 years
☐ 41-50 years ☐ More than 50 years.
3. Your highest educational level
☐ Secondary School ☐ High School
☐ Vocational Certificate in
☐ Vocational Diploma in
☐ Bachelor Degree in.....
☐ Others (please specify)
4. Section
☐ Production Control ☐ Purchasing and B.O.I
☐ Sales and Marketing ☐ Finance and Accounting
☐ Corporate Strategic and Development ☐ Human Resource and General Affairs
5. How long have you been working with Hexa Color (Thailand) Ltd.?
☐ 1-2 year(s) ☐ 3-5 years ☐ 6-10 years ☐ 11-15 years ☐ More than 15 years
6. How would you rate your abilities in English language skills ?

Direction Please put a tick (✓) in the column that meet your English language skills

English Skills	Level of English language skills				
	Very Good	Good	Fair	Poor	Very Poor
Listening					
Speaking					
Reading					
Writing					

Part 2 : Needs of English language skills: listening, speaking, reading and writing of the official staff for their work at Hexa Color (Thailand) Ltd.

Direction Please put a tick (✓) in the column that meet your needs

- 5 = the greatest needs
- 4 = great needs
- 3 = moderate needs
- 2 = little needs
- 1 = the least needs

ITEMS	Level of Needs				
	5	4	3	2	1
1 To what extent do you need the following English language skills for - your work ?					
1.1 Listening					
1.2 Speaking					
1.3 Reading					
1.4 Writing					
2 To what extent do you need English for your work ?					
3 What level of <u>listening skill</u> do you need for the following language functions and topics ?					
3.1 Listening to the instructions or explanations from the Japanese executives in the company .					
3.2 Listening to comments or complaints from foreign customers					
3.3 Listening to business conversation from foreign customers					
3.4 Listening to meeting					
3.5 Listening to telephone correspondence					
3.6 Listening to general information					
3.7 Others (please specify).....					
4 What level of <u>speaking skill</u> do you need for the following language functions and topics ?					
4.1 Asking questions and giving a reply to customers					
4.2 Asking questions and giving a reply to the Japanese executives in the company					

ITEMS	Level of Needs				
	5	4	3	2	1
4.3 Talking on the telephone					
4.4 Providing general information to customers or the Japanese executives in the company					
4.5 Communicating in general topics with the Japanese executives in the company					
4.6 Others (please specify).....					
5 What level of <u>reading skill</u> do you need for the following language functions and topics ?					
5.1 Reading general information released by company such as announcements, regulations and labels or signboards					
5.2 Reading various forms					
5.3 Reading letters or e-mails from customers, suppliers and internal sections.					
5.4 Reading documents from customers or suppliers					
5.5 Reading memorandums					
5.6 Reading various reports					
5.7 Reading agenda and minutes of meeting					
5.8 Reading general information from other media such as newspapers , magazines and Internet					
5.9 Others (please specify).....					
6 What level of <u>writing skill</u> do you need for the following language functions and topics ?					
6.1 Filling forms					
6.2 Writing letters or e-mails					
6.3 Writing various reports					
6.4 Writing memorandums					
6.5 Others (please specify).....					

7 Suggestions on the needs of each English language skill.

Listening skill :

Speaking skill :

Reading skill :

Writing skill :

Part 3 : Needs of English training course for the official staff

Direction : Please put a tick (✓) in ☐ that corresponds to your needs and / or write your suggestions in the provided space.

1. Do you need an English training course at your company?

☐ Yes (please specify reason).....

(if Yes , please answer item 2-7)

☐ No (please specify reason).....

(if No, please answer item 7)

2. What types of an English training course should be designed?

☐ General English ☐ General English and English for careers

☐ English for careers ☐ others (please specify).....

3. How long should the course be taught?

☐ 1 Month ☐ 2 Months ☐ 3 Months ☐ Others (please specify).....Month(s)

4. How many hours should the course take ?

☐ 20 hours ☐ 30 hours ☐ 40 hours ☐ Others (please specify).....hour(s)

5. What should be the suitable time for an English training course ?

☐ At lunch time ☐ After office hours ☐ On Saturdays-Sundays

☐ Others (please specify).....

6. English instructors should be

☐ Thai ☐ English native speaker

7. Suggestions on the needs of English training course for the official staff at Hexa Color

(Thailand)Ltd.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

แบบสอบถามสำหรับพนักงานในสำนักงาน

แบบสอบถามนี้เป็นส่วนหนึ่งของสารนิพนธ์ ในระดับปริญญาโท เรื่อง การสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงานในบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

วัตถุประสงค์

1. เพื่อสำรวจความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะการฟัง , การพูด, การอ่าน, การเขียนเพื่อการทำงานของพนักงานในสำนักงานของบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด
2. เพื่อความต้องการในการจัดหลักสูตรฝึกอบรมภาษาอังกฤษให้กับพนักงานในสำนักงานของบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำแนะนำ

แบบสอบถามชุดนี้มี 3 ตอนดังนี้

- ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
- ตอนที่ 2 ความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะการฟัง, การพูด, การอ่าน, การเขียนเพื่อการทำงานของพนักงานในสำนักงานของบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด
- ตอนที่ 3 ความต้องการในการจัดหลักสูตรฝึกอบรมภาษาอังกฤษให้กับพนักงานในสำนักงานของบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำตอบของท่านมีความสำคัญมากต่อการศึกษานี้ ขอความกรุณาตอบแบบสอบถามทุกข้อและแสดงความคิดเห็น/ข้อเสนอแนะของท่านตามความเป็นจริง ผลที่ได้จากการศึกษานี้จะถูกใช้เพื่อเป็นแนวทางการจัดหลักสูตรฝึกอบรมภาษาอังกฤษสำหรับพนักงานในบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำตอบของท่านถือเป็นความลับและใช้เพื่อจุดประสงค์ในการศึกษานี้เท่านั้น

*****ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้*****

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

แบบสอบถามสำหรับพนักงานในสำนักงาน

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่อง ☐ และกรอกข้อความลงในช่องว่างตาม
ความเป็นจริงเกี่ยวกับตัวท่าน

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ☐ ต่ำกว่า 20 ปี ☐ 20-30 ปี ☐ 31-40 ปี
☐ 41-50 ปี ☐ ตั้งแต่ 50 ปีขึ้นไป
3. สำเร็จการศึกษาสูงสุดในระดับ (โปรดระบุสาขา)
☐ มัธยมศึกษาปีที่ 3 (ม.3) ☐ มัธยมศึกษาปีที่ 6 (ม.6)
☐ ประกาศนียบัตรวิชาชีพ (ปวช.) สาขา.....
☐ ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.) สาขา.....
☐ ปริญญาตรี สาขา.....
☐ อื่น ๆ (โปรดระบุ)
4. แผนกที่ท่านสังกัด
☐ แผนกควบคุมการผลิต ☐ แผนกจัดซื้อและบีไอไอ
☐ แผนกขายและการตลาด ☐ แผนกการเงินและบัญชี
☐ แผนกวางแผนพัฒนา ☐ แผนกทรัพยากรบุคคลและงานธุรการ
5. ระยะเวลาที่ทำงานในบริษัทเฮคซ่า คัลเลอร์ (ไทยแลนด์) จำกัด
☐ 1-2 ปี ☐ 3-5 ปี ☐ 6-10 ปี ☐ 11-15 ปี ☐ ตั้งแต่ 15 ปีขึ้นไป
6. ระดับความรู้ความสามารถทางภาษาอังกฤษของท่าน
 คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับระดับความรู้ความสามารถทาง
ภาษาอังกฤษของท่าน

ทักษะภาษาอังกฤษ	ระดับความรู้ความสามารถทางภาษาอังกฤษ				
	ดีมาก	ดี	พอใช้	อ่อน	อ่อนมาก
การฟัง					
การพูด					
การอ่าน					
การเขียน					

ตอนที่ 2 ความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะการฟัง , การพูด, การอ่าน, การเขียน
เพื่อการทำงานของพนักงานในสำนักงานของบริษัทเซคซ่า คัลเลอร์ (ไทยแลนด์) จำกัด

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความต้องการของท่าน

- 5 หมายถึง ความต้องการมากที่สุด
- 4 หมายถึง ความต้องการมาก
- 3 หมายถึง ความต้องการปานกลาง
- 2 หมายถึง ความต้องการน้อย
- 1 หมายถึง ความต้องการน้อยที่สุด

รายการ	ระดับความต้องการ				
	5	4	3	2	1
1 ระดับความต้องการทักษะภาษาอังกฤษในการทำงาน					
1.1 การฟัง					
1.2 การพูด					
1.3 การอ่าน					
1.4 การเขียน					
2 ระดับความต้องการใช้ภาษาอังกฤษเพื่อการทำงาน					
3 ระดับความต้องการ ทักษะการฟังภาษาอังกฤษในหัวข้อต่อไปนี้					
3.1 การฟังคำสั่งหรือคำอธิบายจากผู้บริหารชาวญี่ปุ่นในบริษัท					
3.2 การฟังความคิดเห็นหรือข้อดำเนินจากลูกค้าชาวต่างชาติ					
3.3 การฟังการติดต่อสื่อสารทางธุรกิจจากลูกค้าชาวต่างชาติ					
3.4 การฟังประชุม					
3.5 การฟังสนทนาทางโทรศัพท์					
3.6 การฟังข้อมูลข่าวสารทั่วไป					
3.7 อื่น ๆ (โปรดระบุ).....					
4 ระดับความต้องการ ทักษะการพูดภาษาอังกฤษในหัวข้อต่อไปนี้					
4.1 สอบถามและตอบข้อสงสัยของลูกค้า					
4.2 สอบถามและตอบข้อสงสัยของผู้บริหารชาวญี่ปุ่นในบริษัท					
4.3 สนทนาทางโทรศัพท์					

รายการ	ระดับความต้องการ				
	5	4	3	2	1
4.4 แจ้งข้อมูลต่างๆ กับลูกค้า หรือผู้บริหารชาวญี่ปุ่นในบริษัท					
4.5 สื่อสารเรื่องทั่วไปกับผู้บริหารชาวญี่ปุ่นในบริษัท					
4.6 อื่น ๆ (โปรดระบุ).....					
5 ระดับความต้องการ ทักษะการอ่านภาษาอังกฤษในหัวข้อต่อไปนี้					
5.1 อ่านข้อมูลข่าวสารทั่วไป ภายในบริษัท เช่น ประกาศ , กฎระเบียบบริษัท, ป้ายชี้บ่งหรือป้ายสัญลักษณ์ในบริษัท					
5.2 อ่านแบบฟอร์มต่าง ๆ					
5.3 อ่านจดหมายหรือจดหมายอิเล็กทรอนิกส์ที่มาจากลูกค้า , จากผู้ขาย, หรือจากแผนกต่าง ๆ ภายในบริษัท					
5.4 อ่านเอกสารจากลูกค้าหรือผู้ขาย					
5.5 อ่านบันทึกข้อความต่าง ๆ ที่ใช้ติดต่อระหว่างแผนกภายในบริษัท					
5.6 อ่านรายงานต่าง ๆ					
5.7 อ่านวาระการประชุมและสรุปรายงานการประชุม					
5.8 อ่านข้อมูลข่าวสารทั่วไป เช่น หนังสือพิมพ์, นิตยสาร และ Internet					
5.9 อื่น ๆ (โปรดระบุ).....					
6 ระดับความต้องการ ทักษะการเขียนภาษาอังกฤษในหัวข้อต่อไปนี้					
6.1 กรอกแบบฟอร์มต่าง ๆ					
6.2 เขียนจดหมายหรือจดหมายอิเล็กทรอนิกส์					
6.3 เขียนรายงานต่าง ๆ					
6.4 เขียนบันทึกข้อความต่าง ๆ ที่ใช้ติดต่อระหว่างแผนกภายในบริษัท					
6.5 อื่น ๆ (โปรดระบุ).....					

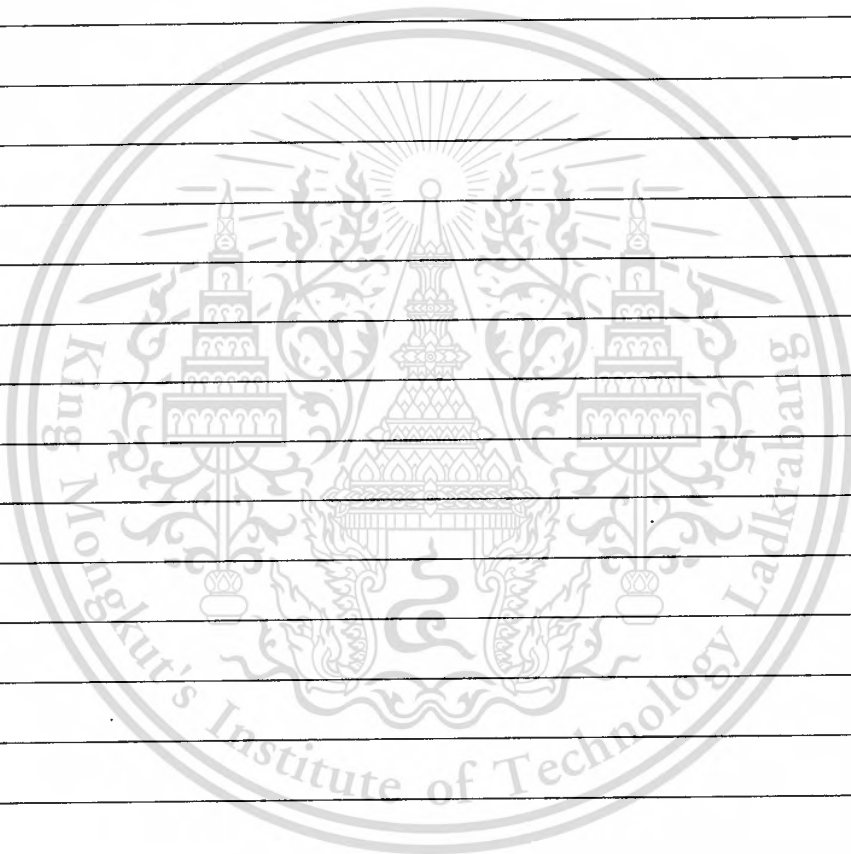
7. ข้อเสนอแนะเกี่ยวกับความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะการฟัง , การพูด, การอ่าน , การเขียน ของพนักงานในบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

ทักษะการฟัง

ทักษะการพูด

ทักษะการอ่าน

ทักษะการเขียน



ตอนที่ 3 ความต้องการในการจัดหลักสูตรฝึกอบรมภาษาอังกฤษให้กับพนักงานในสำนักงานของ
บริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่อง ☐ และ กรอกรหัสความลงในช่องว่างตามความต้องการ
ของท่าน

1. ท่านต้องการ หรือ ไม่ต้องการ ให้มีการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษขึ้นในบริษัท

- ☐ ต้องการ เพราะ.....
(ถ้าท่านตอบว่า ต้องการ โปรดตอบคำถามข้อ 2- 7)
- ☐ ไม่ต้องการ เพราะ
(ถ้าท่านตอบว่า ไม่ต้องการ ข้ามไปตอบคำถามข้อ 7)

2. เนื้อหาในหลักสูตรการฝึกอบรมภาษาอังกฤษควรเป็นแบบใด

- ☐ ภาษาอังกฤษทั่วไป ☐ ภาษาอังกฤษทั่วไปและภาษาอังกฤษเพื่อการทำงาน
- ☐ ภาษาอังกฤษเพื่อการทำงาน ☐ อื่น ๆ (โปรดระบุ).....

3. หลักสูตรการฝึกอบรมภาษาอังกฤษควรมีระยะเวลานานเท่าใด

- ☐ 1 เดือน ☐ 2 เดือน
- ☐ 3 เดือน ☐ อื่น ๆ (โปรดระบุ).....เดือน

4. จำนวนชั่วโมงต่อ หลักสูตรควรมีลักษณะอย่างไร

- ☐ 20 ชั่วโมงต่อ หลักสูตร ☐ 30 ชั่วโมงต่อ หลักสูตร
- ☐ 40 ชั่วโมงต่อ หลักสูตร ☐ อื่น ๆ (โปรดระบุ).....ชั่วโมงต่อ หลักสูตร

5. ช่วงเวลาที่เหมาะสมในการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษ

- ☐ เวลาพักกลางวัน ☐ หลังเลิกงาน
- ☐ วันเสาร์-อาทิตย์ ☐ อื่น ๆ (โปรดระบุ).....

6. ผู้สอนภาษาอังกฤษควรเป็น

- ☐ ชาวไทย ☐ ชาวต่างชาติเจ้าของภาษา

7. ข้อเสนอแนะเกี่ยวกับความต้องการในการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษสำหรับพนักงาน
ในสำนักงานของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

.....

.....

.....

.....



Questionnaire for the Factory Staff

This questionnaire is a part of thematic paper entitled English Needs Survey of the Employees at Hexa Color (Thailand) Ltd. for the Master's Degree in Applied Linguistics- English for Science and Technology, King Mongkut's Institute of Technology Ladkrabang.

Objectives of this questionnaire

1. To survey the needs of English language skills: listening, speaking, reading and writing of the factory staff for their work at Hexa Color (Thailand) Ltd.
2. To survey the needs of English training course for the factory staff.

Directions

The questionnaire is divided into 3 main parts :

Part 1 : General background information

Part 2 : Needs of English language skills: listening, speaking, reading and writing of the factory staff for their work at Hexa Color (Thailand) Ltd.

Part 3 : Needs of English training course for the factory staff.

Your responses are crucial importance for this study. Please answer every question and write your opinions/suggestions truthfully. The finding from this study will be used as a guideline for designing an English training course and a syllabus for the employees at Hexa Color (Thailand) Ltd.

Your responses will be treated confidentially and will be used for the purpose of this study only.

Part 1 : General background information

Direction : Please put a tick (✓) in ☐ and fill in the provided space that corresponds to your own information.

1. Gender

☐ Male

☐ Female
2. Age

☐ Lower than 20 years

☐ 20-30 years

☐ 31-40 years

☐ 41-50 years

☐ More than 50 years.
3. Your highest educational level

☐ Secondary School

☐ High School

☐ Vocational Certificate in

☐ Vocational Diploma in

☐ Bachelor Degree in.....

☐ Others (please specify)
4. Section

☐ Production

☐ Quality Assurance

☐ Mix

☐ Quality Control

☐ Maintenance

☐ Technical
5. How long have you been working with Hexa Color (Thailand) Ltd.?

☐ 1-2 year(s)

☐ 3-5 years

☐ 6-10 years

☐ 11-15 years

☐ More than 15 years
6. How would you rate your abilities in English language skills ?

Direction Please put a tick (✓) in the column that meet your English language skills

English Skills	Level of English language skills				
	Very Good	Good	Fair	Poor	Very Poor
Listening					
Speaking					
Reading					
Writing					

Part 2 : Needs of English language skills: listening, speaking, reading and writing of the factory staff for their work at Hexa Color (Thailand) Ltd.

Direction Please put a tick (✓) in the column that meet your needs

5 = the greatest needs

4 = great needs

3 = moderate needs

2 = little needs

1 = the least needs

ITEMS	Level of Needs				
	5	4	3	2	1
1 To what extent do you need the following English language skills for your work ?					
1.1 Listening					
1.2 Speaking					
1.3 Reading					
1.4 Writing					
2 To what extent do you need English for your work ?					
3 What level of <u>listening skill</u> do you need for the following language functions and topics ?					
3.1 Listening to the instructions from the Japanese executives in the company					
3.2 Listening to the work explanations from the Japanese executives in the company					
3.3 Listening to general information					
3.4 Others (please specify).....					
4 What level of <u>speaking skill</u> do you need for the following language functions and topics ?					
4.1 Asking questions and giving a reply to the Japanese executives in the company					
4.2 Providing general information to the Japanese executives in the company					
4.3 Communicating in general topics with the Japanese executives in the company					
4.4 Others (please specify).....					

ITEMS	Level of Needs				
	5	4	3	2	1
5 What level of <u>reading skill</u> do you need for the following language functions and topics ?					
5.1 Reading general information released by company such as announcements, regulations and labels or signboards					
5.2 Reading work instructions					
5.3 Reading various forms such as production record form and quality inspection record form					
5.4 Reading production documents e.g. production formula					
5.5 Reading machine condition set up sheets					
5.6 Reading requirements or product specifications					
5.7 Reading manuals for machines and equipments.					
5.8 Reading e-mails from internal sections.					
5.9 Reading memorandums					
5.10 Reading general information from Internet					
5.11 Others (please specify).....					
6 What level of <u>writing skill</u> do you need for the following language functions and topics ?					
6.1 Filling forms					
6.2 Writing labels or signboards					
6.3 Writing memorandums					
6.4 Others (please specify).....					

7 Suggestions on the needs of each English language skill

Listening skill

Speaking skill

Reading skill

Writing skill

Part 3 : Needs of English training course for the factory staff

Direction : Please put a tick (✓) in ☐ that corresponds to your needs and / or write your suggestions in the provided space.

1. Do you need an English training course at your company ?

☐ Yes (please specify reason).....

(if Yes , please answer item 2-7)

☐ No (please specify reason).....

(if No, please answer item 7)

2. What types of an English training course should be designed ?

☐ General English ☐ General English and English for careers

☐ English for careers ☐ Others (please specify).....

3. How long should the course be taught?

☐ 1 Month ☐ 2 Months ☐ 3 Months ☐ Others (please specify).....Month(s)

4. How many hours should the course take ?

☐ 20 hours ☐ 30 hours ☐ 40 hours ☐ Others (please specify).....hour(s)

5. What should be the suitable time for an English training course ?

☐ At lunch time ☐ After office hours ☐ On Saturdays-Sundays

☐ Others (please specify).....

6. English instructors should be

☐ Thai ☐ English native speaker

7. Suggestions on needs of English training course for the factory staff at Hexa Color

(Thailand) Ltd.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

แบบสอบถามสำหรับพนักงานในสายการผลิต

แบบสอบถามนี้เป็นส่วนหนึ่งของสารนิพนธ์ ในระดับปริญญาโท เรื่อง การสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงานในบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาต่างประเทศประยุกต์ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

วัตถุประสงค์

1. เพื่อสำรวจความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะการฟัง , การพูด, การอ่าน, การเขียนเพื่อการทำงานของพนักงานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด
2. เพื่อสำรวจความต้องการในการจัดหลักสูตรฝึกอบรมภาษาอังกฤษให้กับพนักงานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำแนะนำ

แบบสอบถามชุดนี้มี 3 ตอนดังนี้

- ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
- ตอนที่ 2 ความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะการฟัง, การพูด, การอ่าน, การเขียนเพื่อการทำงานของพนักงานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด
- ตอนที่ 3 ความต้องการในการจัดหลักสูตรฝึกอบรมภาษาอังกฤษให้กับพนักงานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำตอบของท่านมีความสำคัญต่อการศึกษานี้ ขอความกรุณาตอบแบบสอบถามทุกข้อและแสดงความคิดเห็น/ข้อเสนอแนะของท่านตามความเป็นจริง ผลที่ได้จากการศึกษานี้จะถูกใช้เพื่อเป็นแนวทางการจัดหลักสูตรฝึกอบรมภาษาอังกฤษสำหรับพนักงานในบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำตอบของท่านถือเป็นความลับและใช้เพื่อจุดประสงค์ในการศึกษานี้เท่านั้น

*****ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้*****

แบบสอบถามสำหรับพนักงานในสายการผลิต

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่อง ☐ และกรอกข้อความลงในช่องว่างตาม
ความเป็นจริงเกี่ยวกับตัวท่าน

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ☐ ต่ำกว่า 20 ปี ☐ 20-30 ปี ☐ 31-40 ปี
☐ 41-50 ปี ☐ ตั้งแต่ 50 ปีขึ้นไป
3. สำเร็จการศึกษาสูงสุดในระดับ (โปรดระบุสาขา)
☐ มัธยมศึกษาปีที่ 3 (ม.3) ☐ มัธยมศึกษาปีที่ 6 (ม.6)
☐ ประกาศนียบัตรวิชาชีพ (ปวช.) สาขา.....
☐ ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.) สาขา.....
☐ปริญญาตรี สาขา.....
☐ อื่น ๆ (โปรดระบุ)
4. แผนกที่ท่านสังกัด
☐ แผนกผลิต ☐ แผนกรับประกันคุณภาพ
☐ แผนกมิกซ์ ☐ แผนกควบคุมคุณภาพ
☐ แผนกช่างซ่อมบำรุง ☐ แผนกเทคนิค
5. ระยะเวลาที่ทำงานในบริษัทเฮกซ่า คัลเลอร์ (ไทยแลนด์) จำกัด
☐ 1-2 ปี ☐ 3-5 ปี ☐ 6-10 ปี ☐ 11-15 ปี ☐ ตั้งแต่ 15 ปีขึ้นไป

6. ระดับความรู้ความสามารถทางภาษาอังกฤษของท่าน

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับระดับความรู้ความสามารถทาง
ภาษาอังกฤษของท่าน

ทักษะภาษาอังกฤษ	ระดับความรู้ความสามารถทางภาษาอังกฤษ				
	ดีมาก	ดี	พอใช้	อ่อน	อ่อนมาก
การฟัง					
การพูด					
การอ่าน					
การเขียน					

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

ตอนที่ 2 ความต้องการในการใช้ภาษาอังกฤษทางด้านการฟัง , การพูด, การอ่าน, การเขียน
เพื่อการทำงานของพนักงานในสายการผลิตของบริษัทเฮคซ่า คัลเลอร์ (ไทยแลนด์) จำกัด
คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความต้องการของท่าน

- 5 หมายถึง ความต้องการมากที่สุด
- 4 หมายถึง ความต้องการมาก
- 3 หมายถึง ความต้องการปานกลาง
- 2 หมายถึง ความต้องการน้อย
- 1 หมายถึง ความต้องการน้อยที่สุด

รายการ	ระดับความต้องการ				
	5	4	3	2	1
1 ระดับความต้องการทักษะภาษาอังกฤษในการทำงาน					
1.1 การฟัง					
1.2 การพูด					
1.3 การอ่าน					
1.4 การเขียน					
2 ระดับความต้องการใช้ภาษาอังกฤษเพื่อการทำงาน					
3 ระดับความต้องการ ทักษะการฟังภาษาอังกฤษในหัวข้อต่อไปนี้					
3.1 การฟังคำสั่งจากผู้บริหารชาวญี่ปุ่นในบริษัท					
3.2 การฟังคำอธิบายการทำงานจากผู้บริหารชาวญี่ปุ่นในบริษัท					
3.3 การฟังเรื่องสนทนาทั่ว ๆ ไป					
3.4 อื่น ๆ (โปรดระบุ).....					
4 ระดับความต้องการ ทักษะการพูดภาษาอังกฤษในหัวข้อต่อไปนี้					
4.1 สอบถามและตอบข้อสงสัยของผู้บริหารชาวญี่ปุ่นในบริษัท					
4.2 แจ้งข้อมูลต่างๆ กับผู้บริหารชาวญี่ปุ่นในบริษัท					
4.3 สื่อสารเรื่องทั่วไปกับผู้บริหารชาวญี่ปุ่นในบริษัท					
4.4 อื่น ๆ (โปรดระบุ).....					
5 ระดับความต้องการ ทักษะการอ่านภาษาอังกฤษในหัวข้อต่อไปนี้					
5.1 อ่านข้อมูลข่าวสารทั่วไป ภายในบริษัท เช่น ประกาศ, กฎระเบียบบริษัท, ป้ายชี้บ่งหรือป้ายสัญลักษณ์ในบริษัท					

รายการ	ระดับความต้องการ				
	5	4	3	2	1
5.2 อ่านมาตรฐานขั้นตอนวิธีการทำงาน					
5.3 อ่านแบบฟอร์มต่าง ๆ เช่น แบบฟอร์มบันทึกเกี่ยวกับการผลิต แบบฟอร์มบันทึกเกี่ยวกับการตรวจสอบคุณภาพ					
5.4 อ่านเอกสารต่าง ๆ ที่เกี่ยวกับการผลิต เช่น สูตรการผลิต					
5.5 อ่านเอกสารการปรับตั้งค่าของเครื่องจักรในการผลิต					
5.6 อ่านข้อกำหนดที่เกี่ยวกับมาตรฐานสินค้า					
5.7 อ่านคู่มือการใช้งานของเครื่องจักรและอุปกรณ์					
5.8 อ่านอีเมลล์จากแผนกต่าง ๆ ภายในบริษัท					
5.9 อ่านบันทึกข้อความต่าง ๆ ที่ใช้ติดต่อระหว่างแผนกภายในบริษัท					
5.10 อ่านข้อมูลข่าวสารทั่วไปจากอินเทอร์เน็ต					
5.11 อื่น ๆ (โปรดระบุ).....					
6 ระดับความต้องการ ทักษะการเขียนภาษาอังกฤษในหัวข้อต่อไปนี้					
6.1 กรอกแบบฟอร์มต่าง ๆ					
6.2 เขียนป้ายชี้บ่งหรือป้ายสัญลักษณ์ในบริษัท					
6.3 เขียนบันทึกข้อความต่าง ๆ ที่ใช้ติดต่อระหว่างแผนกภายในบริษัท					-
6.4 อื่น ๆ (โปรดระบุ).....					

7. ข้อเสนอแนะเกี่ยวกับความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะการฟัง , การพูด, การอ่าน , การเขียน ของพนักงานในสายการผลิตในบริษัทเฮกซ์เซลล์เลอร์ (ไทยแลนด์) จำกัด

ทักษะการฟัง

ทักษะการพูด

ทักษะการอ่าน

ทักษะการเขียน

**ตอนที่ 3 ความต้องการในการจัดหลักสูตรฝึกอบรมภาษาอังกฤษให้กับพนักงานในสายการผลิตของ
บริษัทเฮกซ่า คัลเลอร์ (ไทยแลนด์) จำกัด**

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่อง ☐ และ กรอกข้อความลงในช่องว่างตามความต้องการ
ของท่าน

1. ท่าน**ต้องการ** หรือ **ไม่ต้องการ** ให้มีการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษขึ้นในบริษัท

☐ ต้องการ เพราะ.....

(ถ้าท่านตอบว่า ต้องการ โปรดตอบคำถามข้อ 2- 7)

☐ ไม่ต้องการ เพราะ

(ถ้าท่านตอบว่า ไม่ต้องการ ห้ามไปตอบคำถามข้อ 7)

2. เนื้อหาในหลักสูตรการฝึกอบรมภาษาอังกฤษควรเป็นแบบใด

- ☐ ภาษาอังกฤษทั่วไป ☐ ภาษาอังกฤษทั่วไปและภาษาอังกฤษเพื่อการทำงาน
☐ ภาษาอังกฤษเพื่อการทำงาน ☐ อื่น ๆ (โปรดระบุ).....

3. หลักสูตรการฝึกอบรมภาษาอังกฤษควรมีระยะเวลานานเท่าใด

- ☐ 1 เดือน ☐ 2 เดือน
☐ 3 เดือน ☐ อื่น ๆ (โปรดระบุ).....เดือน

4. จำนวนชั่วโมงต่อ หลักสูตรควรมีลักษณะอย่างไร

- ☐ 20 ชั่วโมงต่อ หลักสูตร ☐ 30 ชั่วโมงต่อ หลักสูตร
☐ 40 ชั่วโมงต่อ หลักสูตร ☐ อื่น ๆ (โปรดระบุ).....ชั่วโมงต่อ หลักสูตร

5. ช่วงเวลาที่เหมาะสมในการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษ

- ☐ เวลาพักกลางวัน ☐ หลังเลิกงาน
☐ วันเสาร์-อาทิตย์ ☐ อื่น ๆ (โปรดระบุ).....

6. ผู้สอนภาษาอังกฤษควรเป็น

- ☐ ชาวไทย ☐ ชาวต่างชาติเจ้าของภาษา

7. ข้อเสนอแนะเกี่ยวกับความต้องการในการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษสำหรับพนักงาน
ในสายการผลิตของบริษัทเฮกซ่าคัลเลอร์ (ไทยแลนด์) จำกัด

.....

.....

.....

.....

.....This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.



Appendix C
Questionnaire for the Official Heads
(English-Thai Version)

Questionnaire for the Official Heads

This questionnaire is a part of thematic paper entitled English Needs Survey of the Employees at Hexa Color (Thailand) Ltd. for the Master's Degree in Applied Linguistics- English for Science and Technology, King Mongkut's Institute of Technology Ladkrabang.

Objectives of this questionnaire

1. To survey the opinions of the official heads at Hexa Color (Thailand) Ltd. on the needs of English language skills: listening, speaking, reading and writing for their official staff.
2. To survey the opinions of the official heads on English training course for their staff.

Directions

The questionnaire is divided into 3 main parts :

Part 1 : General background information

Part 2 : Opinions of the official heads at Hexa Color (Thailand) Ltd. on needs of English language skills: listening, speaking, reading and writing for their official staff.

Part 3 : Opinions on English training course

Your responses are crucial importance for this study. Please answer every question and write your opinions/suggestions truthfully. The finding from this study will be used as a guideline for designing an English training course and a syllabus for the employees at Hexa Color (Thailand) Ltd.

Your responses will be treated confidentially and will be used for the purpose of this study only.

Part 1 : General background information

Direction : Please put a tick (✓) in ☐ and fill in the provided space that corresponds to your own information.

1. Gender ☐ Male ☐ Female

2. Age ☐ Lower than 20 years ☐ 20-30 years
☐ 31-40 years ☐ 41-50 years
☐ More than 50 years.

3. Your highest educational level

- ☐ Secondary School
☐ High School
☐ Vocational Certificate in
☐ Vocational Diploma in
☐ Bachelor Degree in.....
☐ Others (please specify)

4. Position

- ☐ Leader ☐ Supervisor
☐ Chief ☐ Manager

5. Section

- ☐ Production Control ☐ Purchasing and B.O.I
☐ Sales and Marketing ☐ Finance and Accounting
☐ Corporate Strategic and Development ☐ Human Resource and General Affairs

6. How long have you been working with Hexa Color (Thailand) Ltd.?

- ☐ 1-2 year(s) ☐ 3-5 years ☐ 6-10 years
☐ 11-15 years ☐ More than 15 years

Part 2 : Opinions of the official heads on needs of English language skills:
listening, speaking, reading and writing for their official staff.

Direction Please put a tick (✓) in the column that meet your opinions

- 5 = the greatest needs
- 4 = great needs
- 3 = moderate needs
- 2 = little needs
- 1 = the least needs

ITEMS	Level of Needs				
	5	4	3	2	1
1 To what extent do your staff need the following English language skills for their work ?					
1.1 Listening					
1.2 Speaking					
1.3 Reading					
1.4 Writing					
2 To what extent do your staff need English for their work ?					
3 What level of <u>listening skill</u> do your staff need for the following language functions and topics ?					
3.1 Listening to the instructions or explanations from the Japanese executives in the company .					
3.2 Listening to comments or complaints from foreign customers					
3.3 Listening to business conversation from foreign customers					
3.4 Listening to meeting					
3.5 Listening to telephone correspondence					
3.6 Listening to general information					
3.7 Others (please specify).....					
4 What level of <u>speaking skill</u> do your staff need for the following language functions and topics ?					
4.1 Asking questions and giving a reply to customers					
4.2 Asking questions and giving a reply to the Japanese executives in the company					

ITEMS	Level of Needs				
	5	4	3	2	1
4.3 Talking on the telephone					
4.4 Providing general information to customers or the Japanese executives in the company					
4.5 Communicating in general topics with the Japanese executives in the company					
4.6 Others (please specify).....					
5 What level of <u>reading skill</u> do your staff need for the following language functions and topics ?					
5.1 Reading general information released by company such as announcements, regulations and labels or signboards					
5.2 Reading various forms					
5.3 Reading letters or e-mails from customers, suppliers and internal sections.					
5.4 Reading documents from customers or suppliers					
5.5 Reading memorandums					
5.6 Reading various reports					
5.7 Reading agenda and minutes of meeting					
5.8 Reading general information from other media such as newspapers , magazines and Internet					
5.9 Others (please specify).....					
6 What level of <u>writing skill</u> do your staff need for the following language functions and topics ?					
6.1 Filling forms					
6.2 Writing letters or e-mails					
6.3 Writing various reports					
6.4 Writing memorandums					
6.5 Others (please specify).....					

7 Opinions on the English language needs of your staff.

Part 3 : Opinions on English training course

Direction : Please put a tick (✓) in ☐ that corresponds to your opinions and / or write your suggestions in the provided space.

1. Do you agree to have an English training course for your staff?
- ☐ Yes (please specify reason).....
(if Yes , please answer item 2-7)
- ☐ No (please specify reason).....
(if No, please answer item 7-8)
2. What types of an English training course should be designed?
- ☐ General English ☐ English for careers
☐ General English and English for careers ☐ Others (please specify).....
3. How long should the course be taught?
- ☐ 1 Month ☐ 2 Months ☐ 3 Months ☐ Others (please specify).....Month(s)
4. How many hours should the course take ?
- ☐ 20 hours ☐ 30 hours ☐ 40 hours ☐ others (please specify).....hour(s)
5. What should be the suitable time for an English training course?
- ☐ At lunch time ☐ After office hours ☐ On Saturdays-Sundays
☐ Others (please specify).....
6. English instructors should be
- ☐ Thai ☐ English native speaker
7. How would you rate your staff 's abilities in English language skills ?

Direction Please put a tick (✓) in the column that meet your opinions

English Skills	Level of English language skills				
	Very Good	Good	Fair	Poor	Very Poor
Listening					
Speaking					
Reading					
Writing					

8. Opinions on English training course for your staff at Hexa Color (Thailand) Ltd.

.....
.....

แบบสอบถามสำหรับหัวหน้างานในสำนักงาน

แบบสอบถามนี้เป็นส่วนหนึ่งของสารนิพนธ์ ในระดับปริญญาโท เรื่อง การสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงานในบริษัทเฮกซ์แคคิลเลอร์ (ไทยแลนด์) จำกัด หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

วัตถุประสงค์

1. เพื่อสำรวจความคิดเห็นของหัวหน้างานในสำนักงานของบริษัทเฮกซ์แคคิลเลอร์ (ไทยแลนด์) จำกัด ที่มีต่อความจำเป็นในการใช้ภาษาอังกฤษเพื่อการทำงานของพนักงานในสำนักงานของบริษัทเฮกซ์แคคิลเลอร์ (ไทยแลนด์) จำกัด
2. เพื่อสำรวจความคิดเห็นเกี่ยวกับการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษให้กับพนักงานในสำนักงานของบริษัทเฮกซ์แคคิลเลอร์ (ไทยแลนด์) จำกัด

คำแนะนำ

แบบสอบถามชุดนี้มี 3 ตอนดังนี้

- ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
- ตอนที่ 2 ความคิดเห็นของหัวหน้างานในสำนักงานเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษ เพื่อการทำงานของพนักงานในสำนักงานของบริษัทเฮกซ์แคคิลเลอร์ (ไทยแลนด์) จำกัด
- ตอนที่ 3 ความคิดเห็นเกี่ยวกับการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษให้กับพนักงานในสำนักงานของบริษัทเฮกซ์แคคิลเลอร์ (ไทยแลนด์) จำกัด

คำตอบของท่านมีความสำคัญต่อการศึกษาในครั้งนี้ ขอความกรุณาตอบแบบสอบถามทุกข้อและแสดงความคิดเห็น/ข้อเสนอแนะของท่านตามความเป็นจริง ผลที่ได้จากการศึกษาในครั้งนี้จะถูกใช้เพื่อเป็นแนวทางการจัดหลักสูตรฝึกอบรมภาษาอังกฤษสำหรับพนักงานในบริษัทเฮกซ์แคคิลเลอร์ (ไทยแลนด์) จำกัด

คำตอบของท่านถือเป็นความลับและใช้เพื่อจุดประสงค์ในการศึกษาครั้งนี้เท่านั้น

*****ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้*****

แบบสอบถามสำหรับหัวหน้างานในสำนักงาน

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่อง ☐ และกรอกข้อความลงในช่องว่างตาม
ความเป็นจริงเกี่ยวกับตัวท่าน

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ☐ ต่ำกว่า 20 ปี ☐ 20-30 ปี ☐ 31-40 ปี
☐ 41-50 ปี ☐ ตั้งแต่ 50 ปีขึ้นไป
3. สำเร็จการศึกษาสูงสุดในระดับ (โปรดระบุสาขา)
☐ มัธยมศึกษาปีที่ 3 (ม.3) ☐ มัธยมศึกษาปีที่ 6 (ม.6)
☐ ประกาศนียบัตรวิชาชีพ (ปวช.) สาขา.....
☐ ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.) สาขา.....
☐ ปริญญาตรี สาขา.....
☐ อื่น ๆ (โปรดระบุ)
4. ตำแหน่งงานของท่าน
☐ หัวหน้างานระดับ Leader ☐ หัวหน้างานระดับ Supervisor
☐ หัวหน้างานระดับ Chief ☐ หัวหน้างานระดับ Manager
5. หน่วยงานที่รับผิดชอบ
☐ แผนกควบคุมการผลิต ☐ แผนกจัดซื้อและบีไอไอ
☐ แผนกขายและการตลาด ☐ แผนกการเงินและบัญชี
☐ แผนกวางแผนพัฒนา ☐ แผนกทรัพยากรบุคคลและงานธุรการ
6. ระยะเวลาที่ทำงานในบริษัทเฮกซ์ คัลเลอร์ (ไทยแลนด์) จำกัด
☐ 1-2 ปี ☐ 3-5 ปี ☐ 6-10 ปี ☐ 11-15 ปี ☐ ตั้งแต่ 15 ปีขึ้นไป

ตอนที่ 2 ความคิดเห็นของหัวหน้างานในสำนักงานเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษเพื่อ การทำงานของพนักงานในสำนักงานของบริษัทเฮกซ์ คัลเลอร์ (ไทยแลนด์) จำกัด

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน

- | | |
|---|------------------------------|
| 5 | หมายถึง ความจำเป็นมากที่สุด |
| 4 | หมายถึง ความจำเป็นมาก |
| 3 | หมายถึง ความจำเป็นปานกลาง |
| 2 | หมายถึง ความจำเป็นน้อย |
| 1 | หมายถึง ความจำเป็นน้อยที่สุด |

This material is reserved for commercial use.

Forbidden to modify the content, and cite the document when use.

รายการ	ระดับความจำเป็น				
	5	4	3	2	1
1 ท่านคิดว่าพนักงานของท่านมีความจำเป็นในการใช้ทักษะภาษาอังกฤษต่อไปนี้ในระดับใด					
1.1 การฟัง					
1.2 การพูด					
1.3 การอ่าน					
1.4 การเขียน					
2 ท่านคิดว่าพนักงานของท่านมีความจำเป็นในการใช้ภาษาอังกฤษสำหรับการทำงานในระดับใด					
3 ระดับความจำเป็นในการใช้ทักษะการฟังภาษาอังกฤษในหัวข้อต่อไปนี้					
3.1 ฟังคำสั่งหรือคำอธิบายจากผู้บริหารชาวญี่ปุ่นในบริษัท					
3.2 ฟังความคิดเห็นหรือข้อตำหนิจากลูกค้าชาวต่างชาติ					
3.3 ฟังการติดต่อสื่อสารทางธุรกิจจากลูกค้าชาวต่างชาติ					
3.4 ฟังการประชุม					
3.5 ฟังการสนทนาทางโทรศัพท์					
3.6 ฟังข้อมูลข่าวสารทั่ว ๆ ไป					
3.7 อื่น ๆ (โปรดระบุ).....					
4 ระดับความจำเป็นในการใช้ทักษะการพูดภาษาอังกฤษในหัวข้อต่อไปนี้					
4.1 สอบถามและตอบข้อสงสัยของลูกค้า					
4.2 สอบถามและตอบข้อสงสัยของผู้บริหารชาวญี่ปุ่นในบริษัท					
4.3 สนทนาทางโทรศัพท์					
4.4 แจ้งข้อมูลต่างๆ กับลูกค้า หรือผู้บริหารชาวญี่ปุ่นในบริษัท					
4.5 สื่อสารเรื่องทั่วไปกับผู้บริหารชาวญี่ปุ่นในบริษัท					
4.6 อื่น ๆ (โปรดระบุ).....					
5 ระดับความจำเป็นในการใช้ทักษะการอ่านภาษาอังกฤษในหัวข้อต่อไปนี้					
5.1 อ่านข้อมูลข่าวสารทั่วไป ภายในบริษัท เช่น ประกาศ , กฎระเบียบบริษัท, ป้ายชี้บ่งหรือป้ายสัญลักษณ์ในบริษัท					
5.2 อ่านแบบฟอร์มต่างๆ					

รายการ	ระดับความจำเป็น				
	5	4	3	2	1
5.3 อ่านจดหมายหรือจดหมายอิเล็กทรอนิกส์ที่มาจากลูกค้า , จากผู้ขาย, หรือจากแผนกต่าง ๆ ภายในบริษัท					
5.4 อ่านเอกสารจากลูกค้าหรือผู้ขาย					
5.5 อ่านบันทึกข้อความต่าง ๆ ที่ใช้ติดต่อระหว่างแผนกภายในบริษัท					
5.6 อ่านรายงานต่าง ๆ					
5.7 อ่านวาระการประชุมและสรุปรายงานการประชุม					
5.8 อ่านข้อมูลข่าวสารทั่วไป เช่น หนังสือพิมพ์, นิตยสาร และ Internet					
5.9 อื่น ๆ (โปรดระบุ).....					
6 ระดับความจำเป็นในการใช้ทักษะการเขียนภาษาอังกฤษในหัวข้อต่อไปนี้					
6.1 กรอกแบบฟอร์มต่าง ๆ					
6.2 เขียนจดหมายหรือจดหมายอิเล็กทรอนิกส์					
6.3 เขียนรายงานต่าง ๆ					
6.4 เขียนบันทึกข้อความต่าง ๆ ที่ใช้ติดต่อระหว่างแผนกภายในบริษัท					
6.5 อื่น ๆ (โปรดระบุ).....					

7 ข้อเสนอแนะเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษสำหรับการทำงานของพนักงานใน
สำนักงานของบริษัทเซกซ์ คัลเลอร์ (ไทยแลนด์) จำกัด

**ตอนที่ 3 ความคิดเห็นเกี่ยวกับการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษให้กับพนักงานในสำนักงาน
ของบริษัทเฮกซ์แคตเตอร์ (ไทยแลนด์) จำกัด**

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่อง ☐ และ กรอกร้อยความลงในช่องว่างตามความคิดเห็น
ของท่าน

1. ท่านคิดว่าบริษัทควร หรือ ไม่ควร จัดหลักสูตรฝึกอบรมภาษาอังกฤษให้กับพนักงานในบริษัท

- ☐ ควร เพราะ.....
(ถ้าท่านตอบว่า ควร โปรดตอบคำถามข้อ 2- 8)
- ☐ ไม่ควร เพราะ
(ถ้าท่านตอบว่า ไม่ควร ข้ามไปตอบคำถามข้อ 7- 8)

2. เนื้อหาในหลักสูตรการฝึกอบรมภาษาอังกฤษควรเป็นแบบใด

- ☐ ภาษาอังกฤษทั่วไป ☐ ภาษาอังกฤษเพื่อการทำงาน
☐ ภาษาอังกฤษทั่วไปและเพื่อการทำงาน ☐ อื่น ๆ (โปรดระบุ).....

3. หลักสูตรการฝึกอบรมภาษาอังกฤษควรมีระยะเวลานานเท่าใด

- ☐ 1 เดือน ☐ 2 เดือน
☐ 3 เดือน ☐ อื่น ๆ (โปรดระบุ).....เดือน

4. จำนวนชั่วโมงต่อ หลักสูตรควรมีลักษณะอย่างไร

- ☐ 20 ชั่วโมงต่อ หลักสูตร ☐ 30 ชั่วโมงต่อ หลักสูตร
☐ 40 ชั่วโมงต่อ หลักสูตร ☐ อื่น ๆ (โปรดระบุ).....ชั่วโมงต่อ หลักสูตร

5. ช่วงเวลาที่เหมาะสมในการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษ

- ☐ เวลาพักกลางวัน ☐ หลังเลิกงาน
☐ วันเสาร์-อาทิตย์ ☐ อื่น ๆ (โปรดระบุ).....

6. ผู้สอนภาษาอังกฤษควรเป็น

- ☐ ชาวไทย ☐ ชาวต่างชาติเจ้าของภาษา



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Questionnaire for the Factory Heads

This questionnaire is a part of thematic paper entitled English Needs Survey of the Employees at Hexa Color (Thailand) Ltd. for the Master's Degree in Applied Linguistics- English for Science and Technology, King Mongkut's Institute of Technology Ladkrabang.

Objectives of this questionnaire

1. To survey the opinions of the factory heads at Hexa Color (Thailand) Ltd. on the needs of English language skills : listening, speaking, reading and writing for their factory staff.
2. To survey the opinions of the factory heads on English training course for their staff.

Directions

The questionnaire is divided into 3 main parts :

Part 1 : General background information

Part 2 : Opinion of the factory heads at Hexa Color (Thailand) Ltd. on needs of English language skills: listening, speaking, reading and writing for their factory staff.

Part 3 : Opinions on English training course

Your responses are crucial importance for this study. Please answer every question and write your opinions/suggestions truthfully. The finding from this study will be used as a guideline for designing an English training course and a syllabus for the employees at Hexa Color (Thailand) Ltd.

Your responses will be treated confidentially and will be used for the purpose of this study only.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Part 1 : General background information

Direction: Please put a tick (✓) in ☐ and fill in the provided space that corresponds to your own information.

1. Gender ☐ Male ☐ Female

2. Age ☐ Lower than 20 years ☐ 20-30 years
 ☐ 31-40 years ☐ 41-50 years
 ☐ More than 50 years.

3. Your highest educational level

- ☐ Secondary School
- ☐ High School
- ☐ Vocational Certificate in
- ☐ Vocational Diploma in
- ☐ Bachelor Degree in.....
- ☐ Others (please specify)

4. Position

- ☐ Leader ☐ Supervisor
- ☐ Chief ☐ Manager

5. Section

- ☐ Production ☐ Quality Assurance
- ☐ Mix ☐ Quality Control
- ☐ Maintenance ☐ Technical

6. How long have you been working with Hexa Color (Thailand) Ltd.?

- ☐ 1-2 year(s) ☐ 3-5 years ☐ 6-10 years
- ☐ 11-15 years ☐ More than 15 years

Part 2 : Opinions of the factory heads on needs of English language skills:

listening, speaking, reading and writing for their factory staff.

Direction Please put a tick (✓) in the column that meet your opinions

- 5 = the greatest needs
- 4 = great needs
- 3 = moderate needs
- 2 = little needs
- 1 = the least needs

ITEMS	Level of Needs				
	5	4	3	2	1
1 To what extent do your staff need the following English language skills for their work ?					
1.1 Listening					
1.2 Speaking					
1.3 Reading					
1.4 Writing					
2 To what extent do your staff need English for their work ?					
3 What level of <u>listening skill</u> do your staff need for the following language functions and topics ?					
3.1 Listening to the instructions from the Japanese executives in the company					
3.2 Listening to the work explanations from the Japanese executives in the company					
3.3 Listening to general information					
3.4 Others (please specify).....					
4 What level of <u>speaking skill</u> do your staff need for the following language functions and topics ?					
4.1 Asking questions and giving a reply to the Japanese executives in the company					
4.2 Providing general information to the Japanese executives in the company					
4.3 Communicating in general topics with the Japanese executives in the company					
4.4 Others (please specify).....					

ITEMS	Level of Needs				
	5	4	3	2	1
5 What level of reading skill do your staff need for the following language functions and topics ?					
5.1 Reading general information released by company such as announcements, regulations and labels or signboards					
5.2 Reading work instructions					
5.3 Reading various forms such as production record form and quality inspection record form					
5.4 Reading production documents e.g. production formula					
5.5 Reading machine condition set up sheets					
5.6 Reading requirements or product specifications					
5.7 Reading manuals for machines and equipments.					
5.8 Reading e-mails from internal sections.					
5.9 Reading memorandums					
5.10 Reading general information from Internet					
5.11 Others (please specify).....					
6 What level of writing skill do your staff need for the following language functions and topics ?					
6.1 Filling forms					
6.2 Writing labels or signboards					
6.3 Writing memorandums					
6.4 Others (please specify).....					

7 Opinions on the English language needs for your staff.

Part 3 : Opinions on English training course

Direction : Please put a tick (✓) in ☐ that corresponds to your opinions and / or write your suggestions in the provided space.

1. Do you agree to have an English training course for your staff?
- ☐ Yes (please specify reason).....
(if Yes , please answer item 2-7)
- ☐ No (please specify reason).....
(if No, please answer item 7-8)
2. What types of an English training course should be designed?
- ☐ General English ☐ English for careers
☐ General English and English for careers ☐ Others (please specify).....
3. How long should the course be taught?
- ☐ 1 Month ☐ 2 Months ☐ 3 Months ☐ Others (please specify).....Month(s)
4. How many hours should the course take ?
- ☐ 20 hours ☐ 30 hours ☐ 40 hours ☐ others (please specify).....hour(s)
5. What should be the suitable time for an English training course?
- ☐ At lunch time ☐ After office hours ☐ On Saturdays-Sundays
☐ Others (please specify).....
6. English instructors should be
- ☐ Thai ☐ English native speaker
7. How would you rate your staff's abilities in English language skills ?

Direction Please put a tick (✓) in the column that meet your opinions

English Skills	Level of English language skills				
	Very Good	Good	Fair	Poor	Very Poor
Listening					
Speaking					
Reading					
Writing					

8. Opinions on English training course for your staff at Hexa Color (Thailand) Ltd.
-
-

แบบสอบถามสำหรับหัวหน้างานในสายการผลิต

แบบสอบถามนี้เป็นส่วนหนึ่งของสารนิพนธ์ ในระดับปริญญาโท เรื่อง การสำรวจความต้องการในการใช้ภาษาอังกฤษของพนักงานในบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตรประยุกต์ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

วัตถุประสงค์

1. เพื่อสำรวจความคิดเห็นของหัวหน้างานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด ที่มีต่อความจำเป็นในการใช้ภาษาอังกฤษเพื่อการทำงานของพนักงานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด
2. เพื่อสำรวจความคิดเห็นเกี่ยวกับการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษให้กับพนักงานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำแนะนำ

แบบสอบถามชุดนี้มี 3 ตอนดังนี้

- ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
- ตอนที่ 2 ความคิดเห็นของหัวหน้างานในสายการผลิตเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษ เพื่อการทำงานของพนักงานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด
- ตอนที่ 3 ความคิดเห็นเกี่ยวกับการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษให้กับพนักงานในสายการผลิตของบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำตอบของท่านมีความสำคัญมากต่อการศึกษาในครั้งนี้ ขอความกรุณาตอบแบบสอบถามทุกข้อและแสดงความคิดเห็น/ข้อเสนอแนะของท่านตามความเป็นจริง ผลที่ได้จากการศึกษาในครั้งนี้จะถูกใช้เพื่อเป็นแนวทางการจัดหลักสูตรฝึกอบรมภาษาอังกฤษสำหรับพนักงานในบริษัทเฮกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

คำตอบของท่านถือเป็นความลับและใช้เพื่อจุดประสงค์ในการศึกษาครั้งนี้เท่านั้น

*****ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้*****

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

แบบสอบถามสำหรับหัวหน้างานในสายการผลิต

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่อง ☐ และกรอกข้อความลงในช่องว่างตาม
ความเป็นจริงเกี่ยวกับตัวท่าน

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ☐ ต่ำกว่า 20 ปี ☐ 20-30 ปี ☐ 31-40 ปี
☐ 41-50 ปี ☐ ตั้งแต่ 50 ปีขึ้นไป
3. สำเร็จการศึกษาสูงสุดในระดับ (โปรดระบุสาขา)
 - ☐ มัธยมศึกษาปีที่ 3 (ม.3) ☐ มัธยมศึกษาปีที่ 6 (ม.6)
 - ☐ ประกาศนียบัตรวิชาชีพ (ปวช.) สาขา.....
 - ☐ ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.) สาขา.....
 - ☐ ปริญญาตรี สาขา.....
 - ☐ อื่น ๆ (โปรดระบุ)
4. ตำแหน่งงานของท่าน
 - ☐ หัวหน้างานระดับ Leader ☐ หัวหน้างานระดับ Supervisor
 - ☐ หัวหน้างานระดับ Chief ☐ หัวหน้างานระดับ -Manager
5. หน่วยงานที่รับผิดชอบ
 - ☐ แผนกผลิต ☐ แผนกรับประกันคุณภาพ
 - ☐ แผนกมิกซ์ ☐ แผนกควบคุมคุณภาพ
 - ☐ แผนกช่างซ่อมบำรุง ☐ แผนกเทคนิค
6. ระยะเวลาที่ทำงานในบริษัทเฮกซ์ แคตเลอร์ (ไทยแลนด์) จำกัด
 - ☐ 1-2 ปี ☐ 3-5 ปี ☐ 6-10 ปี ☐ 11-15 ปี ☐ ตั้งแต่ 15 ปีขึ้นไป

ตอนที่ 2 ความคิดเห็นของหัวหน้างานในสายการผลิตเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษเพื่อ การทำงานของพนักงานในสายการผลิตของบริษัทเฮกซ์ แคตเลอร์ (ไทยแลนด์) จำกัด

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน

- 5 หมายถึง ความจำเป็นมากที่สุด
- 4 หมายถึง ความจำเป็นมาก
- 3 หมายถึง ความจำเป็นปานกลาง
- 2 หมายถึง ความจำเป็นน้อย
- 1 หมายถึง ความจำเป็นน้อยที่สุด

รายการ	ระดับความจำเป็น				
	5	4	3	2	1
1 ท่านคิดว่าพนักงานของท่านมีความจำเป็นในการใช้ทักษะภาษาอังกฤษต่อไปนี้ในระดับใด					
1.1 การฟัง					
1.2 การพูด					
1.3 การอ่าน					
1.4 การเขียน					
2 ท่านคิดว่าพนักงานของท่านมีความจำเป็นในการใช้ภาษาอังกฤษสำหรับการทำงานในระดับใด					
3 ระดับความจำเป็นในการใช้ทักษะการฟังภาษาอังกฤษในหัวข้อต่อไปนี้					
3.1 ฟังคำสั่งจากผู้บริหารชาวญี่ปุ่นในบริษัท					
3.2 ฟังคำอธิบายการทำงานจากผู้บริหารชาวญี่ปุ่นในบริษัท					
3.3 ฟังการสนทนาทั่ว ๆ ไป					
3.4 อื่น ๆ (โปรดระบุ).....					
4 ระดับความจำเป็นในการใช้ทักษะการพูดภาษาอังกฤษในหัวข้อต่อไปนี้					
4.1 สอบถามและตอบข้อสงสัยของผู้บริหารชาวญี่ปุ่นในบริษัท					
4.2 แลกเปลี่ยนข้อมูลต่าง ๆ กับผู้บริหารชาวญี่ปุ่นในบริษัท					
4.3 สื่อสารเรื่องทั่วไปกับผู้บริหารชาวญี่ปุ่นในบริษัท					
4.4 อื่น ๆ (โปรดระบุ).....					
5 ระดับความจำเป็นในการใช้ทักษะการอ่านภาษาอังกฤษในหัวข้อต่อไปนี้					
5.1 อ่านข้อมูลข่าวสารทั่วไป ภายในบริษัท เช่น ประกาศ, กฎระเบียบบริษัท, ป้ายชี้บ่งหรือป้ายสัญลักษณ์ในบริษัท					
5.2 อ่านมาตรฐานขั้นตอนวิธีการทำงาน					
5.3 อ่านแบบฟอร์มต่าง ๆ เช่น แบบฟอร์มบันทึกเกี่ยวกับการผลิต, แบบฟอร์มบันทึกเกี่ยวกับการตรวจสอบคุณภาพ					
5.4 อ่านเอกสารต่าง ๆ ที่เกี่ยวกับการผลิต เช่น สูตรการผลิต					
5.5 อ่านเอกสารการปรับตั้งค่าของเครื่องจักรในการผลิต					
5.6 อ่านข้อกำหนดที่เกี่ยวข้องกับมาตรฐานสินค้า					
5.7 อ่านคู่มือการใช้งานของเครื่องจักรและอุปกรณ์					
5.8 อ่านอีเมลล์จากแผนกต่าง ๆ ภายในบริษัท					
5.9 อ่านบันทึกข้อความต่าง ๆ ที่ใช้ติดต่อระหว่างแผนกภายในบริษัท					

รายการ	ระดับความจำเป็น				
	5	4	3	2	1
5.10 อ่านข้อมูลข่าวสารทั่วไปจากอินเทอร์เน็ต					
5.11 อื่น ๆ (โปรดระบุ).....					
6 ระดับความจำเป็นในการใช้ทักษะการเขียนภาษาอังกฤษในหัวข้อต่อไปนี้					
6.1 กรอกแบบฟอร์มต่าง ๆ					
6.2 เขียนป้ายชี้บ่งหรือป้ายสัญลักษณ์ในบริษัท					
6.3 เขียนบันทึกข้อความต่าง ๆ ที่ใช้ติดต่อระหว่างแผนกภายในบริษัท					
6.4 อื่น ๆ (โปรดระบุ).....					
.....					

7 ข้อเสนอแนะเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษสำหรับการทำงานของพนักงานในสายการผลิตของบริษัทเสกซ่า คัลเลอร์ (ไทยแลนด์) จำกัด

**ตอนที่ 3 ความคิดเห็นเกี่ยวกับการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษให้กับพนักงานใน
สายการผลิตของบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด**

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่อง ☐ และ กรอกรหัสความลงในช่องว่างตามความคิดเห็นของท่าน

1. ท่านคิดว่าบริษัทควร หรือ ไม่ควร จัดหลักสูตรฝึกอบรมภาษาอังกฤษให้กับพนักงานในบริษัท

- ☐ ควร เพราะ.....
(ถ้าท่านตอบว่า ควร โปรดตอบคำถามข้อ 2- 8)
- ☐ ไม่ควร เพราะ
(ถ้าท่านตอบว่า ไม่ควร ข้ามไปตอบคำถามข้อ 7- 8)

2. เนื้อหาในหลักสูตรการฝึกอบรมภาษาอังกฤษควรเป็นแบบใด

- ☐ ภาษาอังกฤษทั่วไป ☐ ภาษาอังกฤษเพื่อการทำงาน
☐ ภาษาอังกฤษทั่วไปและเพื่อการทำงาน ☐ อื่น ๆ (โปรดระบุ).....

3. หลักสูตรการฝึกอบรมภาษาอังกฤษควรมีระยะเวลานานเท่าใด

- ☐ 1 เดือน ☐ 2 เดือน
☐ 3 เดือน ☐ อื่น ๆ (โปรดระบุ).....เดือน

4. จำนวนชั่วโมงต่อ หลักสูตรควรมีลักษณะอย่างไร

- ☐ 20 ชั่วโมงต่อ หลักสูตร ☐ 30 ชั่วโมงต่อ หลักสูตร
☐ 40 ชั่วโมงต่อ หลักสูตร ☐ อื่น ๆ (โปรดระบุ).....ชั่วโมงต่อ หลักสูตร

5. ช่วงเวลาที่เหมาะสมในการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษ

- ☐ เวลาพักกลางวัน ☐ หลังเลิกงาน
☐ วันเสาร์-อาทิตย์ ☐ อื่น ๆ (โปรดระบุ).....

6. ผู้สอนภาษาอังกฤษควรเป็น

- ☐ ชาวไทย ☐ ชาวต่างชาติเจ้าของภาษา

7. ระดับความรู้ความสามารถทางภาษาอังกฤษของพนักงานในสายการผลิตของบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด
- คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับระดับความรู้ความสามารถทางภาษาอังกฤษของพนักงาน

ทักษะภาษาอังกฤษ	ระดับความรู้ความสามารถทางภาษาอังกฤษ				
	ดีมาก	ดี	พอใช้	อ่อน	อ่อนมาก
การฟัง					
การพูด					
การอ่าน					
การเขียน					

8. ข้อเสนอแนะเกี่ยวกับการจัดหลักสูตรการฝึกอบรมภาษาอังกฤษสำหรับพนักงานในสายการผลิตของบริษัทเซกซ์คัลเลอร์ (ไทยแลนด์) จำกัด

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

AUTHOR BIOGRAPHY

Name	Miss Rattana Lerdrattanasirikul
Date of Birth	March 22, 1976
Place of Birth	Bangkok, Thailand
Address	115 Onnuch 35, Sukhumvit 77, Suanluang Bangkok, 10250
Previous Studies	1997 Bachelor degree of Business Administration Rajamongala Institute of Bangkok Technical campus
Work Experience	1997-1999 Sale Staff Toshiba Carrier (Thailand) Co.,Ltd. 2000-2003 Japanese Coordinator Siam Electric Industries 2004-Present Quality Assurance Supervisor Hexa Color (Thailand) Ltd.

