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บริษัทข้ามชาติในเขตกรุงเทพมหานคร**

**ENGLISH LANGUAGE NEEDS FOR PROFESSIONAL SAFETY OFFICERS OF
THE MULTINATIONAL COMPANIES IN BANGKOK**



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**ENGLISH LANGUAGE NEEDS FOR PROFESSIONAL SAFETY
OFFICERS OF THE MULTINATIONAL COMPANIES IN BANGKOK**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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หัวข้องานวิจัย

ความต้องการภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพของบริษัทข้ามชาติในเขตกรุงเทพมหานคร

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บทคัดย่อ

วัตถุประสงค์การศึกษาครั้งนี้คือ 1) ระบุความสำคัญของภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ 2) สืบค้นความต้องการทักษะภาษาอังกฤษและหน้าที่ภาษาที่ใช้ในการทำงาน 3) เปรียบเทียบระดับความต้องการระหว่างตำแหน่งปฏิบัติการ หัวหน้างาน และผู้จัดการ และ 4) ออกแบบตัวอย่างหลักสูตรการอบรม กลุ่มตัวอย่างคือเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ 73 คน และผู้จัดการ 20 คนจากบริษัทข้ามชาติ 64 แห่งในเขตกรุงเทพมหานคร และครูผู้สอนภาษาอังกฤษ 5 คน เครื่องมือที่ใช้คือแบบสอบถามและการสัมภาษณ์ สถิติที่ใช้ได้แก่ค่าร้อยละ การแจกแจงความถี่ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานและการทดสอบความสัมพันธ์โดยการวิเคราะห์ความแปรปรวนทางเดียว ผลการศึกษาพบว่าภาษาอังกฤษมีความสำคัญในการทำงาน และทักษะการอ่านเป็นสิ่งที่ต้องการมากที่สุด ด้านหน้าที่ภาษาพบว่ามี (1) ความต้องการด้านการอ่านนโยบายและขั้นตอนการทำงาน (2) การอ่านเอกสารเกี่ยวกับกฎหมายและระบบการจัดการด้าน ISO 14001, ISO 9001 และ OHSAS18001 (3) การอ่านคู่มือ (4) การฟังประชุมสายทางโทรศัพท์หรือวิดีโอ การเขียนแผนประจำปีด้านอาชีวอนามัยและความปลอดภัย และ (5) การสนทนาเพื่อเข้าสังคม ตามลำดับ ทั้งนี้ยังพบว่าเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพที่ตำแหน่งแตกต่างกันมีความต้องการแตกต่างกันในทักษะการเขียน ข้อเสนอแนะสำหรับการฝึกอบรมภาษาอังกฤษในสถานที่ทำงาน เจ้าหน้าที่ความปลอดภัยระดับวิชาชีพเสนอการฝึกอบรมเพื่อพัฒนาทักษะการอ่าน ผู้จัดการต้องการให้พัฒนาทักษะการพูด ส่วนครูผู้สอนให้ความสำคัญทั้งทักษะการพูดและการอ่าน สรุปผล โปรแกรมการฝึกอบรมภาษาอังกฤษควรมุ่งเน้นความสามารถในทักษะการอ่าน และเน้นการทำกิจกรรมส่งเสริมในชั้นเรียนด้วยทักษะการพูดและการเขียนแบบบูรณาการ ทั้งนี้เพื่อเสริมสร้างความมั่นใจการใช้ภาษาด้านการนำเสนอให้กับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ

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ABSTRACT

The aims of the study are (1) to identify the importance of English language for professional safety officer (2) to investigate language skills and functions needed in the workplace, (3) to compare the level of English language needed among 3 positions which were officers, supervisors and managers, and 4) to design workplace training program. This study was comprised the views of 73 professional safety officers and 20 line managers from 64 MNCs in Bangkok, and 5 English teacher/instructors. Data were collected using questionnaires and structured interviews then analyzed by using computer program to investigate frequency, percentage, mean, standard deviation and one-way ANOVA. The result revealed that English was importance at workplace. The mostly needed skill was reading and the functions were (1) reading policies and standard procedures, (2) reading related documents of legal and management system for ISO14001, ISO9001, OHSAS18001, (3) reading equipment/machine manuals, (4) listening to the phone/video conference, writing occupational health and safety annual plan, and (5) speaking for socializing and entertaining, respectively. The finding also signified professional safety officers had different needs among 3 positions in writing skill. The suggestion for workplace English training program indicated professional safety officers preferred to improve reading skill. Meanwhile, line managers required improvement in speaking skill and English teachers suggested to emphasis in both speaking and reading. In conclusion, the program should focus in reading competence with integrated speaking and writing activities in order to empower the confidence of productive skills for professional safety officers.

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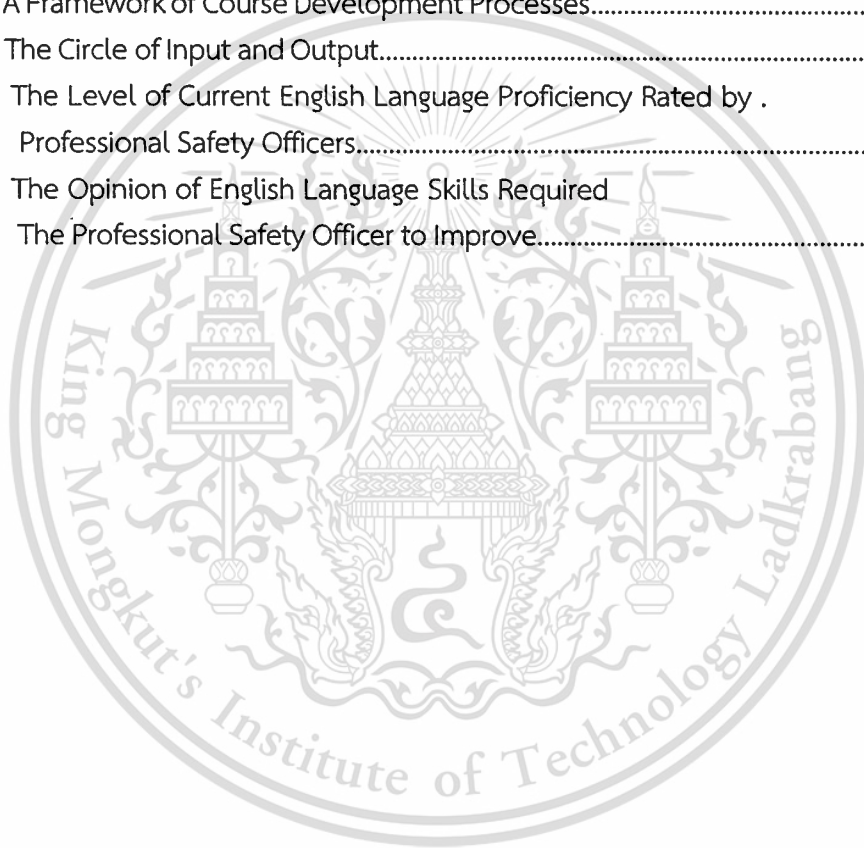
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CHAPTER 1

INTRODUCTION

This chapter explores the essence of problems and presents some background information. It is divided into seven main parts as follows:

- 1.1 Statement and significance of the problems
- 1.2 Research Objective
- 1.3 Research Questions
- 1.4 Conceptual Framework
- 1.5 Scope and Limitation of the Study
- 1.6 Process of the Study
- 1.7 Definition of Terms Used

1.1 Statement and Significance of the Problems

“Safety First” sign with big green cross can be found in many workplace, especially visibly places on the front gate. This sign is not only a warning sign, reminding workers for safety awareness, but also a symbol of commitment to implement safety principles within their works. Safety at work is a main concern for all workers, a crucial need of basic right for workplace welfare. Moreover, it is considered as the national agenda of Thailand during 2008-2016. There are many laws and regulations governing safety at workplace, one of the most important law is Occupational Safety, Health and Environment ACT B.E. 2554. This law indicates the roles of specialist or specific person in section 13 as “an employer shall provide the safety officer, personnel, working unit, or group of persons to operate the safety in workplace”. Furthermore, type of workplaces and safety officers are specified by law of the ministerial regulation prescribed the standard of administration and management of occupational, health and environment B.E. 2549. It is stated that the employer of workplace, as defined in Table 1.1 below, must appoint at least one qualified employee to be professional safety officers.

Table 1 Type of workplace and minimal number of worker which required professional safety officers

| Types of workplace | Number of worker |
|---|----------------------|
| (1) Mine, quarry, petroleum or petrochemical business | 2 workers or above |
| (2) Manufacturing industries | 100 workers or above |
| (3) Constructions, maintenance/ repairing units | 100 workers or above |
| (4) Transport of passenger or goods | 100 workers or above |
| (5) Gas or petrol stations | 100 workers or above |

Source: The ministerial regulation prescribed the standard of administration and management of occupational, health and environment B.E. 2549

From above 5 types of workplace, this study only focused on type (2) manufacturing industries. Regarding to the fact that they have significant impact for Thailand's economic and employment. According to the survey report of basic information from Thailand industry census for year 2012 (National Statistical Office, 2013), this type represented about 18.7% of all workplaces and employed total of 42.5 % of Thailand's workers.

Since the industrial revolution in England (1750-1850), there were the increasing demands coming from business competition to satisfy customer needs. It had significantly impacted many factories to expand their productions from Europe to other parts of the world. Therefore during the 1990s, manufacturing goods of all kinds shifted to countries with low labour costs (Gladdol, 2006). Thailand combines plenty of resources (i.e. commodity, service activities and public utilities) as well as cheap labour. Moreover, Thailand is relatively an open country that welcome foreign direct investments (Nikomborirak and et al, 2007: V). Thus, Thailand has become the main manufacturing base for many multinational companies (MNCs). The terms "multinational companies (MNCs)" refer to foreign direct investment companies which fully controlling and operating their business through subsidiary in more than 3 different countries. (Nikomborirakand and et al., 2007).

As a result, all policies, knowledge and technologies must be transferred to subsidiary companies and English plays a crucial role in communication as the global language. In summary, the professional safety officers who work at multinational companies (MNCs) must use English to ensure all policies and safety knowledge from head quarter are implemented effectively and efficiently. However, there still be a question whether the professional safety officers have sufficient English to perform their jobs. The language barriers relating to safety management system has been highlighted by the Dutch MNCs' study published by Lindhout and Ale (2012). The study was based on human error frequencies, and on content of accident investigation

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reports. The results revealed that language issues related risks are seriously underestimated. More specifically, accident investigation method and causal factor categories were found not to be sufficiently representative of the types and magnitudes of these risks. In many cases, poor readability of safety related documents used by the companies were found. Gaps between wrongly translated policies and MNCs' actual best practices were also noticed during the interview with regulators and companies surveyed.

Additionally, Thailand has fully operated ASEAN Economic Community (AEC) in the year 2015 which authorizing free movement of skilled labor throughout the country. This was a real reevaluation for Thailand's workplace as it brought in varieties of nationalities and languages from neighbors' countries. According to the agreement in ASEAN charter, section 34 of the Bangkok Declaration on 15 November 2008 (Thai-AEC, 2013), English is chosen as the working language for ASEAN countries, hence English is more than ever playing a crucial and essential role as the communication tool to connect ASEAN countries together.

Finally, the main causes of inefficient use of English by MNCs professional safety officers are worthwhile to investigate because there is no research exploring in this area. This study would contribute to the understanding of how English skills and functions are used by professional safety officers in MNCs. The result from this study would provide empirical data which would help workplace to build a strong English training program adopted to their needs.

1.2 Research Objectives

The objectives of this study were as follows:

1.2.1 To investigate the importance of English language used in the career of professional safety officers at the workplace in the multinational companies (MNCs).

1.2.2 To investigate level of English skills and functions needed in the workplace.

1.2.3 To compare the level of English skills and functions needed among 3 groups of professional safety officers.

1.2.4 To design a sample of the workplace English training program.

1.3 Research Questions

Following are four research questions, which guided this study of the English language needed for professional safety officers who working MNCs company in Bangkok.

1.3.1 Does English language is importance for the career of MNCs professional safety officers in the workplace.

1.3.2 What level of English language skills and functions are required in the workplace?

1.3.3 What are the difference English language needs among three groups of professional safety officer?

1.3.4 What kind of English training program is needed?

1.4 Conceptual Framework

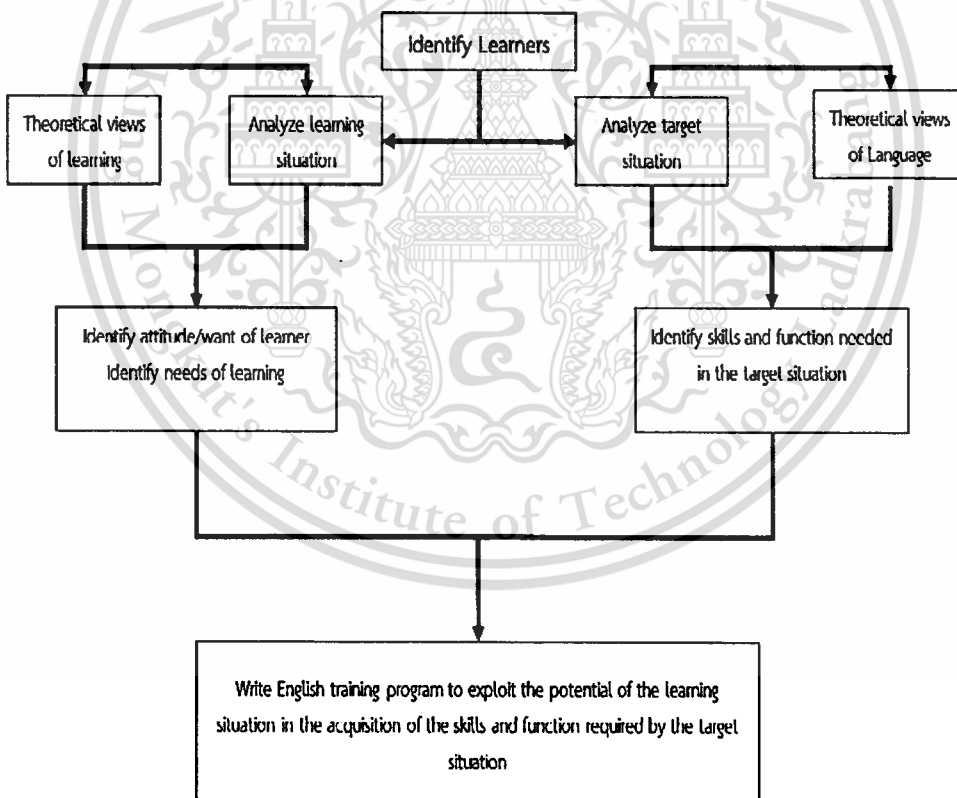


Figure 1.1 Conceptual framework of the study

As shown in Figure 1.1, the conceptual framework of this study based on theories of Hutchinsion and Waters (1987), a learning-centred approach to course design. Therefore the first step was to identify the learners. After that the learning was divided into learning situation and target situation. Through the process of need analysis, the detail of learning situation were identified as an attitude/want of learner and needs of learning. Also with the target situation, the English skills and functions needed were explored. Finally all information gathering became authentic resources to write English training program for professional safety officers.

1.5 Scopes and Limitations of the Study

Regarding the statement and significance of the problem mentioned above, there are 5 types of workplaces with specific number of employee that require the employers to appoint professional safety officers. However this study focused only on manufacturing industries as the majority of the workers (6.60 million) work in factory (Ministry of information and communication technology, 2016: 1). From the availability of reliable resources, all MNCs factories located in three industrial estates, Ladkrabang, Bangchan, and Anyathanee in Bangkok were selected to be the representative for this study (sampling group). More specifically, currently no reliable database of MNCs, therefore preliminary study had been conducted by following three criteria to identify MNCs as; (1) subsidiary must be fully controlled by parent company which are foreign direct investment company, (2) parent company must locate more than 3 countries (included Thailand) and (3) parent company must have the same business as subsidiary (Nikomborirak and et al., 2007: 2-6, 2-7).

1.6 Process of the study

Based on the conceptual framework, the processes were conducted as follows:

1. Planning the survey project: during the planning stage of a survey research project, the initial information were gathered which dealing with the World economic and industry growth in Thailand, Occupational Health and Safety Acts and related regulation, ASEAN Economics Community (AEC), list of Multinational Companies (MNCs) and current English course for Professional officer in university. This information meant not only, to scope the research goals and objectives, but also to formulate tentative survey research questions.

2. Designing the survey instrument: instruments were comprised of survey questionnaire and structured interview.

3. Conducting the validity and reliability test: the Index of Congruency (IOC) by 3 experts and reliability test with 30 professional safety officers were piloted.

4. Selecting samples: the samples of this study were divided into 3 groups; professional safety officers, line managers, and English teachers/instructors. The first group was selected from 64 MNCs in Ladkrabang IEAT, Bangchan IEAT and Anyathanee IEAT and there were total 75 professional safety officers. The second group was line managers of professional safety officers from 64 MNCs and there were 64 line managers. A purposive selection was conducted for the last group of English teachers/instructors from 32 universities where the course of occupational, health and safety were certified by Bureau of Labour Safety.

5. Gathering and compiling survey data: the questionnaires were used with 75 professional safety officers and 73 questionnaires were returned. For the line managers, there were 20 managers who volunteered to participate the structured interviews. Since a time constrained, there were 5 English teachers/instructors from 3 universities replied feedback to contribute with the structured interview.

6. Analyzing survey data statistically: the data were analyzed using Statistical Package for Social Science (SPSS).

7. Analyzing survey data qualitatively: for the recorded interviews, the data was organized by grouping the responses to particular questions together in order to analyze all of the result data. The triangulation was taken in account to provide insights into the data sources themselves rather than the finding. In using multiple perspectives, line managers and English teachers/instructors, the comparison between each perspective provided better view to see which one was the most central and potentially most reliable data sources (Todd, 2004).

8. Reporting survey results: the findings were shown and discussed according to the needs of professional safety officers regard to method of Rossett (1982 cited in Brown, 1995) as below;

8.1 Identifying the English language needs which had been experienced by the professional safety officers.

8.2 Prioritizing to investigate which skills and functions were considered the most important for the professional safety officers to learn.

8.3 Establishing a baseline for the program and delineating the range of abilities among the professional safety officers, in order to plan the starting level, scope and sequence of a program.

8.4 Describing information about participants' feeling and attitudes towards elements of the program.

1.7 Definition of Terms Used

In this study, definition of terms were disseminated as follows:

| | |
|-----------------------------|--|
| Employee | An Employee under the labour protection law and also a person who is allowed to work or to provide benefit for or in an establishment of an Employer, regardless of the name used. |
| Employer | An Employer under the labour protection law and also entrepreneur who allows any person to work for or to provide benefit for/or in an establishment, whether the working or providing some benefit in part or as a whole or a part of production process or business under responsibility of the entrepreneur. |
| Line Manger | The manager who has responsibility to evaluate a performance of professional safety officer. In one company, this person can be country manager, or plant manager or even director depends on the structure of the company. |
| Multinational Company (MNC) | The Foreign direct investment company that consists of production and marketing locate in more than 3 countries. The criteria for this study were: 1) the branch factory of the company which register outside Thailand and control all managements by corporate company, 2) The branch factory registered in Thailand must hold controlling shares by corporate company, 3) The core business of branch factory must be the same as the parent company. |

| | |
|--------------------------------------|--|
| Needs Analysis | The key feature of learner-centred system by gathering information using specific techniques and procedure systematically that will provide the generalizations of linguistics feature in particular situation to develop a course base on the interpretation in order to meet the needs. |
| Occupational Health and Safety (OHS) | Actions or working conditions which are safe from any cause resulting in danger to life, physique, mentality or health arising out of or related to working. |
| Professional Safety Officers | An Employee appointed by an Employer to perform duties on occupational safety, health and environment. By law the term is used as safety officer in professional and they must be qualified as defined in Occupational safety, health and environment Act. But for this study the term will be used as professional safety officers who work at the manufacturing industries with employee more than 100 staffs and they are divided into 3 groups as following; managers, supervisors and officers. |
| The Factory | A building, place, or vehicle which uses a machine from five horsing powers or an equivalent thereof or more which employs seven workers or more with or without any machine for manufacturing, producing, assembling, filling, repairing, maintaining, testing, improving, altering, transporting, keeping, or destroying anything in accordance with the type or kind of factory as provided for in a ministerial rule (Factory Act B.E.2535). |
| Workplace | Each working unit of an Employer where there is an Employee working therein which also being regarded as “Establishments” in Occupational safety, Health and Environment B.E. 2549 (A.D.2006). |

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the existing literatures both in Thailand and other countries in order to scope ideas, theories, methods and related studies. According to the conceptual framework of this study, the learners are professional safety officers thus, the occupational health and safety at works is thoroughly investigated. Then the target situations are assessed in the area of multinational companies (MNCs) and ASEAN in transition. After that, theoretical views of learning and language are examined. Finally, the related research are summarized to study the finding from other related views. The review consists of nine parts as follows:

- 2.1 Occupational Health and Safety at Workplace
- 2.2 Multinational Companies (MNCs)
- 2.3 ASEAN in Transition
- 2.4 English Language Teaching (ELT)
- 2.5 ELT Course Design
- 2.6 Need Analysis
- 2.7 Language Skills
- 2.8 Language Functions
- 2.9 Related Research

2.1 Occupational Health and Safety at Workplace

2.1.1 The Revaluation of Occupational Health and Safety at Workplace

The ultimate goal of industrialization is to minimize production cost as much as possible in order to maximized profits. Therefore, all new technologies of machines, material and methods are always invented. As the result, industrializations have negative side effects on workers' health and safety (Simachokdee & Chalermjirarat, 2001).

The occupational health and safety has been recorded of its significant since 370 years before A.D. by Hippocrates who recorded occupational disease such as Lead hazardous of mine worker. Later during A.D. 1633-1714, Bernardino Ramazzini presented his studies about occupational disease. The study provided prevention and control method. After many literatures had been published, finally England enforced "The Factory Act A.D. 1844" to cover occupational health and safety of workers. Afterwards other countries in Europe and America published the similar laws to prevent and control hazard related to work (Simachokdee & Chalermjirarat, 2001).

In Thailand, the government had to develop Thai occupational health and safety to meet international standard since we became a member of The International Labour Organization (ILO) in 1921. Therefore, during 1928-1939 Thailand established The Controlling of Trade Impact to Public Safety/Happiness Act A.D. 1928, The Public Health Act A.D. 1934, and The Factory Act A.D. 1939 which considered as the fundamental laws and regulation of occupational health and safety in workplace. In terms of occupational health and safety management curriculum, originally established at Mahidol University in 1969. Then, in 1985 Ministry of Interior enforced regulation; indicated workplace with employee over 100 persons must employ "Safety Officer". Subsequently, occupational health and safety management became clearly identify by the Ministerial Regulation on the Prescribing of Standard for Administration and Management of Occupational Safety, Health and Environment B.E. 2549 (A.D.2006) (Simachokdee and Chalermjirarat, 2001).

According to a result of satisfying workplace environment, Figure 2.1 indicates the accident statistic at workplace period 1997-2012 (Office of Workmen's Compensation Fund, 2013) showing continuous decline of worker injury.

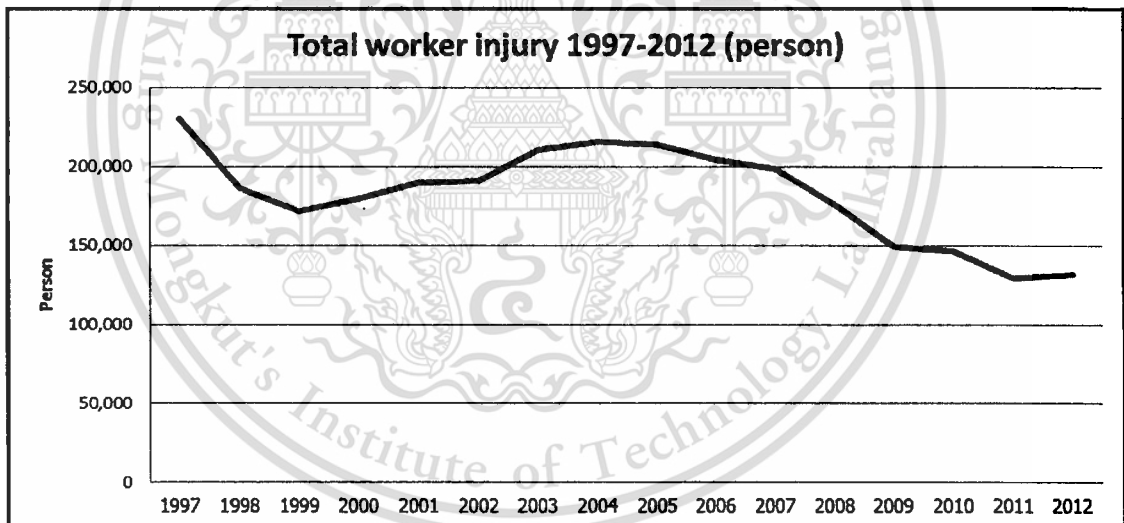


Figure 2.1 The Accident statistics at workplace (1997-2012)

Despite declining number of injury, Figure 2.2 shows the significant number of fatal and disability. To emphasize the importance of occupational health and safety, in 2011 the Ministry of Labour announced the Occupational Safety, Health and Environment ACT B.E. 2554.

Table 2.1 The Accident statistic detail at workplace (1997-2012)

| Year | Total worker injury (person) | Fatal | Disable | Lost of organ | Stop working > 3 days | Stop working < 3 days | Total worker under compensation fund coverage (person) |
|------|------------------------------|-------|---------|---------------|-----------------------|-----------------------|--|
| 1997 | 230,376 | 1,033 | 29 | 5,272 | 68,480 | 155,562 | 5,825,821 |
| 1998 | 186,498 | 790 | 19 | 3,714 | 55,489 | 126,486 | 5,145,830 |
| 1999 | 171,997 | 611 | 12 | 3,396 | 50,239 | 117,739 | 5,321,872 |
| 2000 | 197,566 | 620 | 16 | 3,516 | 48,338 | 127,079 | 5,417,041 |
| 2001 | 189,621 | 607 | 20 | 3,510 | 48,007 | 137,407 | 5,544,436 |
| 2002 | 190,979 | 650 | 14 | 3,424 | 49,012 | 137,879 | 6,541,105 |
| 2003 | 210,673 | 787 | 17 | 3,821 | 52,364 | 153,684 | 7,033,907 |
| 2004 | 215,534 | 861 | 23 | 3,775 | 52,893 | 157,982 | 7,386,826 |
| 2005 | 214,235 | 1,444 | 19 | 3,425 | 53,641 | 155,706 | 7,720,747 |
| 2006 | 204,257 | 808 | 21 | 3,413 | 51,901 | 148,114 | 7,992,025 |
| 2007 | 198,652 | 741 | 16 | 3,259 | 50,525 | 144,111 | 8,178,180 |
| 2008 | 176,502 | 613 | 15 | 3,096 | 45,719 | 127,059 | 8,135,606 |
| 2009 | 149,436 | 597 | 8 | 2,383 | 39,850 | 106,598 | 7,939,923 |
| 2010 | 146,511 | 619 | 11 | 2,149 | 39,919 | 103,813 | 8,177,618 |
| 2011 | 129,632 | 590 | 4 | 1,630 | 35,709 | 91,699 | 8,222,960 |
| 2012 | 131,826 | 717 | 19 | 1,818 | 36,166 | 93,106 | 8,575,398 |

2.1.2 Duties of Professional Safety Officers

The duties of professional safety officers required by the law are as follows:

1. To inspect and to give recommendations to the employer in accordance with the law on occupational safety, health and environment.
2. To indicate possible dangers, including setting and presenting preventive measures and procedures for working safely to the employer.
3. To assess risks in area of occupational safety.
4. To analyze work plans and projects, and as well as recommendations of every working unit; and to give advice on safety measures to the employer.
5. To inspect and assess the operation of the workplace to comply with the work plan and project, or occupational safety measures.

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6. To give advice to the employees to follow the regulation and guidance
7. To give advice, teach and train the employees to work safely and without any risk of dangers.
8. To examine and appraise the working conditions, or to work jointly with a person or an organization registered with the Department of Labour Protection and Welfare for certification, or to examine evidences, documents, and report of the inspection of working conditions in the workplace.
9. To give recommendations to the employer on the appropriate management of occupational safety in the workplace, and develop it for ongoing efficiency.
10. To analyze and investigate the causes of accidents, illness or annoyance resulting From working of the employees, and make a report of the investigation, together with suggesting resolution, promptly to the employer.
11. To compile statistical data, analyze, make a report and to give recommendations on accident, illness or annoyance caused by working of the employees.
12. To conduct other occupational safety activities as assigned by the employer.

In summary, the professional safety officer is an important position to bring about the health and safety into workplace and play significant roles in the company. The lists of duties, as described by law, were used as guideline to created questionnaire in order to investigate connection of English language functions.

2.2 Target Situation - Multinational Companies (MNCs)

After globalization during 20th century, many well-known companies expanded their businesses into countries where the labour was cheap in order to minimize their cost. Then the term “multinational companies (MNCs)”, first came into figure.

2.2.1 Multinational Companies (MNCs)

A MNCs is also called as multinational enterprise (MNE) or transactional corporation (TNC). It is a corporation business enterprise with manufacturing, sales, or service where their subsidiaries located in one or more foreign countries. It can also be referred to as an international corporation. The definition is explained as a corporation that has its facilities and other assets in at least one country other than its home country. Such companies have offices and/or factories in different countries and usually have a centralized head office where they co-ordinate global

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management. Very large multinationals have budgets that exceed those of many small countries.

For this research, the MNCs were based on criteria from the study of Nikomborirak and et al. in 2007. They defined the MNCs as follows;

1. The Foreign direct investment company that consists of productions and markets locate in more than 3 countries.
2. The subsidiary must be full controlled by the corporate company as the criteria following; the branch factory of the company which register outside Thailand and control all managements by corporate company. The branch factory registered in Thailand must hold controlling shares by corporate company.
3. The core business of branch factory must be the same as the parent company.

2.2.2 The Communication Issues in Multinational Companies (MNCs)

The communication barrier over MNCs shown in Grosseck's (2012) study which separated multination corporations into 2 types as follows:

Classical multinational corporations which have their headquarters in the country of origin. They operate in many countries but they still have a strong national identity.

Modern multinational corporations, on the other hand, are more flexible to local cultures, which is visible through the creation of a corporate identity.

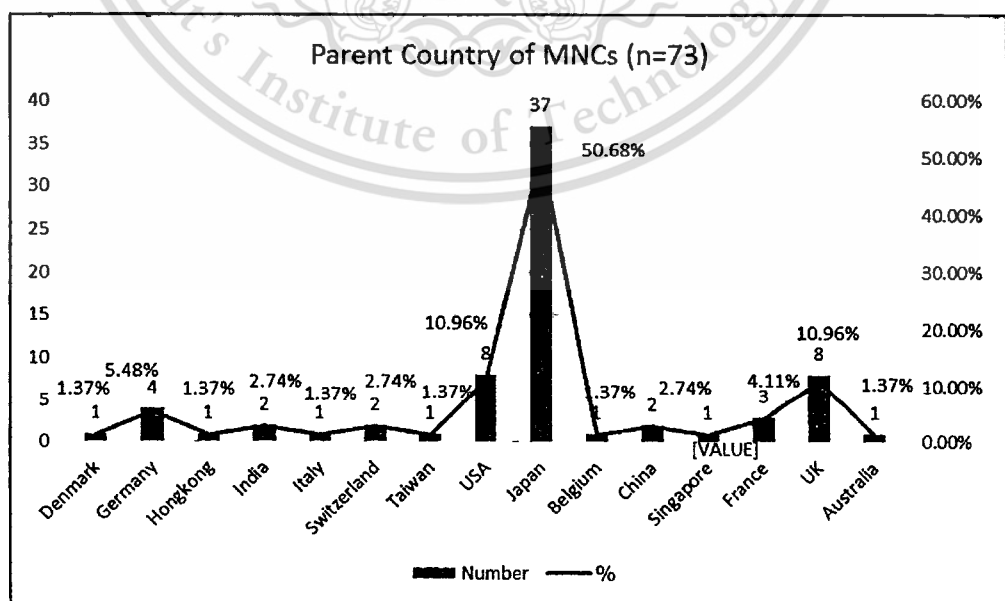
Grosseck suggested that the foundation of MNCs created workplace where people with different cultures, that is, people with different conventions, habits and behavior patterns. These variety of background causes communication difficulties. If the structure characteristics have been identified and worked out, it gradually becomes possible to understand and break them down, which is actually leading to the elimination of the communication problems.

The growth of MNCs in Thailand and pattern of equity participation was studied by Brimble and Urata (2006), the result identified many MNCs in Thailand were established in the 1980s and 90s. The western MNCs had higher equity shares than those from Japan or Asia. Thai government was keen on developing its own automobile industry by limiting foreign influence. The size distribution of employment by the affiliates showed similar patterns among Japanese, Asian, and Western MNCs, and it was also similar between automobile and electronics sectors.

Language burden in communication also noted by Hazing and Pudelko (2013) who investigated the quantitative overview of language competencies, policy and practices in MNCs. The research took participant from more than 800 subsidiaries, located in thirteen different countries with headquarters in more than 25 different countries, which were segregated into four distinct home country clusters.

The result indicated there were distinctly different conditions in terms of the use of a corporate language. Asian countries were highly ethnocentric in using their home country language, however their subsidiary located around the world. Therefore, English was their tools of communication. Nordic countries, in contrast, have adapted completely to the globally dominant language, English; Anglophone countries by definition do not need to adapt to the dominant language as it is their native idiom; and other European countries fall in between their Northern European neighbors and Asian countries, while being much closer to the former than the latter. Consequently, they suggested to be vigilance of generalizations which do not take into consideration the vast differences in language groups across countries or country clusters.

In summary, communication skills and proficiency English needs in MNCs business, communication problem and pattern of equity participation understanding are the issues which MNCs are facing at the moment both in global and in Thailand. As most of MNCs workplace and business also fall under the definition of the Ministerial Regulation on the Prescribing of Standard for Administration and Management of Occupational Safety, Health and Environment B.E. 2549 (A.D.2006). On one hand, the professional safety officers must be employed. More specifically, the result from the questionnaires shown in Figure 2.3, revealed the majority of MNCs were from Asian countries. Consequently, English is the communication tools for the professional safety offices. From previous study about the constraints of English proficiency, leading to the doubt to the English language needed for Thai professional safety officers.



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2.3 Association of Southeast Asian Nations (ASEAN) in Transition

The idea of globalization and the hi-speed revolution of demographic, economic, technological and long-term trend in society have driven our world into the era of trading competition. Regarding the study of Shell Scenarios team in 1970s, it is designed for their leader to make better decision for business. In 2006s, they forecasted the future global business environment in period of 2000-25 as shaped by three major forces; (1) a need for security, (2) a need to maintain social cohesion, and (3) liberalization and free market forces. As the driven of these three forces and in order to strengthen capability of the market share, many regions expedite the reunion of the countries within the same region.

2.3.1 The Establishment of ASEAN

In order to strengthen the ability to compete with other region, the Association of Southeast Asian Nations, or ASEAN, was established on 8 August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration (Bangkok Declaration) by the Founding Fathers of ASEAN, namely Indonesia, Malaysia, Philippines, Singapore and Thailand. Then Brunei Darussalam joined in 7 January 1984, following by Viet Nam on 28 July 1995, Lao LDR and Myanmar on 23 July 1997, and Cambodia on 30 April 1999, thus making up ASEAN consist of 10 Member States with total population over 600 million (ASEAN, 2013).

The ASEAN main aims to accomplish within 2020 or so call "ASEAN vision 2020", on a harmony of Southeast Asian nations, outward looking, living in peace, stability and prosperity, bonded together in partnership in dynamic development and in a community of caring societies. Then the Leaders agreement were made at the 9th ASEAN Summit in 2003 that an ASEAN Community was established with the clear and straight forward roadmap. After the 12th ASEAN Summit in January 2007, the Leaders signed off their commitment to expedite the establishment of ASEAN Community by 2015.

The ASEAN Community is consisted of three pillars, namely the ASEAN Political-Security Community, ASEAN Economic Community and ASEAN Socio-Culture Community.

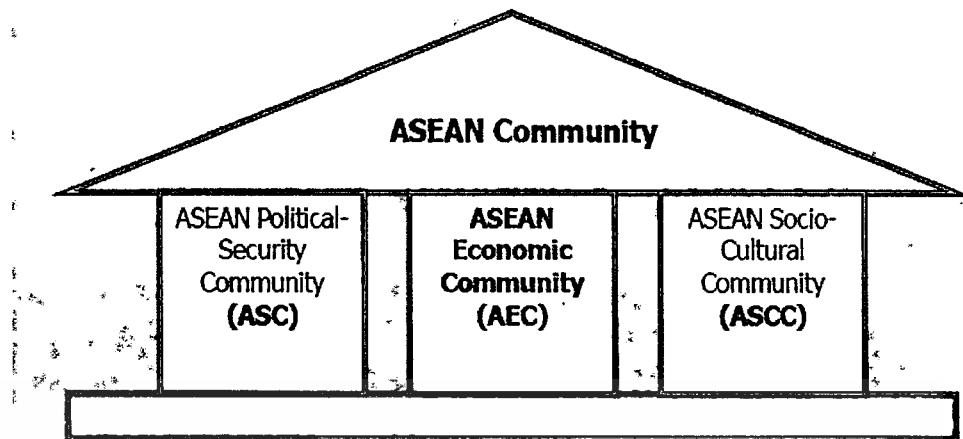


Figure 2.3 ASEAN Community and the three pillars (Veerasombut, 2013)

Each pillar has its own blueprint, and, together with the Initiative for ASEAN Integration Strategic Framework and Work Plan Phase II (2009-2015), they form the Roadmap for and ASEAN Community 2009-2015 (ASEAN, 2013).

2.3.2 ASEAN Economic Community (AEC)

AEC has been promoted recently over the media. The goals of this pillar are creating economic stability in the region and build capability to compete in the high competitive global economy. AEC aims to achieve the following key characteristics: (a) a single market and production base, (b) a highly competitive economic region, (c) a region of equitable economic development, and (d) a region fully integrated into the global economy. In summary, the AEC will transform ASEAN into a region with free movement of goods, services, investment, skilled labour, and freer flow of capital (Thai-AEC, 2013).

2.3.3 The Effects of AEC to Workplace Environment

Regarding to the ASEAN Framework Agreement on Services (AFAS), as the part of free movement of service, the member has committed to completely open the service market, equitable practice to labour from ASEAN member and eliminate trading constraints, therefore the standard qualification of skilled labour were made under the Mutual Recognition Arrangements (MRAs), starting in 7 careers which are engineer, nurse, doctor, dentist, architect, explorer and accountant. Under the MRAs, these careers will be facilitated to work in ASEAN countries to expand their income and experiences. On the other hand, Thailand workplace has definitely been penetrated by the labour from ASEAN member as well. Despite the study of Chalernsuk (2011) about the effects of the opening free-trade in Thailand through

Thailand labour's market, he concluded that Thai labour will face the difficulties of English inefficiency to compete in with other ASEAN member.

In conclusion, Thailand must expedite the revolutions in various areas in order to catch up with the ASEAN community transition. English inefficiency has become one of the constraint among current Thai and Thai's labour to compete with other ASEAN in business and labour market. For professional safety officers, variety of ASEAN labour would impact to their duties because professional safety officers, as defined by law, must train occupational health and safety for every new workers, write the safety rules and manual, also need to communicate safety program and present to management. Therefore, English become communication tool to perform their works. In other word, it is essential to study on what English language needed and what kind of English training program would be appropriate for Thai professional safety officers in the current work force.

2.4 English Language Teaching (ELT)

English has become ASEAN's working language and the global with the increasing numbers of English speakers year after year. Graddol (2006:107) note that there will be about 3 billion English speakers by the year 2040 and by the influence of English as a global language the way of English Language Teaching (ELT) has been adjusted.

The former professions and disciplines have differentiated English for Specific Purposes (ESP) into English for Academic Purposes (EAP) as the learner require English for academic study and English for Occupational Purposes (EOP) if they wish for work. The difference between English as Foreign Language (EFL) and English as Second Language (ESL). However by the forces of internet users and English as global language (Graddol: 2006), these distinctions has become difficult to sustain. Harmer (2007) describes two reasons of the difficulty as firstly, many communities are now multilingual so it does not make English as foreign nor a second language. Secondly, nowadays many student of EFL use English in a global context and English for international communication, especially on the Internet. Therefore with the transition like this, it can be understand to blur the former distinction and realize English as English to Speaker of Other Language (ESOL). Recently a new term, English as a Lingua Franca (ELF) has become a focus for much discussion according to the use of two people who do not share the same language and for whom English is not their mother tongue. Furthermore, it seems non-native speakers have better at ELF communication than native speakers. As English gathers momentum as the main language of international communication, it is perceived as

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In order to design the appropriated course for learners, a developer needs to set process of designing. There are many frameworks of process invented by linguists such as the classic model from Stenhouse (1975), Taba (1962), Tyler (1949) and the recent models from Brown (1995), Johnson (1989), Nunan (1988), Richards (1990) and Yalden (1987). However, the framework developed by Graves (2000) in Figure 2.5 is shown differently as framework demonstrates as a flow chart and the processes are described as verbs, not nouns.

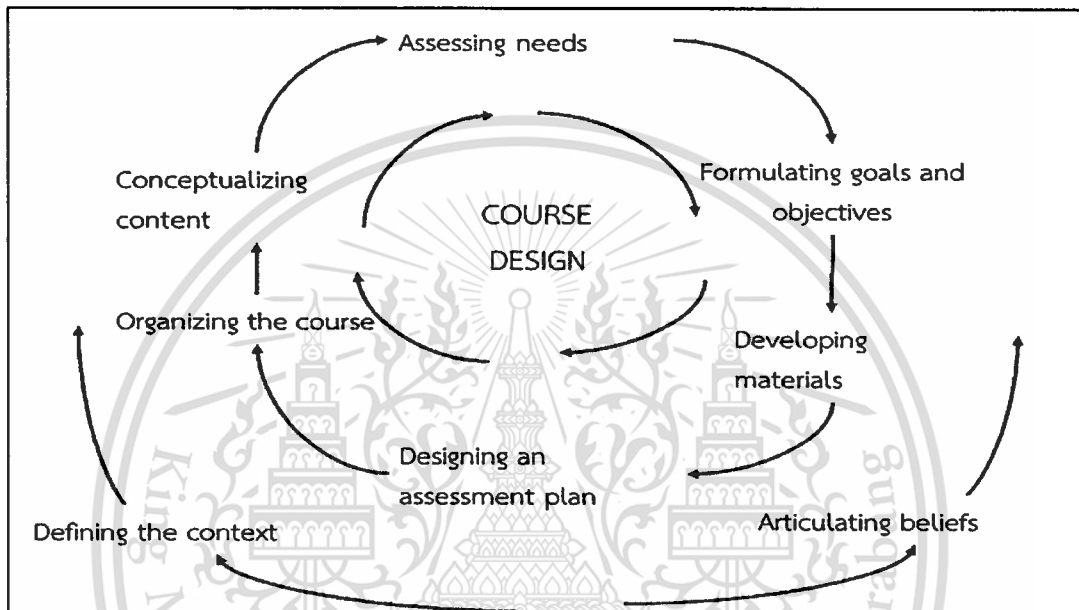


Figure 2.4 A Framework of Course Development Processes (Graves, 2000)

Figure 2.5 indicates that most of the models of ELT course design outline of the general curriculum planning process, starting from needs analysis, and ends-means specification as the underlying paradigm. Therefore, needs analysis still be, and always be, a vital prerequisite in course design process (Todd, 1997).

2.5.1 The Conceptualizing Content

Graves (2000) highlights three concepts of language learning content as; language, learning and the learner, and social context. Moreover, they are categorized in Figure 2.6 below.

Table 2.2 Categories for Conceptualizing Content (Graves, 2000: 43)

| Focus on Language | | |
|---------------------------------------|----------------------|-------------------------|
| linguistic skills | situations | communicative functions |
| topics/themes | tasks | listening |
| competencies | speaking | writing |
| content | reading | Genre |
| Focus on Learning and Learners | | |
| affective goals | interpersonal skills | learning strategies |
| Focus on Social Context | | |
| sociolinguistic skills | sociocultural skills | sociopolitical skills |

Furthermore, Graves (2000) explained in Figure 2.6 that the boundary of the categories are not fixed and they overlap and connect with other categories. When designing course, one component will include other components. In addition, this concept include both “what” -knowledge, and “how”-skills or activities that learner will learn it.

The trend of current course design are the integration skills (Brown, 1994, Graves, 2000, Harmer, 2007). However, what would be appropriate proportions and how to organize the context of the course, need to be investigated.

2.5.2 The Input and Output

Harmer (2007) simulates in details about the interaction between four skills as input and output. He explains that in the classroom, the input can be in many forms. Teachers provide massive language input, as doing audio material in the classroom and the variety of reading texts that students are exposed to. Students may ready extensively or listening to podcasts. They may interact with other English speakers both inside and outside classroom. Figure 2.7 below shows the dynamic relationship between input and output.

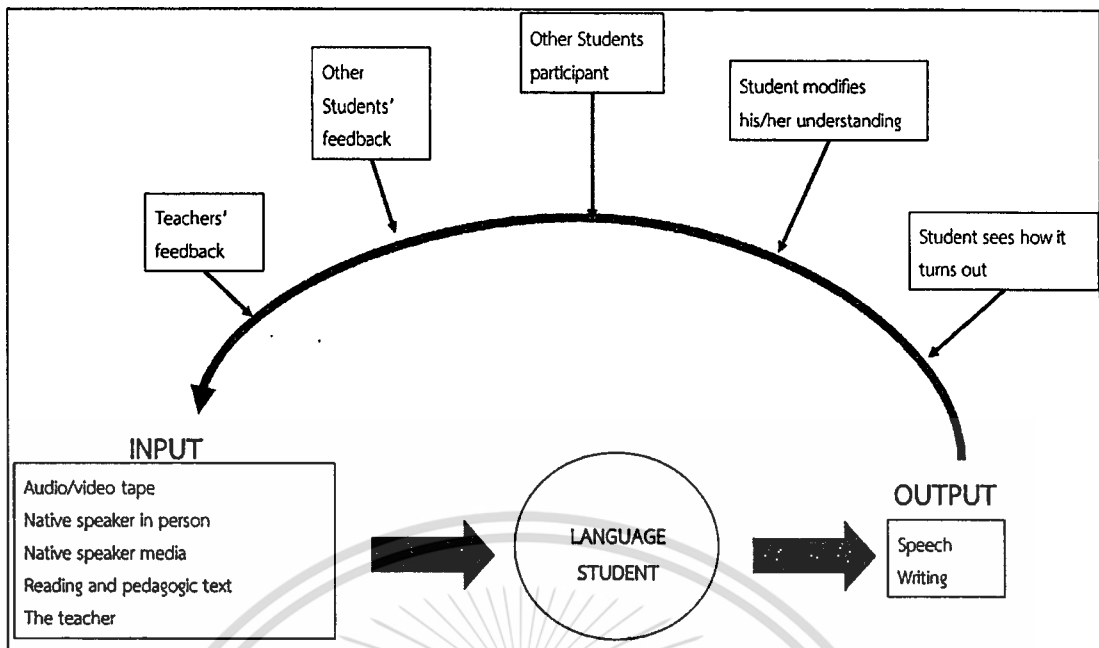


Figure 2.5 The Circle of input and output between four skills

2.5.3 The Models of Skills Integration

Another point of views about skills integration also described by Brown (1994) that there are five models in common use as follows:

2.5.3.1 Content-based Teaching: this model allows for the complete integration of language skills. As the instructor plans a lesson around a particular sub-topic of a subject matter area, a task becomes one of how best to present that topic or concept or principle. Therefore at least three of the four skills would be involved such as reading, discussing, solving problems, analyzing data, writing opinions and reports.

2.5.3.2 Theme-based Teaching: the instruction provides an alternative to what would otherwise be traditional language classes by structuring a course around themes or topics. It can serve the multiple interests of students in a classroom and can offer a focus on content while still adhering to institutional needs for offering a language course.

2.5.3.3 Experiential Learning: this model is closely overlap between content-based and theme-based instruction. There are activities to engage both left and right brain processing, contextualize language, integrate skills and point toward authentic purposes. Experiential learning tends to put an emphasis to psychomotor aspects of language learning by involving learners in physical actions into which language is subsumed and reinforced. Through action, learner are drawn into a utilization of multiple skills.

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2.5.3.4 The Episode Hypothesis: a type of instruction that motivate learners to continue practicing skill involved in the content than in the language, therefore increasing its episodic flavor. The interaction of cognition and language enables learners to form “expectancies” as they encounter either logically or episodically linked sentences.

2.5.3.5 Task-based Teaching: the model specifies what a learner needs to do with the English language in term of target and organize a series of pedagogical tasks intended to reach those goals. In task-based instruction, the priority is not the bits and pieces of language but rather the functional purposes for which language must be used. While content-based instruction focuses on subject-matter content, task-based instruction focuses on a whole set of real-world task themselves.

In conclusion, the product of this study would be example of English training program in workplace. Using these ideas of theoretical view of language to contribute the findings of language skills and functions needs for professional safety officers, the program would become authentic to perform their duties at workplace.

2.6 Needs Analysis

Needs analysis has been an important feature of ESP (English for Specific Purposes), EAP (English for Academic Purposes) and adult education courses (Graves, 2000). Need is referred to the ability to understand and/or produce the linguistic feature of the target situation (Hutchinson & Waters, 1987). The process could be conducted through need analysis which is a systematic and ongoing process of gathering information about students’ needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs (Graves, 2000).

From many views above, need analysis is still be essential tool to develop a course in ELT. As a view of dialogue between people, it is a starting point of the teaching learning process. It is based on the belief that learning is not simply a matter of learner absorbing pre-selected knowledge the teacher gives them, but is a process in which learners-and other-can and should participate. It assumes that needs are multi-faceted and changeable. When needs assessment is used as an ongoing part of teaching, it helps the learners to reflect on their learning, to identify their needs, and to gain a sense of ownership and control of their learning it established (Graves, 2000).

Regarding the conceptual framework of this study, for the needs analysis process, researcher would explore the implications of target need (i.e. what learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn).

2.6.1 Target Needs

Target needs is something of an umbrella term, which in practice hide a number of importance distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants.

1. Necessities can be defined as the type need determined by the demands of the target situation, that is, what learner has to know in order to function effectively in the target situation.

2. Lack is the gap between the target proficiency and the existing proficiency of the learners.

3. Want is the view of the learners on what their needs are.

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process (Hutchison and Water, 1987).

2.6.2 Learning Needs

As the result of the target situation assessment, lacks, necessities and wants are identified. However, instructors need to understand the essences of factors on how to approach to target situation (Hutchinson and Water, 1987).

2.6.3 The Process of Needs Analysis

The process of need analysis involves a set of decisions, actions and reflection that are cyclical in nature (Graves, 2000):

1. Deciding what information to gather and why
2. Deciding the best way to gather in: when, how and from whom
3. Gathering the information
4. Interpreting the information
5. Acting on the information
6. Evaluating the effect and effectiveness of the action
7. Deciding on further or new information to gather

In conclusion, key factors to conduct needs analysis is to apply learner-centred system by gathering information using specific techniques and systematic procedures to recognize theoretical views of language in target situation. Finally, the finding would lead to an approach on the interpretation in order to understand learners' needs.

In this study, the researcher conducted the needs analysis by using questionnaire and structured interview. According to the conceptual framework of this study, it is deliberated to be the most essential tools and frequent used to analyze learning situation and target situation.

2.7 Language Skills

In order to master the English language, the abilities of the four skills, listening, speaking, reading and writing must be acknowledged by learner.

In teaching the 'four skills'- listening, speaking, reading and writing- the emphasis will usually be firmly on fluency. These four skills aim to develop learner's facility in receiving and conveying message, with a corresponding lowering of emphasis on accuracy (Ur, 1996)

Grave (2000) described language skills as the channels or modes for using and understanding the language. They are sometimes called the macro skills of language. Conceptualizing language as discourse-stretches of sentences connected for a purpose either in speaking or writing-means moving beyond language at the sentence level, and beyond inventories of functions and learned dialogues. Learning the four skills involves understanding how different text types serve different purposes, and how texts are organized, so that one can understand them-through listening or reading-and product term-through speaking or writing.

When one (or more) of the four skills is organizing principle for a syllabus. It means that emphasis on learning the skill itself, as distinct from using the skill for another purpose. Furthermore, Hinkel (2006, cited in Harmer, 2007) also emphasized that "it is hard to discuss about skills in insolation due to people employ incremental language skills not in isolation but in tandem".

In summary, four skills –reading, writing, speaking and listening, there are divided into two type. Firstly, receptive skills are a term used for reading and listening. Secondly, productive skills are the term for speaking and writing skills (Harmer, 2007). However, to emphasize the quote by Hinkel (2006) as above, receptive skills and productive skills support each other in a number of ways. Speaking or writing is significantly influenced by what speaker or author hear and see. For example, the discussion about the topic always be effective ways for preparation of reading or listening comprehension. Thus, goods ELT program should integrate all four skills.

From the survey in this research, the level of English language needs was focused for all four skills. However, the investigation was consisted of different point of view from three groups, professional safety officers, line managers and English

teachers/instructors, therefore result reflected the various level of needs in diverse views. The integrating skill and language work would be considered useful to develop English training program at workplace.

2.8 Language Functions

Brown (1987) suggested that the culmination of language learning, however, is not simply in the mastery of the form of language which deal with the internal grammatical structure of words, but the mastery of forms in order to accomplish the communicative *functions* of language. Mastery of vocabulary and structures will not give any benefit if learners cannot use those forms for the purpose expressing thoughts, ideas, and feeling between speaker and hearer, or writer and reader. While forms are the manifestation of language, functions are the realization of those forms. The pragmatic purpose of language – the use of signs and symbols for communication- is thus the final and ultimate objective of the second language learner.

Halliday (1973, cited in Brown; 1987) provided the explanation of language functions, used the term to mean the purposive nature of communication, and outline seven different functions of language:

2.8.1 The instrumental function serves to manipulate the environment, to cause certain events to happen. Sentence like “This court finds you guilty,” “On your mark, get set, go:” or “Don’t touch the stove” have an instrumental function; they are communicative acts which bring about a particular condition.

2.8.2 The regulatory function of language is the control of events. While such control is sometimes difficult to distinguish from the instrumental function, regulatory functions of language are not so much the “un leashing” of certain power, as the maintenance of control. The regulation of encounters among people- approval, disapproval, behavior control, setting laws and rules, are all regulatory features of language.

2.8.3 The representational function is the use of language to make statements, convey facts and knowledge, explain, or report-that is, to “represent” reality as one sees it.

2.8.4 The interactional function of language serves to ensure social maintenance which requires knowledge of slang, jargon, jokes, folklore, cultural mores, politeness and formality expectations, and other keys to social exchange.

2.8.5 The personal function allows a speaker to express feeling, emotions personality, and “gut-level” reactions. A person’s individuality is usually characterized by his or her use of the personal function of communication. In the

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personal nature of language, cognition, affect, and culture all interact in ways that have not yet been explored.

2.8.6 The heuristic function involves language use to acquire knowledge, to learn about environment. Heuristic functions are often conveyed in the form of questions that will lead to answers.

2.8.7 The imaginative function serves to create imaginary systems of ideas. Telling fairy tales, joking, or writing novels are all uses of the imaginative function. Through the imaginative dimensions of language we are free to go beyond the real word to soar the heights of the beauty of language itself, and through that language to create impossible dreams if we so desire. (Brown, 1987; 203)

In summary, from the duties of professional safety officers as described by the law, the instrumental function may be used to cascade safety knowledge to workers, the regulatory function to set up policies and procedures in order to enforce safety principles, the heuristic function to evaluate risk and investigate accident at workplace, and the representational function to present safety program/project to management. One of the aims of this research is to focus in detail of what functions are used in what kind of activities for professional safety officers.

2.9 Related Research

This section is a review of related research in both foreign countries and Thailand. Using the findings from these research studies are a guiding context, the findings would be strengthen in terms of consistency and effectiveness.

2.9.1 Research in Foreign Countries

Table 2.3 The Summary of related research from foreign countries

| Author(year) | Nationality | Research title | Finding |
|-------------------------------|-------------|--|---|
| Scheirlingck (2000) | Netherlands | Language needs in business of EU MNCs | Writing Skill is necessary. Speaking skill is important. |
| Trajkovski & Loosemore (2006) | Australia | Safety implications of low English proficiency among migrant construction site operative | Language issue is implication for occupational, health and safety risk. |
| Rogerson-Rovell (2006) | UK | Using English in international business: A European case study | They realized to use strategies to overcome language barrier. |

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Table 2.3 (Continued)

| Author(year) | Nationality | Research title | Finding |
|--------------------------|------------------------|---|--|
| Kaur & Clarke (2009) | Malaysia | Analysis the English language needs of Human Resource staff in multinational companies | English is importance and HR staff perceives they did not do well in speaking, reading and writing skills. |
| Kassim and Ali (2010) | Malaysia | English communicative events and skills needed at the workplace: Feedback from the industry | Emphasis should be put on oral, rather than written, communication skills. The important communication event are: teleconferencing, networking for contacts and advice, and presenting new ideas and alternative strategies. Fluency in the English is seen as an opportunity in the engineering filed to advance toward becoming a global engineer. |
| Spence & Liu (2013) | Taiwan | Engineering English and the high-tech industrial: A case study of English needs analysis of process integration Engineer at a semiconductor manufacturing in Taiwan | Highly frequent writing and reading, oral skill in particular events. |
| Harzing & Pudelko (2013) | -Australia -Germany | Language competency, policies and practices in multinational corporations: A comprehensive review and comparison of Anglophone, Asian, Continental European and Nordic MNCs | English is working language. Difference meaning of language used in Asian, Nordic, Anglophone and European. |

Scheirilingk (2000) described the language needs in business of European MNCs as written skills at an advance level was necessary and oral skill are even more signified by recruiters. He also concluded that the impact of new technologies on language use is the need for better communication skills increases, especially writing skills (particularly e-mail) and proficiency in English.

Trajkovski and Loosemore (2006) studied the Safety implications of low-English proficiency among migrant construction site operatives in Australian construction industry. The research investigated the extent of this problem and its implications for occupational health and safety risks. A need is identified to provide mandatory safety training in languages other than English and to supplement this with translated print material.

Rogerson-Revell (2006) examined a larger scale study by investigating the use of English as a lingua franca in international business meetings. The paper summarized the findings of a questionnaire exploring the use of English for International Business (EIB) by a particular European business organization. The analysis shows awareness by many participants of some of the strategies that can be used to overcome them the English language barrier.

Lindhuat and Ale, (2009) explored the language issues are not picked up as a safety risk on the shop floor by current safety management systems. The researcher investigated the nature of language issues related danger in literature, by experiment and by a survey among the Seveso II companies in the Netherlands. The result demonstrated by means of triangulation with different investigative methods that language issue related risks were indeed underestimated.

Kaur and Clarke (2009) investigated the needs of Human resource (HR) personnel of multinational companies and discovered that they are expected to possess good English language skills. The study was conducted to 25 staff and three managers from the HR departments of two American multinational companies in Penang, Malaysia using questionnaires and interviews. The findings emphasized that communicative events were perceived as very important by the respondents and also revealed that the HR staff from both companies perceived that they did not perform well in speaking, reading, and writing skills.

Kassim and Ali (2010) investigated the English language needs by using questionnaire with engineers of 10 multinational chemical companies all around Malaysia. The finding revealed that oral skills should be emphasized rather than written, communication skills. The important communication events are: teleconferencing, networking for contacts and advice, and presenting new ideas and alternative strategies. Fluency in the English is seen as an opportunity in the engineering field to advance toward becoming a global engineer.

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Spence and Liu (2013) researched an English needs analysis of process integration engineers at a semiconductor manufacturing company in Taiwan by conducted online survey-questionnaires and structured interview questions. The results show that engineers encountered huge English communicative events similar to other Asia-Pacific nations, including highly frequent writing and reading events such as email, reports, and memos, while common oral events include meetings, teleconferences, and presentations. They also discover the need with oral skills being in particular demand for customer visits and relationship building and the suggestion were recommended for authentic training in specific areas such as genre-specific writing (i.e., email vs. reports vs. memos), CMC communication (i.e., telephony and teleconference), and delivering presentations.

Hazing and Pudelko (2013) explored the quantitative overview of language competencies, policy and practices in MNCs. The study surveyed more than 800 subsidiaries, located in thirteen different countries with headquarters in more than 25 different countries, which were segregated into four distinct home country clusters. The result indicated there are distinctly different conditions in terms of the use of a corporate language: Asian countries are highly ethnocentric in using their home country language; Nordic countries, in contrast, have adapted completely to the globally dominant language, English; Anglophone countries by definition do not need to adapt to the dominant language as it is their native idiom; and other European countries fall in between their Northern European neighbors and Asian countries, while being much closer to the former than the latter. Consequently, they suggested to be vigilance of generalizations which do not take into consideration the vast differences in language groups across countries or country clusters.

2.9.2 Research in Thailand

Table 2.4 The Summary of related research in Thailand

| Author(year) | Research title | Finding |
|-----------------|--|---|
| Yeethong (1986) | The Study of the Needs for English Language in the profession of Engineering | Skill for academic: listening, speaking, reading Alumni: reading skill is importance Improving: listening & speaking for student, speaking for subject teacher and reading for English teacher. |

Table 2.4 (Continued)

| Author(year) | Research title | Finding |
|--------------------|--|--|
| Sawaroporn (1998) | Jobs Analysis as A Basis for Determining Needs and Problems in the Use of English Language for Nurses | English is important, especially in reading and found problem in listening. |
| Rattanamon (2002) | English Language Used at Workplace for Thai employee in MNCs: Case Study at ETA (Thailand) Co., Ltd. | Frequent used in reading Improving: speaking, listening, translating, writing and reading respectively. |
| Chalardsit (2007) | Problem, Causes and Proposed Solution in Using English in the Workplace of Thai Engineers in the Automobile Industry Promoted by BOI in the Eastern Industrial Estates | Frequent use in reading Problem in listening to seminar, reporting project orally, reading project detail and writing project progression. |
| Hart-Rawong (2008) | Internationalizing English Language Education in Thailand: English Language Program for Thai Engineers | Lack of listening and speaking Reading and writing problem with unknown words and using incorrect grammatical rules |
| Sukgum (2014) | Need Analysis on English for Thai Massage Therapists in Kanchanaburi Province and a Sample of Syllabus Design | Listening skill was the most important, followed by speaking. Three most pertinent functions were request, comments or complaints and explanation. |
| Teekawanich (2014) | English Needs Analysis of Thai Cuisine Chefs and A Sample of Syllabus Design | Listening skill was the most important, followed by speaking, reading and writing respectively. The most frequent Functions found in cooking instruction. The course should be emphasis in conversation and dialogue practices. |

Yeethong (1986) explored the English language needs of 247 students, 43 subject specialist teachers, 5 English teachers, 50 alumni and 38 alumni's employers at Khon Kaen Campus. The finding indicated that for academics situation regarded

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listening, speaking and reading as important, in the other hand, alumni and employers indicated listening, speaking and writing are never used but often use reading in job situation. The students perceived the need to improve listening and speaking skills, while subject teachers perceived as improving speaking skill. English teachers perceived as improving reading. As a result, the researcher suggested in order to design an appropriate ESP courses, syllabuses, materials, not only the target situation needs in terms of necessities, lacks and wants but also learning situation needs should be taken into account. Also, there should be a link among students, subject teachers and English teachers with the alumni and the employers so that there is a relationship both in academic situation and in job situation.

Suwaroporn (1998) carried out the examination of the job analysis to determine needs and problems in the use of English for nurses. The study took place at Chulalongkorn hospital which subjected to 291 nurses and the result revealed that English is important in nursing professional, especially for reading and also found problems in listening. Regarding the survey, there was not different impact among the position however the impact plays significant roles among the department.

Rattanamon (2002) investigated the problems of English use at work of Thai employee in multinational company: a case study at ETA (Thailand) Co., Ltd. The result from 200 participants indicated that the majority revealed using English through the pattern of using computer and demand of reading skills to get information also important. In contrast, the study also reflects the want of employees to improve their speaking, listening, translating, writing and reading respectively. The education and position level also the significant factor for English using.

Chalardsit (2007) investigated the problems, causes, and proposed solution for English using in the workplace of Thai engineers in the automobile industry. The study located at the area of automobile industry promoted by BOI in the Eastern Industrial Estate and consisted of 192 Thai engineers. The result revealed English was used in the workplace at an immediate level and the most used skill was reading. For English functions engineers had problems in listening to seminar, reporting project orally, reading project details and writing project progression. Causes of problems in using English were unfamiliarity with speakers' accents, limited vocabulary, and lack of understanding with idioms or slang. The study also compared the level of English language used among managers, supervisors and officers and the finding highlighted the difference shown in listening and speaking skills. Chalardsit identified that the engineers with higher education, lots of work experiences or executives, used English in the workplace most often and had least problems in using English.

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Hart-Rawung (2008) explored the English language program for Thai engineers in area of automotive engineering. The researcher used multi-faceted research strategy which consists of 145 questionnaire surveys for general Engineers and 26 questionnaire surveys for managing Engineers, in-depth interview with 3 interview schedules were delivered to 5 executive staffs, 5 foreign professionals and 8 Thai ESP teachers and case studies in both workplace and class survey. The result indicated the engineers' English competence acts as a global passport, for them and their organization, in entering the globalized automotive trade place. For engineer employment market, the business communication in four skills is a necessary qualification, however the result also reflected that Thai engineers lacked of sufficient competence in listening and speaking, especially for face-to-face communication which most engineer acknowledged as the greatest difficulty. Besides improving reading and writing skills is also of consideration demand and dealing with unknown words and using grammatical rules correctly and appropriately were the area the engineers would like to advance.

Sukgum (2014), examined the needs of Thai massage therapists in Kanchanaburi province. The finding revealed listening skill was the most important required as it was the most frequent used in their routine jobs, followed by speaking. Three most pertinent functions were; request, comments or complaints, and explanation. The English vocabularies needed in their job were group of phrasal, herbs and adverbs.

Teekawanich (2014), conducted the needs analysis of Thai cuisine chefs with a groups of 135 participants. The finding indicated that Thai cuisine chefs needed listening skill to perform their work, followed by speaking, reading and listening respectively. Furthermore, in terms of language functions, she discovered cooking instruction reflected the mostly needed, followed by explaining ingredients, and recipe respectively. The product of her study was the sample syllabus designs which were emphasis in conversation and dialogue practices. The learning texts were suggested to include more photo and pictures.

In conclusion, both international and Thailand studies have found the growing awareness in English communication and proficiency various levels. However, there are still different results between international and Thailand research. It appears that international research indicated writing skills (especially writing e-mail) was the common needed, while other skills were variance depend on career and position. On the other hand, Thai researchers found that reading and listening were the essential skills to perform tasks at workplace. It is obvious that Thai staffs tend to use more receptive skills rather than productive skills. These maybe the fact, Thai staffs do not practically use English through direct

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communication. On the whole, the common suggestions from both research, were to develop on authentic training to improve staff communication skills and proficiency in English at workplace.

The findings of both international and Thailand were useful as the guideline to create a questionnaire survey and structured interview for this study. Moreover, the comparison of these studies would also benefit to explain the results which researcher expected similar finding in reading or listening skills as with other occupation from previous studies.



CHAPTER 3

RESEARCH METHODOLOGY

This research survey aims to investigate the problems and needs in using English language in multinational companies of professional safety officers. The methods conduct in this study are survey questionnaire and structured interview. The research methodology has divided into five categories as following.

- 3.1 Population and sample
- 3.2 Design of research instruments
- 3.3 The validity and reliability of research instruments
- 3.4 Administration of questionnaire and collection of data
- 3.5 Analysis of data and statistical devices

3.1 Population and Sample

The population of this study were divided into 3 groups: the professional safety officers, line managers and English teachers/instructors.

3.1.1 Professional Safety Officers

Professional safety officers of MNCs were selected from three Industrial Estates; Ladkrabang, Bangchan and Anyathanee in Bangkok. 75 professional safety officers from 64 factories were met the criteria of MNCs; i.e. (1) subsidiary must be fully controlled by parent company which are foreign direct investment company, (2) parent company must locate more than 3 countries (included Thailand) and (3) parent company must have the same business as subsidiary. More specifically, the professional safety officers also were divided into 3 groups by their position at work as; managers, supervisor and officers.

3.1.2 The Line Managers of Professional Safety Officers

The second group were the line manager of professional safety officers from 64 MNCs and there were 20 managers who participated in this survey.

3.1.3 English Teachers/Instructors

The third group were English teachers/instructors from 32 educational institutes in the Occupational Health and Safety filed. There were 32 institutions that have been certified by Bureau of Labour Safety. (<http://www.oshthai.org>). From the purposive selection, there were 5 English teachers/instructors from 3 Universities, i.e.

Khonkaen, Suranaree and Chulalongkornrajavidyalaya University who volunteered to participate in the interview.

3.2 Design of research Instruments

The instruments were consisted of survey questionnaire and structured interview. Brown (2001) claimed the characteristics of the interview and questionnaire are complementary in the sense that the interviews are more suitable for exploring what the questions are, and questionnaires are more suitable for answering to those questions. Therefore, using the strengths of interview to formulate research and specific questions and using the strengths of questionnaire for gathering large-scale data could be synthesized into enrich and precise information.

Table 3.1 The Number of the samples

| Function | Number of Samples | Research Instrument |
|--|-------------------|----------------------|
| Professional Safety Officers -Managers -Supervisors -Officers | 73 | Questionnaire |
| Line manager | 20 | Structured interview |
| Teacher/instructor | 5 | Structured interview |
| Total | 98 | |

3.2.1 The Questionnaire

The questionnaire was written both in Thai and English. It's divided into 5 parts of following information:

Part I : the general information surveys to elicit biographical background such as age, educational background, and working experience. The respondents were required to answer eight questions as follows;

- Gender
- Age
- The name of the company
- The home country of the company
- The job position
- The highest education
- The year of graduation

This material Duration of working experiences in professional safety officers

Part II: Subject's opinions about the roles and important of English language used in workplace for professional safety officers. This part the respondents were required to answer questions as defined below:

- The written language used in workplace's application form.
- The written language used in workplace's docum
- The English proficiency test for the application of professional safety officers
- The Standard English proficiency test (TOFEL, TOEIC, IELTS etc.) for the application of professional safety officers.
- The opportunity/benefit of English competent at workplace.

Part III : Subjects' opinions about the needs of English language skills and functions including listening, speaking, reading, and writing in their occupations. A 5-point Likert scale were employed to rate the needs and the average mean scores were translated according to the formula cited by Chalartsit (2008: 30). The mean range for each scale was defined below in Table 3.2 as below.

| Scale | Level of needs | Mean Range |
|-------|-------------------|-------------|
| 5 | Extremely needed | 4.51 - 5.00 |
| 4 | Mostly needed | 3.51 - 4.50 |
| 3 | Moderately needed | 2.51 - 3.50 |
| 2 | Slightly needed | 1.51 - 2.50 |
| 1 | Least needed | 1.00- 1.49 |

Parts IV: Suggestion for developing the English training program for professional safety officers. This part consisted of both Likert scales and multiple choices in order to provide insight data about the respondent's opinion in the following topics.

1. Rating the current proficiency of English language skills, the criteria and mean score derived from the scale in questionnaire were interpreted on the following ranges:

| Scale | Proficiency level | Mean Range |
|-------|-------------------|-------------|
| 4 | Excellence | 3.50 - 4.00 |
| 3 | Good | 2.50 - 3.49 |
| 2 | Satisfy | 1.51 - 2.49 |
| 1 | Need improvement | 1.00-1.49 |

2. Ranking the English language skills which they would like professional safety officers to improve. The criteria and mean score derived from the scale in questionnaire were interpreted on the following ranges:

| Scale | Ranking description |
|-------|---------------------------|
| 4 | The most skill required |
| 3 | The second skill required |
| 2 | The third skill required |
| 1 | The last skill required |

3. Number of classmate
4. Number of hour per class
5. Reference about teacher whether local or foreign teacher
6. Preference about foreigner teacher whether nonnative or native speaker
7. Favorite activities in class
8. Other suggestion

3.2.2 Structured Interview

Structured interview were conducted with an interview framework, include topics or questions for discussion shown as below:

1. General information of the participant, such as age, position at work, place of works, educational background and working experience
2. Subject's perceptions of the role and importance of English used in the Occupational Health and safety.
3. Actual use of English in job-related activities
4. Subject's opinions about needs and problems faced in their workplaces
5. Suggestion for improvement of English courses in Occupational Health and Safety field.

The participant of the interview were 20 managers and 5 English teachers/instructors from 5 major universities that provide Occupational Health and Safety course.

3.3 The Validity and Reliability of Research Instrument

The instruments were developed by gathering and focusing job scopes of professional safety officers which defined by law from books, documents, journal and related studies. The draft of structured interview questions and questionnaire were presented to thesis supervisor to obtain suggestions and finalized questions.

3.3.1 The Test of Validity

The validity of the questionnaire was tested by using index of congruency (IOC) method. Structured interview questions and questionnaire were sent to 3 experts in area of language and statistics. The score were provided in 3 ranking which

were -1, 0, and 1. All questions were rated above 0.5 (average at 0.67-1.0) which were considered as high validity (as detail shown in Appendix D).

Index of Congruency (IOD) formula;

$$IOC = \frac{\sum R}{n}$$

IOC = Index of congruency

R = the scores (-1, 0, 1) provided by experts

\sum = Total

n = number of experts

3.3.2 The Test of Reliability

For the reliability test, the questionnaire was sent to 30 professional safety officers. The data was analyzed reliability by using Cronbach's alpha in SPSS program for question with Likert's scale. The result shown in appendix D indicated the value of consistency of instrument as 0.91 which considered as high reliability.

Cronbach's alpha coefficient formula;

$$\alpha = \frac{k}{k-1} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

α = Consistency of research instrument

k = Total number of research question

\sum = Summation

S_i^2 = variance score of each question

S_t^2 = variance score of total question

3.4 Administration of Instruments and Collection of Data

3.4.1 Administration of Questionnaire and Structured Interview

The administration of the questionnaire and structured interview were conducted as following processes:

1. Studying the theoretical views of needs analysis principle.
2. Gathering all related field of questionnaires and structured interview from former needs analysis research.
3. Reviewing Occupational Health and Safety Acts and related regulation in order to understand the duties at workplace of professional safety officers allocated by law and their scope of working.
4. Formulating the survey questions based on the needs analysis principle, previous studies and laws.

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6. Conducting the validity and reliability tests. The Index of Congruency (IOC) by 3 experts and reliability test with 30 professional safety officers were piloted.

7. Reviewing and revising as per comments and suggestions feedback from the validity and reliability tests.

3.4.2 Collection of Data

The data collection was implemented according to the procedures as follows:

1. The list of all companies, including MNCs, located in 3 Industrial Estate Authority of Thailand (IEAT) were gathered from Industrial Estate administration in Ladkrabang IEAT, Bangchan IEAT and Anyathanee IEAT.

2. The preliminary study was conducted base on three criteria as; (1) subsidiary must be fully controlled by parent company, (2) parent company must locate more than 3 countries (included Thailand) and (3) parent company must have the same business as subsidiary (Nikomborirak, et. al., 2007: 2-6, 2-7). The researcher had followed the same method as the research of Nikomborirak, et. al (2007) to segregate the list of MNCs from other companies.

3. There were 64 MNCs were met the criteria which divided into 41 MNCs in Ladkrabang IEAT, 17 MNCs in Bangchan IEAT and 6 MNCs in Anyathanee IEAT.

4. Then the researchers contacted the company's administrator to explain the objectives and prospect of the study for cooperation in data collection.

5. The researchers sent a questionnaire for professional safety officers and their line managers, together with the letter from the Graduate School of King Mongkut's Institute of Technology Lad Krabang, Bangkok. In order to get approval from managers of MNCs' company to collect data of professional safety officers and their line managers.

6. The 75 questionnaires and 64 structured interviews were sent out to 64 MNCs. The returned questionnaires were 73 (97.3%) and only 20 line managers (30.1%) volunteered to participate for the interview. For the English teachers/instructors, with the time constraint, there were only 5 English teachers/instructors from 3 universities that accepted the interview appointment.

7. As the consequence, the structured interview from both line managers and English teachers/instructors were used as the suggestion to develop English training program. The analyzing of learning situation and target situation were solely from the views of professional safety officers.

3.5 Analysis of data and statistical devices

The data were analyzed using Statistical Package for Social Science (SPSS) and divided into 5 parts as follows:

1. The Cronbach's alpha correlation method was employed to ascertain the reliability of the questionnaire for the items which used rating scale.
2. Frequency distribution and percentage was used to analyze Biodata information of responses, importance of English language used in the workplace and suggestions for improvement of workplace English training program. The percentage that more than 50.0% would be considered as importance.
3. Arithmetic mean (\bar{X}) was used to summarize the average level of English language skills and functions in workplace, the opinion about the role and importance of English and suggestions for improvement of workplace English training program.
4. Standard deviation (S.D) is used to measure the distribution of English language skills and functions in workplace, the opinion about the role and importance of English and suggestions for improvement of workplace English training program.
5. In order to answer research question 3, one-way ANOVA was used to analyze variance skills used among 3 groups of professional safety officers which were managers, supervisors and officers.

CHAPTER 4

RESULTS

This chapter describes and identifies the result of English language needs investigation for professional safety officers. And also highlight the learning objectives and expectation for the workplace English training program. The data were obtain from both questionnaire and interview. The results were organized in accordance with research questions as following sections:

- 4.1 Background of the samples
- 4.2 Analysis of English language roles and importance in workplace
- 4.3 Analysis of English language skills and functions used in workplace
- 4.4 Analysis of data to compare the perception of using English among officers, Supervisors and managers
- 4.5 Analysis of data for workplace English training program

4.1 Background of the Samples

According to the questionnaire and structured interview in section one, general information of the participants were obtained and described in Table 4.1.

The total samples were 98 and consisting of 73 professional safety officers, 20 line managers and 5 English teachers/instructors.

Table 4.1 General information of samples (n=98)

| General Background | | Professional safety officers(n=73) | | Line managers (n=20) | | English teachers/ instructors(n=5) | | Total samples(n=98) | |
|--------------------|----------|------------------------------------|-------|----------------------|-------|------------------------------------|-------|---------------------|-------|
| | | No. | % | No. | % | No. | % | No. | % |
| Gender | Male | 37 | 50.7% | 10 | 50.0% | 2 | 40.0% | 49 | 50.0% |
| | Female | 36 | 49.3% | 10 | 50.0% | 3 | 60/0% | 49 | 50.0% |
| Age | under 25 | 6 | 8.2% | - | 0% | - | 0% | 6 | 6.1% |
| | 25-35 | 52 | 71.2% | 4 | 20.0% | 1 | 20.0% | 57 | 58.2% |
| | 36-45 | 14 | 19.2% | 12 | 60.0% | 2 | 40.0% | 28 | 28.6% |
| | Over 45 | 1 | 1.4% | 4 | 20.0% | 2 | 40.0% | 7 | 7.1% |

Table 4.1 (Continued)

| General Background | | Professional safety officers(n=73) | | Line managers (n=20) | | English teachers/ instructors(n=5) | | Total samples(n=98) | |
|--------------------|-----------------|------------------------------------|-------|----------------------|---|------------------------------------|---|---------------------|-------|
| | | No. | % | No. | % | No. | % | No. | % |
| Position | Management | 23 | 31.5% | - | - | - | - | 23 | 31.5% |
| | Supervisor | 27 | 37.0% | - | - | - | - | 27 | 37.0% |
| | Officer | 23 | 31.5% | - | - | - | - | 23 | 31.5% |
| Highest education | Bachelor | 51 | 69.9% | - | - | - | - | 51 | 69.9% |
| | Master | 22 | 30.1% | - | - | - | - | 22 | 30.1% |
| | Doctor | - | 0% | - | - | - | - | - | 0% |
| Year of graduation | below year 2000 | 5 | 6.8% | - | - | - | - | 5 | 6.8% |
| | year 2000-2005 | 15 | 20.5% | - | - | - | - | 15 | 20.5% |
| | year 2006-2010 | 32 | 43.8% | - | - | - | - | 32 | 43.8% |
| | over year 2011 | 20 | 27.4% | - | - | - | - | 20 | 27.4% |
| Working experience | <2 year | 2 | 2.7% | - | - | - | - | 2 | 2.7% |
| | 2-5 years | 23 | 31.5% | - | - | - | - | 23 | 31.5% |
| | 6-10 year | 34 | 46.6% | - | - | - | - | 34 | 46.6% |
| | >11 years | 14 | 19.2% | - | - | - | - | 14 | 19.2% |

As revealed in Table 4.1, samples would be breakdown into 6 general backgrounds. Firstly gender; ratio between male and female were 50%:50%. Secondly, age was divided into 4 groups; under 25 years old (6.1%), 25-35 years old (58.2%), 36-45 years old (28.6%), and over 45 years old (7.1%). Thirdly, position of professional safety officers, management level (31.5%), supervisor level (37.0%), and officer level (31.5%). Fourthly, highest education; bachelor degree (69.9%) and master degree (30.1%). Fifthly, year of graduation was separated into 4 period; graduated from year 2006-2010 (43.8%), over year 2011 (27.4%), year 2000-2005 (20.5%) and below year 2000 (6.8%), respectively. Finally, the participants had working experience 6-10 years (46.6%), 2-5 years (31.5%), over 11 years (19.2%) and less than 2 years (2.7%), respectively.

4.2 Analysis the Important of English Language in Workplace

To what extent is the English language used in the career of professional safety officers at workplace in the multinational companies (MNCs)? Results were revealed as shown in Table 4.2 below:

Table 4.2 The Importance of English language for professional safety officers
(n = 73)

| The importance of English language used for professional safety officers | Number of frequency | Percentage |
|---|---------------------|------------|
| 1) The candidates for professional safety officers need to be tested English proficiency | 51 | 69.9% |
| 2) English proficiency was the content to evaluate performance at work | 49 | 67.1% |
| 3) The candidate was required to pass the English proficiency test from standard organization | 24 | 32.9% |
| -The candidate was required to pass the TOIEC | 22 | 30.1% |
| 4) The application form was in both Thai and English | 45 | 61.7% |
| 5) The document at work was in both Thai and English | 61 | 83.6% |

Remark: The percentage more than 50.0% is considered important

According to Table 4.2, 51 participants or 69.9% needed to be tested English proficiency and 49 participants or 67.1% agreed that English proficiency was the content to evaluate performance at work.

Table 4.3 The Important of English proficiency as the content to evaluate performance at work

| The important of English proficiency as the content to evaluate performance at work | Number of frequency | Percentage |
|---|---------------------|------------|
| 1) Opportunity to work in overseas plants | 46 | 63.0% |
| 2) Opportunity for overseas training | 31 | 42.5% |
| 3) Promotion to higher position | 26 | 35.6% |
| 4) Opportunity to get better payment | 25 | 34.2% |

According Table 4.3, there were 49 (67.1%) respondents claimed that English proficiency was important as the content to evaluate performance at work. Whereby 46 (63.0%) of respondents mentioned English as the opportunity to work in overseas

plants, 31 (42.5%) stated English as the opportunity for overseas training, 26 (35.6%) described English as promotion to higher position and 25 (34.2%) realized English as opportunity to get better payment.

4.3 Analysis of English Language Skills and Functions Needed in Workplace

4.3.1 English Language Skills Needed in the Workplace for Professional Safety Officers

In order to find the answer for research question; to what level of the reading, writing, listening and speaking skills of the English language are required in the workplace and for performing what kind of activities? The table 4.4 showed the survey result from professional safety officers.

Table 4.4 English skills frequent needs by professional safety officers (n = 73)

| English language needs for | Mean | S.D | Level of Needs |
|----------------------------|-------------|-------------|--------------------------|
| English reading skill | 3.71 | 1.09 | Mostly needed |
| English writing skill | 3.48 | 1.05 | Moderately needed |
| English listening skill | 3.20 | 1.03 | Moderately needed |
| English speaking skill | 2.83 | 1.00 | Moderately needed |
| Total | 3.31 | 1.09 | Moderately needed |

Statistical Scale: 1. Least needed (1.00-1.49) 2. Slightly needed (1.50-2.49) 3. Moderately needed (2.50-3.49)
4. Mostly needed (3.50-4.49) 5. Extremely needed (4.50-5.00)

As shown in Table 4.4, most of the samples rated English language needs in moderately needed level (\bar{X} =3.31, S.D.=1.09), the highest mean score was found in reading skill in mostly needed level (\bar{X} =3.71, S.D.=1.09), followed by writing skill in moderately needed level (\bar{X} =3.48, S.D.=1.05), then listening skill in moderately needed (\bar{X} =3.20, S.D.=1.03), and the lowest mean score was found in speaking skill (\bar{X} =2.83, S.D.=1.00).

4.3.2 English Language Functions Needed in the Workplace for Professional Safety Officers

4.3.2.1 The Functions Needed in Listening Skill

Table 4.5 The Functions needed in listening skill (n = 73)

| English language needs for | Mean | S.D | Level of Needs |
|--|-------------|-------------|--------------------------|
| (1) Conferencing meeting via phone/video call | 3.84 | 1.17 | Mostly needed |
| (2) Socializing and entertaining Foreign Customer/Professional | 3.78 | 1.10 | Mostly needed |
| (3) Listening to the requests and explanations from external audit for management system such as ISO14001, ISO9001, OHSAS18001 | 3.56 | 1.07 | Mostly needed |
| (4) Seeking assistance from colleague/supervisors/professionals/customers/suppliers | 3.46 | 1.21 | Moderately needed |
| (5) Presenting Occupational Health & Safety Annual Plan and projects | 3.41 | 1.06 | Moderately needed |
| Total | 3.25 | 1.22 | Moderately needed |

Statistical Scale: 1. Least needed (1.00-1.49) 2. Slightly needed (1.50-2.49) 3. Moderately needed (2.50-3.49)

4. Mostly needed (3.50-4.49) 5. Extremely needed (4.50-5.00)

As shown in Table 4.5, all of participants indicated English functions in listening skill in moderately need level ($\bar{X}=3.25$, S.D.=1.22). The highest mean score was found in Listening to conference meeting via phone/video call ($\bar{X}=3.84$, S.D.=1.17), followed by listening to the conversation in socialize and entertain Foreign Customer/Professional ($\bar{X}=3.78$, S.D.=1.10), external audit for management system such as ISO14001, ISO9001, OHSAS18001 ($\bar{X}=3.56$, S.D.=1.07), Seeking assistance from colleague/supervisors/professionals/customers/suppliers ($\bar{X}=3.46$, S.D.=1.21), and listening Presenting Occupational Health & Safety Annual Plan and projects ($\bar{X}=3.41$, S.D.=1.06), respectively.

4.3.2.2 The Functions Needed in Speaking Skill

Table 4.6 The Function needed in speaking skill (n=73)

| English language needs for | Mean | S.D | Level of Needs |
|--|------|------|----------------|
| (1) Socializing and entertaining Foreign Customer/Professional | 3.70 | 0.98 | Mostly needed |
| (2) Conferencing meeting via phone/video call | 3.64 | 1.17 | Mostly needed |

Table 4.6 (Continued)

| English language needs for | Mean | S.D | Level of Needs |
|--|-------------|-------------|--------------------------|
| (3) Providing information for external audit for management system such as ISO14001, ISO9001, OHSAS18001 | 3.41 | 1.08 | Moderately needed |
| (4) Presenting Occupational Health & Safety Annual Plan and projects | 3.37 | 1.12 | Moderately needed |
| (5) Conducting Occupational Health & Safety training | 3.37 | 1.17 | Moderately needed |
| Total | 3.19 | 1.21 | Moderately needed |

Statistical Scale: 1. Least needed (1.00-1.49) 2. Slightly needed (1.50-2.49) 3. Moderately needed (2.50-3.49)
4. Mostly needed (3.50-4.49) 5. Extremely needed (4.50-5.00)

From Table 4.6, the result showed that all of participants indicated that English functions in speaking skills were in moderately needed level (\bar{X} =3.19, S.D.=1.21). However, the highest mean score was found in socialize and entertain Foreign Customer/Professional (\bar{X} =3.70, S.D.=0.98), followed by conference meeting via phone/video call, External audit for management system such as ISO14001, ISO9001, OHSAS18001, Presenting Occupational Health & Safety Annual Plan and projects, and Occupational Health & Safety training respectively.

4.3.2.3 The Functions Needed in Reading Skill

Table 4.7 The Function needed in reading skill (n=73)

| English language needs for | Mean | S.D | Level of Needs |
|---|-------------|-------------|--------------------------|
| (1) Reading policy & standard operation procedure | 4.03 | 0.85 | Mostly needed |
| (2) Reading related legal and standard documents such as ISO14001, ISO9001, and OHSAS18001. | 3.96 | 0.89 | Mostly needed |
| (3) Reading equipment/Machine Manuals | 3.93 | 0.90 | Mostly needed |
| (4) Reading business letter to foreigner expertise | 3.82 | 0.92 | Mostly needed |
| (5) Reading e-mail communication with vender/supplier | 3.70 | 0.95 | Mostly needed |
| Total | 3.50 | 1.05 | Moderately needed |

Statistical Scale: 1. Least needed (1.00-1.49) 2. Slightly needed (1.50-2.49) 3. Moderately needed (2.50-3.49)
4. Mostly needed (3.50-4.49) 5. Extremely needed (4.50-5.00)

As seen in Table 4.7, all of participants rated English functions in reading skills in moderately needed level (\bar{X} =3.50, S.D.=1.05). However, the highest mean score was found in Reading Read policy & standard operation procedure as mostly needed level (\bar{X} =4.03, S.D.=0.85), followed by reading Read related legal and standard documents

such as ISO14001, ISO9001, OHSAS18001 etc., reading Read equipment/Machine Manuals, reading business letter to foreigner expertise, and reading Read e-mail communication with vender/supplier, respectively.

4.3.2.4 The Functions Needed in Writing Skill

Table 4.8 The Functions needed in writing skill (n=73)

| English language needs for | Mean | S.D | Level of Needs |
|--|-------------|-------------|--------------------------|
| (1) Writing Occupational Health & Safety annual plan and projects | 3.71 | 0.92 | Mostly needed |
| (2) Writing corrective & preventive report for external audit result of ISO14001, ISO9001, and OHSAS18001. | 3.66 | 0.87 | Mostly needed |
| (3) Writing e-mail for internal communication | 3.66 | 1.03 | Mostly needed |
| (4) Writing policy & standard operation procedure | 3.62 | 1.05 | Mostly needed |
| (5) Writing compliance assessment report for Occupational Health & Safety legal | 3.59 | 1.03 | Mostly needed |
| Total | 3.40 | 1.08 | Moderately needed |

Statistical Scale: 1. Least needed (1.00-1.49) 2. Slightly needed (1.50-2.49) 3. Moderately needed (2.50-3.49)
4. Mostly needed (3.50-4.49) 5. Extremely needed (4.50-5.00)

Table 4.8 illustrates the result that all of professional safety officers needed English functions in writing skills were in moderately needed level (\bar{X} =3.40, S.D.=1.08). However, the highest mean score was found in Writing Occupational Health & Safety annual plan and projects (\bar{X} =3.71, S.D.=0.92), followed by Writing corrective & preventive report for external audit result of ISO14001, ISO9001, OHSAS18001 etc. management system, Writing e-mail for internal communication, Writing policy & standard operation procedure, and Writing compliance assessment report for Occupational Health & Safety legal, respectively.

4.4 Analysis of the Data to Comparing Opinion of English Language Needed Among Officers, Supervisors and Managers

For studying the perception of English skills and functions usage among different position/level, one-way ANOVA was conducted to analyzed data. The result revealed as shown in Table 4.9.

Table 4.9 Comparison the level of English skills and functions needed among 3 positions of professional safety officers. (n = 73)

| English language skill | Position | Number | Mean | S.D | F | <i>F cri</i> | <i>p</i> |
|------------------------|------------|--------|------|------|-------|--------------|----------|
| Listening Skill | Manager | 23 | 3.30 | 1.22 | 0.666 | 3.127 | 0.516 |
| | Supervisor | 27 | 3.29 | 0.75 | | | |
| | Officer | 23 | 3.00 | 1.27 | | | |
| Speaking Skill | Manager | 23 | 2.96 | 1.32 | 0.586 | 3.127 | 0.559 |
| | Supervisor | 27 | 2.89 | 1.26 | | | |
| | Officer | 23 | 2.65 | 0.42 | | | |
| Reading Skill | Manager | 23 | 3.78 | 1.36 | 0.781 | 3.127 | 0.461 |
| | Supervisor | 27 | 3.85 | 1.13 | | | |
| | Officer | 23 | 3.48 | 1.17 | | | |
| Writing Skill | Manager | 23 | 3.69 | 0.86 | 4.538 | 3.127 | 0.014** |
| | Supervisor | 27 | 3.74 | 1.05 | | | |
| | Officer | 23 | 2.96 | 1.13 | | | |

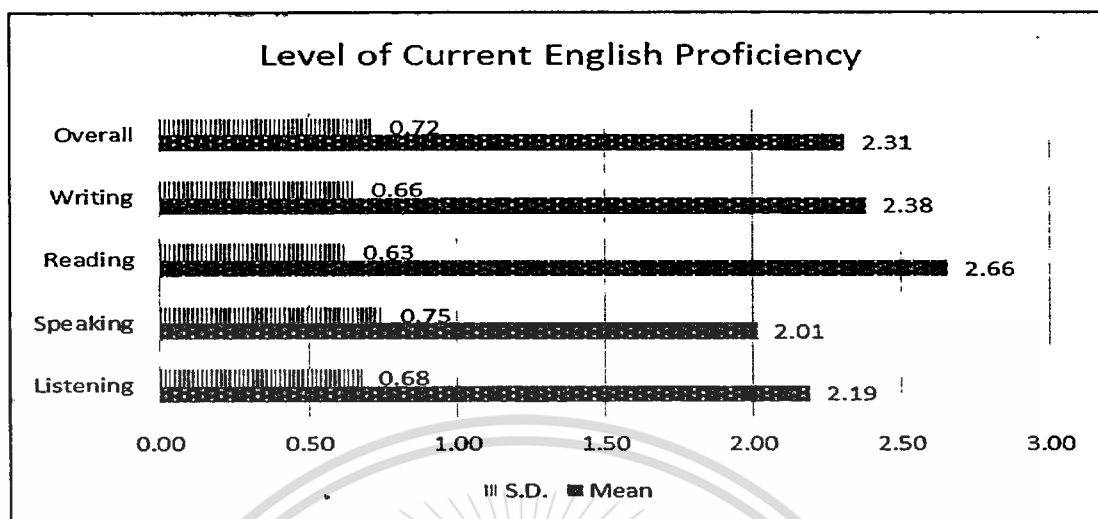
Remark: Significant value as p value <0.05

The comparison of English skills and functions used among 3 positions implied that they had significantly different perception in writing skill ($p=0.014$). Meanwhile, there were no differences in listening, speaking and reading skills ($p=0.516$, 0.559 , 0.461 respectively).

4.5 Analysis of the Data for Workplace English Training Program

For the question about: what are urgent needs of Thailand's vocational English to improve English courses in Occupational Health and Safety field? The results of data analysis revealed as follows:

4.5.1 The Level of Current English Proficiency



Statistical Scale: 1. Need Improvement (1.00-1.49) 2. Satisfy (1.50-2.49) 3. Good (2.50-3.49)
4. Excellent (3.50-4.00)

Figure 4.1 The Level of current English Proficiency rated by professional safety officers (n=73)

Figure 4.1, the professional safety officers rated their current proficiency of English language skills as satisfy level ($\bar{X}=2.31$, S.D.=0.72). Despite 4 skills, reading skill was rated as the highest level ($\bar{X}=2.66$, S.D.=0.63) while speaking was the lowest level ($\bar{X}=2.01$, S.D.=0.75).

4.5.2 The Opinion of English Language Skills Required the Professional Safety Officers to Improve

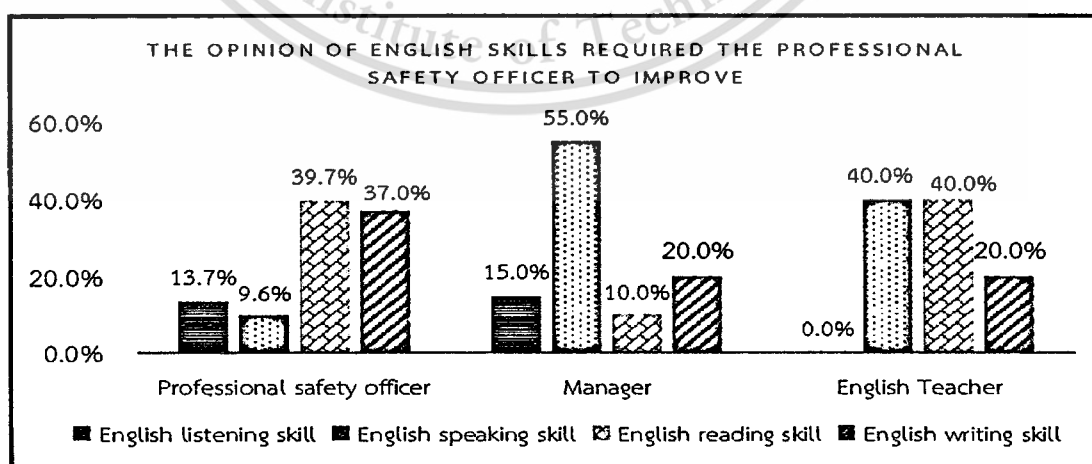


Figure 4.2 The Opinion of English language skills required to improve (n=98)

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Figure 4.2, indicated the English language skills required the professional safety officers to improve. The highest score feedback from professional safety officers was reading skill (39.7%) and lowest skill was speaking (12.3%). The highest skills from the opinion of line managers was speaking (55.0%) and the lowest was reading skill (10.0%). According to English teachers/instructors, the highest score were both speaking skill (40.0%) and reading skill (40.0%), followed by writing skill (20.0%), but no listening skill was rated.

4.5.3 The Suggestion for Contents of Workplace English Training Program

Table 4.10 The Suggestions for contents of workplace English training program (n=73)

| Content about classroom | Number of frequency | Percentage |
|---|---------------------|------------|
| (1) Number of classmate around 5-10 persons | 33 | 45.2% |
| (2) Prefer 2-3 hr. per class | 51 | 69.9% |
| (3) Prefer foreigner teacher | 51 | 69.9% |
| (4) Prefer native speaker | 55 | 73.5% |

The suggestions for workplace English training program was that the number of classmates should be around 5-10 persons, and the duration of English class should be 2-3 hour per class. Moreover, the English training program should consist of foreigner teacher and native speaker.

Table 4.11 The Suggestions for activities of workplace English training program (n=73)

| Preference for favorite learning activities in the class room | Number of frequency | Percentage |
|---|---------------------|------------|
| (1) Activities to improve speaking skill | 59 | 80.8% |
| (2) Activities to improve conversation | 57 | 78.1% |
| (3) Activities to improve listening skill | 39 | 53.4% |
| (4) Activities to improve vocabulary development | 36 | 49.3% |
| (5) Activities to improve pronunciation | 33 | 45.2% |
| (6) Activities to improve grammar | 32 | 43.8% |
| (7) Activities to improve reading skill | 25 | 34.2% |

Table 4.11 states the most favorite activities in the classroom were activities to improve speaking skills (80.8%), followed by activities to improve conversation, activities to improve listening skills (53.4%) and the least favorite activities as activities to improve reading skill (34.2%).

4.5.4 Other Suggestions: The Feedback from Respondents

Despite the feedback from participant relating to the research questions, there were useful suggestions which benefited to develop and became the advantages for workplace English training program. Some professional safety officers shared in detail that they have to read and understand occupational health and safety standards / requirements which composing a lot of technical terms/words. Thus, learning those words would be beneficial to them. One of manager recommended that professional safety officers should create environment to have a chance to use English, try more practicing e.g. take note, e-mail to friend and colleague, speaking and practice as daily basis. Some claimed English presentation skill is the most importance skill needed for EHS, when they have a chance to approach with senior management event CEO, only one good and short presentation can change their life. However, the common recommendation are English skills for occupational health and safety are English for communication, not perfect English grammar. In summary, the program should emphasize and encourage learner's productive skills rather than receptive skills.

4.5.5 The Integration of Four Skills Proportions

Table 4.12 The Summary of the Survey Topics Related to English Language Skills

| The Survey Topics Related to English Language Skills | Ranging Result of the Survey | | | |
|--|------------------------------|-----------|-----------|----------|
| | 1st | 2nd | 3rd | 4th |
| 1) English language skills needed | Reading | Writing | Listening | Speaking |
| 2) English language proficiency rating | Reading | Writing | Listening | Speaking |
| 3) The opinion of English language skills required to improve (Professional Safety Officers) | Reading | Writing | Listening | Speaking |
| 4) The opinion of English language skills required to improve (Line Managers) | Speaking | Writing | Listening | Reading |
| 5) The opinion of English language skills required to improve (English Teachers/instructors) | Speaking Reading | Writing | Listening | - |
| 6) The suggestions for activities of workplace English training program | Speaking | Listening | Writing | Reading |

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Table 4.12 reveals the summary of the survey topics related to English language skills. The results show that professional safety officers rated reading skill as mostly needed at workplace, however they also rated they English proficiency level of reading skill as good. The speaking skill was required by line managers and English teaches/instructors to improve and also is the most favorite activities in the class room. In order to meet all needs, wants and lacks in English language for professional safety officers therefore, an integration approach of four skills were applied. As the result, the proportions of the workplace English training program would be reading skill 30%, followed by speaking at 30%, and finally writing and listening at 20%.

4.5.6 The Sample of Workplace English Training Program for Professional Safety Officers

Table 4.13 The Sample of workplace English training program for professional safety officers

| Program detail | Content | | | |
|----------------------------------|--|--|--|--|
| Time: | Reading: (30%) | Speaking (30%) | Listening (20%) | Writing: (20%) |
| -3 hrs./class | -Policy & standard | -Providing strategies, explanations, and | -Strategies, explanations and instructions in | -Occupational Health & Safety |
| -5-10 person/class | operation procedure | instructions in conference meeting via phone/video | conference meeting via phone/video | Annual Plan |
| -Total 27-30 hours | -Related legal and standard documents such as ISO14001, ISO9001, and OHSAS18001 etc. | -Interrupting politely, asking for clarification and give your opinion in the conference meeting via phone/video | -General conversation for socialize and entertain Foreign Customer/Professional | - Corrective & preventive report for internal/external audit's results of standard |
| Level of English program: | | | | ISO14001, ISO9001, OHSAS18001 etc. |
| -Pre-intermediate | -Equipment/ Machine Manuals | -General conversation for socialize and entertain Foreign Customer/Professional | -Comments and complaint from external audit for management system such as ISO14001, ISO9001, OHSAS18001 etc. | - E-mail for internal communication |
| | -Business letter from foreigner expertise | -Explanation and negotiation for external audit for management system such as ISO14001, ISO9001, OHSAS18001 etc. | -Reaction and feedback from seeking assistance from working staff/ | - Policy & standard operation procedure |

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Table 4.13 (Continued)

| Program detail | Content | | | |
|---|--|--|--|---|
| <p>Type of program:</p> <p>-English for Occupational Health and Safety</p> <p>-General English</p> <p>Instructor:</p> <p>English native speaker</p> | <p>Reading: (30%)</p> <p>-Interpreting of e-mail communication with vender/supplier</p> <p>-Vocabulary & technical term</p> | <p>Speaking (30%)</p> <p>-Presenting Occupational Health & Safety Annual Plan and projects</p> <p>-Explanations and instruction for Occupational Health and Safety training</p> <p>-Vocabulary & technical term</p> | <p>Listening (20%)</p> <p>-supervisors/ professionals/customers /suppliers</p> <p>- Feedbacks, suggestions and comments after presenting compliance audit of Occupational Health & Safety legal</p> <p>-Vocabulary & technical term</p> | <p>Writing: (20%)</p> <p>- Compliance assessment report for Occupational Health & Safety legal</p> <p>-Vocabulary & technical term</p> |

Table 4.13 shows the sample of workplace English training program. The contents in the course outline were based on the results of this study. The detailed lesson plan of English training program is demonstrated in Appendix G.

CHAPTER 5

CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS

This research is a study about the English language skills and functions used at workplace for professional safety officers in a multinational company in Bangkok. This process can be concluded from the findings and recommendations as following.

- 5.1 Research conclusions
- 5.2 Discussions
- 5.3 Conclusions of the Study
- 5.4 Suggestion

5.1 Research Conclusions

This research consisted of 4 main objectives as follows: 1) to investigate the roles and importance of English language used in the career of professional safety officers at workplace in the multinational companies (MNCs), 2) To investigate level of English skills and functions required in the workplace, 3) To compare the level of English skills used among 3 positions of professional safety officers, 4) To design workplace English training program.

In order to accomplish those objectives, research questions had been set as follows:

1. Does English language is importance for the career of MNCs professional safety officers in the workplace?
2. What level of English language skills and functions are required in the workplace?
3. What are the difference English language needs among three groups of professional safety officer?
4. What kind of English training program is needed?

Total populations of this study were divided into 3 groups; The first group was professional safety officers who worked onsite in multinational companies (MNCs) in Bangkok. There were 75 professional safety officers from 64 factories in three Industrial Estates, Ladkrabang, Bangchan and Anyathanee, which met the criteria as defined in scope and limitation in Chapter 1. However the researcher was able to gather data for 73 professional safety officers. Second group were the line manager of professional safety officers and there were 20 managers volunteered to participate with structured interview. And the last group were English

teacher/instructor from 3 educational institutes and there were 5 English teachers/instructors replied the appointment to interviewing.

The instruments of the study were questionnaire and structured interview. The questionnaire was written in both English and Thai in order to reduce problem of ambiguity and misinterpretation. It was designed in both closed and open ended questions and consist of 4 parts as: part one the general information to elicit biographical background such as gender, age, educational background, and working experience. For part two, subject's opinions about the roles and important of English language used in workplace for professional safety officers. Part three, subjects' opinions about the needs of English language skills and function including listening, speaking, reading, and writing in their occupations. A 5-point Likert scale were employed to rate the needs in using English language skills and functions. And part four, suggestion for improving the English program training for professional safety officers. This part consisted of both Likert scales and multiple choices in order to provide insight data about the respondent's opinion to rate the English language skills, ranking the English language skills which they would like to improve, number of classmate, number of hour per class, type of teacher, activities in class and other suggestion.

The validity of the questionnaire was tested using index of congruency (IOC) method by 3 experts in area of language and statistics and resulted as high validity at 0.98. For the reliability test of the questionnaire, the revised questionnaire was used with 30 professional safety officers and data was analyzed using Cronbach's alpha in SPSS program. The result was high reliability at 0.91.

The list of all companies, including MNCs, were received from Industrial Estate administration in Ladkrabang IEAT, Bangchan IEAT and Anyathanee IEAT. The preliminary study was conducted base on three criteria as; (1) subsidiary must be fully controlled by parent company, (2) parent company must locate more than 3 countries (included Thailand) and (3) parent company must have the same business as subsidiary (Nikomborirak, et. al., 2007: 2-6, 2-7). After gathered all the list of MNCs which met the criteria, the researchers called to the company's administrator to explain the objectives and prospect of the study for cooperation in data collection. After that the researchers send a questionnaire for Safety Manager and Manager, together with the letter from the Graduate School of King Mongkut's Institute of Technology Ladkrabang, Bangkok. In order to get approval from managers of MNCs' company to collect data from the line managers and professional safety officers.

The data were analyzed using Statistical Package for Social Science (SPSS) and divided into 5 parts as; 1) The Cronbach Alpha method was employed to ascertain the reliability of the questionnaire for the items which used scale. 2) This material is reserved for educational use only, not allowed for commercial use.

Frequency distribution and percentage was used to analyze background information of responses, role and importance of English and suggestions for improvement of workplace English training program. 3) Arithmetic mean (\bar{X}) was used to summarize the average level of English language skills and functions in workplace, the opinion about the role and importance of English and suggestions for improvement of workplace English training program. 4) Standard deviation (S.D) is used to measure the distribution of English language skills and functions in workplace, the opinion about the role and importance of English and suggestions for improvement of workplace English training program. And 5) for a comparison of the English language skills used among 3 groups; managers, supervisors and officers, one-way ANOVA was used to analyze variance among 3 groups.

5.2 Discussion

According to research questions, the findings from this investigation can be discussed in the following points:

5.2.1 The Importance of English Language Used in the Career of Professional Safety Officers at Workplace in MNCs

The findings showed that the majority of the participants in this study rated that English language as importance and frequent used in the career of professional safety officers at workplace in MNCs and also is the content to evaluate performance at work. The similar results were also illustrated by Hart-Rawung, P. (2008) and Chalardsit, O. (2007) study on engineers in automotive factory. The fact that English has crucial roles in MNCs also claimed by Harzing A. and Pudelko M. (2013) from the study of the first large-scale quantitative overview of language competencies, policies and practices in MNCs. The study described the role of English language as a source of power is more significant for non-native English speakers and Thailand also fall under this condition.

The result revealed the career of professional safety officers used English language with moderately needed level, especially with other department of the company in other country. This may be explained by the fact that English, as corporate language, is the working language to transfer all policies, knowledge and technology from corporate company to subsidiary company in order to operate the business (Harzing A. & Pudelko M., 2013).

5.2.2 The Level of English Skills and Functions Required in the Workplace

To answer the research question: What are the English languages needs of the career of professional safety officers? The questionnaire number 18-22 were analyzed and the find revealed in the followings.

5.2.2.1 English Language Skills

The results presented that the most of participants rated English language needs in moderately needed level. In addition, majority of the participant's perceived reading skill as mostly needed, followed by writing, listening, speaking respectively. This result was corresponded with Lindhout and Ale (2012) who explained that the language issues related to safety management system has been highlighted from the study in Netherlands' MNCs. They had discovered the gap between the language issues related dangers found in literature and current best practices. The important of reading skill in MNCs also described by Harzing and Pudelko (2013) as the use and choice of a corporate language has been a very important theme in the literature on language in MNCs. Its advantages as facilitating formal reporting, enhancing informal communication and information flow and assisting in developing a common corporate culture.

From the comparison with Thai researchers in other field of occupations, the correlated results found in field of engineering (Chalardsit, 2007, Hart-Rawung, 2008) and nursing (Suwarapon, 1998). This can be explained that the curriculum of occupational health and safety is the combination between engineering and health. As a consequence, their field of works also similar in some area. The professional safety officers must read massive of documents in order to evaluate, manage, control and prevent hazards and accident at work. It is obvious that the end result of their reading would lead to the conducting of rules, policies and procedures in the workplace, therefore their interpretations and conclusions are meticulous. Undoubtedly, the reading is the mostly needed at work.

5.2.2.2 English Language Functions

Table 5.1 Top 5 English functions needed in each skills.

| Skills | Mean | S.D. | Functions | Type of functions |
|------------------|------|------|--|---------------------|
| 1. Reading skill | 4.03 | 0.85 | 1) Reading policies & standard operation procedures | Regulatory function |
| | 3.96 | 0.89 | 2) Reading related legal and standard documents such as ISO14001, ISO9001, OHSAS18001 etc. | Regulatory function |

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Table 5.1 (Continued)

| Skills | Mean | S.D. | Functions | Type of functions |
|---------------------------|-------------|-------------|---|----------------------------------|
| | 3.93 | 0.90 | 3) Reading equipment/Machine Manuals | Instrumental function |
| | 3.82 | 0.92 | 4) Reading business letter from foreigner expertise | Interactional function |
| | 3.70 | 0.95 | 5) Reading e-mail communication with vender/supplier | Representational function |
| 2. Writing skill | 3.71 | 0.92 | 1) Writing Occupational Health & Safety Annual Plan | Representational function |
| | 3.66 | 0.85 | 2) Writing corrective & preventive report for internal audit's results of standard ISO14001, ISO9001, OHSAS18001 etc. | Representational function |
| | 3.66 | 1.03 | 3) Writing e-mail for internal communication | Interactional function |
| | 3.62 | 1.05 | 4) Writing policies & standard operation procedures | Regulatory function |
| | 3.59 | 1.03 | 5) Writing compliance assessment report for Occupational Health & Safety legal | Representational function |
| 3. Listening skill | 3.84 | 1.17 | 1) Conferencing meeting via phone/Video | Interactional function |
| | 3.78 | 1.11 | 2) Socializing and entertaining Foreign Customer/Professional | Personal function |
| | 3.56 | 1.07 | 3) Listening to the requests and explanations from external audit for management system such as ISO14001, ISO9001, OHSAS18001 | Heuristic Function |
| | 3.47 | 1.21 | 4) Seeking assistance from working staff/supervisors/ professionals/customers/suppliers | Interactional function |
| | 3.41 | 1.07 | 5) Presenting compliance audit of Occupational Health & Safety legal | Representational function |
| 4. Speaking skill | 3.70 | 0.98 | 1) Socializing and entertaining Foreign Customer/Professional | Personal function |
| | 3.64 | 1.17 | 2) Conferencing meeting via phone/Video | Interactional function |
| | 3.41 | 1.08 | 3) Providing information for external audit for management system such as ISO14001, ISO9001, OHSAS18001 | Representational function |

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Table 5.1 (Continued)

| Skills | Mean | S.D. | Functions | Type of functions |
|----------------------------------|------|------|---|---------------------------|
| 4. Speaking skill (Continued) | 3.37 | 1.12 | 4) Presenting Occupational Health & Safety Annual Plan and projects | Representational function |
| | 3.37 | 1.17 | 5) Conducting Occupational Health and Safety training | Representational function |

In terms of functions, the finding indicated top 5 functions needed in four skills. According to Halliday (1973, as cited by Brown, 1987) about seven different functions of language, the regulatory function was found mostly needed in reading skill for reading policies and standard operation procedures. For the representational function was the mostly needed for writing skill to perform writing Occupational Health and Safety annual plan. Next listening skill, the mostly needed function felt under the interactional function for conferencing in a meeting via phone/video. Finally, for speaking skill, the personal function was discovered as mostly needed in socializing and entertaining foreign customer/professional. This is strongly correlated with their position at workplace defined by law as the occupational health and safety expert and also the advisor for the employer.

In addition, the functions related to international management system (ISO14001, ISO9001, and OHSAS18001) were discovered as the most common functions found in all four skills. This finding can be comprehended by the fact that most of MNCs in Thailand implement these management system in order to benchmark with corporate company based on the same standard which being evaluated by external parties.

Table 5.2 Type of the mostly needed functions and frequent functions found from Top 5 of each English language skills

| Type of functions | Functions | Skills |
|---|---|---------------|
| 1. Regulatory function (Mostly needed) | 1) Reading policies & standard operation procedures | Reading skill |
| | 2) Reading related legal and standard documents such as ISO14001, ISO9001, OHSAS18001 etc. | Reading skill |
| | 3) Writing policies & standard operation procedures | Writing skill |
| 2. Representational function (First, frequent function found in each skills) | 1) Writing Occupational Health & Safety Annual Plan | Writing skill |
| | 2) Reading e-mail communication with vender/supplier | Reading skill |
| | 3) Writing corrective & preventive report for internal audit's results of standard ISO14001, ISO9001, OHSAS18001. | Writing skill |

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Table 5.2 (Continued)

| Type of functions | Functions | Skills |
|---|--|-----------------|
| | 4) Writing compliance assessment report for Occupational Health & Safety legal | Writing skill |
| | 5) Presenting compliance audit of Occupational Health & Safety legal | Listening skill |
| | 6) Providing information for external audit for management system such as ISO14001, ISO9001, OHSAS18001 | Speaking skill |
| | 7) Presenting Occupational Health & Safety Annual Plan and projects | Speaking skill |
| | 8) Conducting Occupational Health and Safety training | Speaking skill |
| 3. Interactional function (Second, frequent function found in each skills) | 1) Conferencing meeting via phone/Video | Listening skill |
| | 2) Reading business letter from foreigner expertise | Reading skill |
| | 3) Writing e-mail for internal communication | Writing skill |
| | 4) Conferencing meeting via phone/Video | Speaking skill |
| | 5) Seeking assistance from working staff/supervisors/professionals/customers/suppliers | Listening skill |
| 4. Heuristic Function | Listening to the requests and explanations from external audit for management system such as ISO14001, ISO9001, OHSAS18001 | Listening skill |
| 5. Instrumental function | Reading equipment/Machine Manuals | Reading skill |
| 6. Personal function | Socializing and entertaining Foreign Customer/Professional | Listening skill |
| | | Speaking skill |

More specifically, using the theoretical view of function by Halliday (1973, as cited by Brown, 1987), the mostly needed function was regulatory function and the most frequent functions found in area of representational function, followed by interactional function. There is clear and substantial evidence that these functions are associated with the duties of professional safety officers as defined by law.

5.2.3 Comparing the Level of English Language in 3 Groups of Professional Safety Officers

To answer the research question about the comparison level of English language needed in 3 groups of professional safety officers, the results implied that professional safety officers with different position differed significantly in writing skill ($p=0.014$). Meanwhile there were no differences needed in listening, speaking and reading skills. This is perhaps explained by the fact that they have to use writing skill in the different situation, namely officers have to take note, fill forms and applications which is only in short form or template, whereas supervisor must writing report to manager in more detail. However, these two positions only use English to communicate internally but in manager level, they must write e-mail and official memo to communicate with other department from the head office in other country or the same department in other company. Thus, writing become the essential tools to achieve their target at work.

The findings appeared to be contradiction with the study from Chalardsit (2007), as indicated that the engineers with different position required English language needs differently in listening and speaking skills. This can be argued that the major roles of engineers are; to present project or new technology and find out solution. Therefore, face to face communication is essential for them. On the other hand, the roles of professional safety officers are: to inspect, examine, and give advices to employers which mostly in documentation. As a result, they rarely perform the direct communication even though they have different positions.

5.2.4 Workplace English Training Program for Professional Safety Officers

In terms of suggestion for English training program, the professional safety officers rated their English proficiency as satisfy level, therefore the course would be prepared for pre-intermediate learner. The point of views from 3 groups of samples, professional safety officers, line managers and English teachers/instructors in skills they required professional safety officer to improve in this course were difference. The professional safety officers preferred to improve reading skills as they indicated as the mostly needed. On the other hand, the line managers had expectation that the speaking skill must be the first priority to improve because they must present occupational health and safety to higher management. Meanwhile, English teachers/instructors suggested in both reading and speaking skills. Despite the fact that workplace hazards and safety behaviors are difference among workplace, professional safety officers who work on site would be the most expert to explore occupational health and safety's risks in their area. Hence, the development of these two skill would benefit to their works as they would be able to provide appropriate

safety practices in accordance with head quarter policies and feedbacks local concerns.

Finally, the content about classroom, the professional safety officers preferred 5-10 persons per class and the class should take about 2-3 hours. Next, they also highlighted the expectation for foreigner teacher as native speaker. Finally, the favorite activities in the classroom, there is little evidence show that the professional safety officers seem to like interaction activities in the classroom such as activities to improve speaking skill and activities to improve conversation skill. These information would be taken into account for the lesson plan for workplace English training program.

5.3 Conclusion of the Study

In conclusion, the MNCs Professional safety officers rated the importance of English language at the moderately importance. They realized that reading skill was mostly needed at works, followed by writing, listening and speaking respectively. The mostly needed skill was consistence with other results from previous studies (Sawaraporn, 1998, Chalardsit, 2007, Hart-Rawung, 2008) in the field of engineering and nursing. It is assumed that the occupational health and safety syllabus is the integration of engineering and medical study and their scope of work also related in some areas.

According to the groups of functions invented by Halliday (1973, as cited by Brown, 1987), the top 5 functions found in each skills were grouped and the finding show that for reading skill, regulatory function was the mostly needed in reading policies and standard procedures. For the representational function was stated to be the mostly needed for writing skill to perform writing Occupational Health and Safety annual plan. Next listening skill, the mostly needed function felt under the interactional function for conferencing in a meeting via phone/video. Finally, for speaking skill, the personal function was discovered as mostly needed in socializing and entertaining foreign customer/professional. In addition, there is clear evidence that representational function was the frequent found in top 5 functions of each skill. Indeed, the findings about group of function would become empirical information to formulate the lesson plan in terms of functions focus.

The suggestions to develop the workplace English training program were gathered from the professional safety officers, line managers and English teachers/instructors. From the findings, the researcher would suggest to formulate the program as follows: 1) the total program would take about 27-30 hours, the class would consist of 5-10 learners and it would take about 3 hour per class, 2) as the

native speaker would not possible, therefore the audio and media would be used and classroom rules must be agree, and 3) the proportion of skills for entire program would be emphasis in reading skill 30%, writing and listening 25% and speaking 20%. For more detail, lesson plan is shown in Appendix G.

In summary, this research is useful for developing current professional safety officers to recognize the important of English language needs at workplace. The proactive actions by gathering all occupational health and safety knowledge then benchmark appropriate safety practice around the world, would become the strength forward direction for the company to move on safety at work. In order to do so, professional safety officers must become influence in English. As the consequence, we will not be the last country that explore the risk of workers then being alerted by the loss of someone.

5.4 Suggestion

Furthermore, this study is carried out in order to provide English language needs that can be a springboard to design guidelines for developing and improving the English syllabuses so that there are suitable for the needs and interests of professional safety officers in a particular context. Although the present investigation does not represent all professional safety officers, the researcher believes that the sampling framework might give a relatively good representation of professional safety officers in Thailand. Needs analysis is an initial part of the curriculum development and necessary for making decisions in the teaching and learning process. It should be the first step for designing the syllabuses, courses materials, and teaching methodology. Thus, the findings from this study can be used as guidelines for developing and improving the English syllabuses and courses that could lead to the improvement of the English language teaching in the workplace of the multinational companies.

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Appendices

- APPENDIX A: Questionnaire for Professional Safety Officers
- APPENDIX B: Structured Interview for Line Manager
- APPENDIX C: Structured Interview for English Teachers/Instructors
- APPENDIX D: Assessment of Research Instruments
- APPENDIX E: Letter of Permission
- APPENDIX F: List of Multinational Companies (MNCs) in Three IEAT
- APPENDIX G: The Lesson Plan for English Training Program



Appendix A
Questionnaire for Professional Safety Officers

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แบบสอบถามความต้องการใช้ภาษาอังกฤษในการทำงานของเจ้าหน้าที่ความปลอดภัยในการทำงานระดับวิชาชีพ
(Survey of English language needs at workplace for Professional safety officers)

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ ในระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยีสถาบันพระจอมเกล้าเจ้าคุณทหารลาดกระบัง เรื่อง ความต้องการภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยในการทำงานระดับวิชาชีพของบริษัทข้ามชาติในกรุงเทพมหานคร วัตถุประสงค์เพื่อสำรวจความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะในการฟัง การพูด การอ่าน และการเขียนที่ต้องใช้ในแต่ละกิจกรรมการทำงานของเจ้าหน้าที่ความปลอดภัยในการทำงานระดับวิชาชีพในบริษัทข้ามชาติ

แบบสอบถามชุดนี้แบ่งออกเป็น 4 ตอนดังนี้

- | | |
|----------|--|
| ตอนที่ 1 | ข้อมูลทั่วไป |
| ตอนที่ 2 | ความคิดเห็นเกี่ยวกับหน้าที่และความสำคัญของการใช้ภาษาอังกฤษของการทำงาน |
| ตอนที่ 3 | ความคิดเห็นเกี่ยวกับความต้องการใช้ทักษะและลักษณะการใช้ภาษาอังกฤษในการทำงาน |
| ตอนที่ 4 | ความคิดเห็นเกี่ยวกับการจัดหลักสูตร |

คำตอบของท่านมีสำคัญมากต่อการศึกษาในครั้งนี้ ขอความกรุณาตอบแบบสอบถามทุกข้อและแสดงความคิดเห็น/ข้อเสนอแนะของท่านตามความเป็นจริง โดยคำตอบของท่านถือเป็นความลับและใช้เพื่อจุดประสงค์ในการศึกษาครั้งนี้เท่านั้น

*****ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้*****

This questionnaire is a part of Master's Degree thesis in Applied Linguistics-English for Science and Technology, King Mongkut's Institute of Technology Ladkrabang. The study's title is English language needs for professional safety officers of multinational companies (MNCs) in Bangkok which aim to investigate English language needs in terms of skills and functions of professional safety officers at workplace.

This questionnaire is divided into four parts as following;

- | | |
|----------|---|
| Part I | General information |
| Part II | Opinion about roles and importance of English |
| Part III | Opinion about the needs of English skill and activities |
| Part IV | Opinion about English syllabus course |

Your answers are crucial importance for this study, thus the truthfulness and completeness of your answers for every questions and opinions/suggestions sharing are required. Your answers are treated in confidence and use to serve this study only.

*****Thank you for all of your collaborations for answering in this questionnaire*****

ส่วนที่ 1 ข้อมูลทั่วไป(Part I: General information)

โปรดทำเครื่องหมาย ✓ หน้าข้อความที่เป็นความจริงเกี่ยวกับตัวท่านมากที่สุด

Please mark ✓ in the box which correspond to your own information.

- เพศ (Gender) ชาย (Male) หญิง(Female)
- อายุ (Age)

| | |
|---|---|
| <input type="checkbox"/> < 26 ปี (< 26 years old) | <input type="checkbox"/> 26-35 ปี (26-35 years old) |
| <input type="checkbox"/> 36-45 ปี (36-45 years old) | <input type="checkbox"/> >46 ปีขึ้นไป(> 46 years old) |
- บริษัทที่ท่านทำงานอยู่(The company where your work)

4. บริษัทของท่านเป็นของประเทศ(The home country of your company)

5. ตำแหน่งงาน (Job position)

ผู้บริหาร (Management)

หัวหน้างาน(Supervisor)

ปฏิบัติการ(Officer)

อื่นๆ โปรดระบุ (Other, please specify).....

6. ระดับการศึกษาสูงสุด (Highest education)

ปริญญาตรี (Bachelor)

ปริญญาโท (Master)

ปริญญาเอก (Doctor)

อื่นๆ โปรดระบุ (Other, please specify).....

7. ปีที่จบการศึกษา(Year of graduation)

ต่ำกว่าปี 2543 (below year 2000)

ปี 2544-2548 (year 2001-2005)

ปี 2549-2553 (year 2006-2010)

ปี 2554 ขึ้นไป(over year 2011)

8. อายุงานในตำแหน่งเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ(Work experience as professional safety officers)

ต่ำกว่าหรือเท่ากับ 1 ปี (<1 year)

มากกว่า 1-5 ปี (over 1-5 years)

มากกว่า 5-10 ปี (over 5-10 year)

มากกว่า 10 ปีขึ้นไป (>10 years)

ส่วนที่ 2 ความคิดเห็นของท่านเกี่ยวกับหน้าที่และความสำคัญของการใช้ภาษาอังกฤษในที่ทำงานของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ

Part II: Your opinions about the role and importance of English used in workplace for professional safety officers

โปรดทำเครื่องหมาย ✓ หน้าข้อความที่ตรงกับความคิดเห็นของท่านมากที่สุด

Please mark ✓ the appropriate box of each item which matches with your opinion.

9. แบบฟอร์มที่ใช้สมัครงานของบริษัทท่านใช้ภาษาใด (The application form of your company is in written what language?)

ภาษาไทย (Thai)

ภาษาอังกฤษ (English)

ทั้งสองภาษา(Both)

ภาษาอื่นๆ (ระบุ) (Other, please specify).....

10. การสมัครเข้าทำงานของบริษัทคุณในตำแหน่งเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ ต้องมีการสอบวัดความรู้ด้านภาษาอังกฤษหรือไม่ (Do the candidates for professional safety officers in your company need to be tested English proficiency?)

ไม่ใช่-ข้ามไปตอบข้อ 12 (No-move to 12)

ใช่-ตอบข้อ 11 (Yes-answer 11)

11. ถ้าใช่ ใช้รูปแบบการทดสอบอย่างไรบ้าง (ตอบได้มากกว่า 1 ข้อ)

(If yes, what type of English proficiency test?- you can choose more than 1)

ข้อสอบปรนัย (Multiple choices)

การเขียน (Writing)

การสอบสัมภาษณ์ (Interview)

อื่นๆ (ระบุ) (Other, please specify).....

12. บริษัทของคุณมีการกำหนดเกณฑ์ของความสามารถทางด้านภาษาอังกฤษจากมาตรฐานขององค์กรอื่นๆในการรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพเข้าทำงานหรือไม่ (Do the candidates for professional safety officers in your company is required to pass English proficiency test from standard organization?)

ไม่ใช่-ข้ามไปตอบข้อ 14 (No-move to 14)

ใช่-ตอบข้อ 13 (Yes-answer 13)

13. ถ้าใช้มาตรฐานที่ใช้คืออะไร-ตอบมากกว่า 1 ข้อ (If yes, what type of English proficiency test from standard organization?-you can select more than 1)
- TOEFL IELTS TOEIC อื่นๆ (ระบุ) (Other, please specify)
14. ภาษาที่ใช้ในเอกสารการทำงานของท่านคือภาษาใดบ้าง (What is the communication language in your company?)
- ภาษาไทย (Thai) ภาษาอังกฤษ (English)
- ทั้งสองภาษา (Both) ภาษาอื่นๆ (ระบุ) (Other, please specify).....
15. ความสามารถด้านภาษาอังกฤษมีผลต่อการประเมินผลหรือการทำงานของคุณหรือไม่ (Does the English proficiency is the content to evaluate your performance at work?)
- ไม่ใช่-ข้ามไปตอบข้อ 17 (No-move to 17) ใช่-ตอบข้อ 16 (Yes-answer 16)
16. ถ้าใช่ ทำให้ท่านมีโอกาสในเรื่องใด-เลือกตอบได้มากกว่า 1 คำตอบ (If yes, in which opportunity? You can select more than one answer)
- เลื่อนตำแหน่งหน้าที่รับผิดชอบสูงขึ้น (Promotion to higher position)
- ให้ได้รับการฝึกอบรม/ประจำการต่างประเทศ (Opportunity to overseas training/working)
- ให้ทำงานที่ท้าทายและมีโอกาสก้าวหน้ามากขึ้น (Opportunity to work in overseas plants)
- ค่าตอบแทนสูงขึ้น (Opportunity to get better paid)
- อื่นๆ (ระบุ) (Other, please specify).....

ส่วนที่ 3: ความคิดเห็นของท่านเกี่ยวกับความต้องการใช้ทักษะและลักษณะการใช้ภาษาอังกฤษในการทำงาน
(Part III: Opinions about the needs in using English language skills and functions in your job.)

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน โดยตัวเลขมีเครื่องหมายดังต่อไปนี้
Please mark ✓ the appropriate box of each item which matches with your opinion, each number represents as below

- 5 หมายถึง ระดับความต้องการมากที่สุด (Extremely needed)
- 4 หมายถึง ระดับความต้องการมาก (Mostly needed)
- 3 หมายถึง ระดับความต้องการปานกลาง (Moderately needed)
- 2 หมายถึง ระดับความต้องการน้อย (Slightly needed)
- 1 หมายถึง ระดับความต้องการน้อยที่สุด (Least needed)

17. ท่านใช้ภาษาอังกฤษในการทำงานกับหน่วยงานใดบ้าง (Please rate department/section which you used

| การใช้ภาษาอังกฤษในการทำงาน | ระดับการใช้ภาษาอังกฤษในการทำงาน (Level of needs in workplace) | | | | |
|--|--|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1)ภายในแผนกของบริษัทที่ท่านทำงาน (Within your department) | | | | | |
| 2)ระหว่างแผนกของบริษัทที่ท่านทำงานภายในประเทศ (With other department of your company in Thailand) | | | | | |
| 3)ระหว่างแผนกของบริษัทที่ท่านทำงานภายนอกประเทศ (With other department of your company in other country) | | | | | |
| 4)กับบริษัทอื่นภายในประเทศ (With other company in Thailand) | | | | | |
| 5)กับบริษัทอื่นภายนอกประเทศ (With other company in other country) | | | | | |

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18. โปรดระบุระดับความต้องการใช้ภาษาอังกฤษของท่านในการทำงานในแต่ละทักษะ (Please rate level of English language needed in your workplace)

| ทักษะภาษาอังกฤษที่ใช้ในการทำงาน (English skill in workplace) | ระดับความต้องการใช้ภาษาอังกฤษในการทำงาน (Level of needs in workplace) | | | | |
|---|--|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1) ทักษะการฟัง (Listening skill) | | | | | |
| 2) ทักษะการพูด (Speaking skill) | | | | | |
| 3) ทักษะการอ่าน (Reading skill) | | | | | |
| 4) ทักษะการเขียน (Writing skill) | | | | | |

คำชี้แจง: กรุณาใช้คะแนน 5 ระดับด้านล่าง เพื่อทำเครื่องหมาย ✓ ที่ตรงกับความคิดเห็นของท่านมากที่สุดเกี่ยวกับความต้องการใช้ภาษาอังกฤษในกิจกรรมต่างๆของแต่ละทักษะภาษาที่ใช้ในการทำงานของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ

Instruction: Using 5 point scales as below to mark ✓ under the same column of each activity which match with your opinion about level of needs in each skill at your workplace as professional safety officers

- 5 หมายถึง ระดับความต้องการมากที่สุด (Extremely needed)
 4 หมายถึง ระดับความต้องการมาก (Mostly needed)
 3 หมายถึง ระดับความต้องการปานกลาง (Moderately needed)
 2 หมายถึง ระดับความต้องการน้อย (Slightly needed)
 1 หมายถึง ระดับความต้องการน้อยที่สุด (Least needed)

19. ท่านมีระดับความต้องการใช้ภาษาอังกฤษด้านการฟังในการทำงานของท่านอย่างไร (How do you rate English language need for listening skills in your job?)

| กิจกรรม (Activity) | ระดับความต้องการ (Level of needs) | | | | |
|---|--------------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1) การนำเสนอผลการประเมินความสอดคล้องด้านอาชีวอนามัยและความปลอดภัยเทียบกับกฎหมาย (Present Compliance Audit report of Occupational Health & Safety legal) | | | | | |
| 2) จัดบันทึกการประชุมคณะกรรมการความปลอดภัยประจำเดือน (Take note during safety committee monthly meeting) | | | | | |
| 3) การประชุมซ้อมแผนฉุกเฉินต่างๆ เช่น การซ้อมดับเพลิงและอพยพหนีไฟ, การซ้อมสารเคมีหกรั่วไหล, การซ้อมหม้อแปลงระเบิด, การซ้อมแผนถังอัดความดันระเบิด ฯลฯ (Preparation meeting for emergency drill such as firefighting and evacuation drill, chemical leakage drill, transformer explosion drill, High pressure tank explosion drill etc.) | | | | | |
| 4) การประชุมสายทางโทรศัพท์หรือวิดีโอ (Conference Meeting via phone/Video) | | | | | |
| 5) การนำเสนอแผนงานและโครงการด้านอาชีวอนามัยและความปลอดภัยประจำปี (Presenting Occupational Health & Safety Annual Plan and projects) | | | | | |
| 6) รับฟังข้อเสนอแนะหลังจากการแจ้งอุบัติเหตุเบื้องต้น (Feedback after initial report accident to management) | | | | | |
| 7) การสอบสวนหาสาเหตุและการวิเคราะห์อุบัติเหตุ (Accident analysis and investigation) | | | | | |
| 8) การรับการตรวจสอบภายในของมาตรฐานต่างๆ เช่น มาตรฐานของบริษัท, ISO14001, ISO9001, OHSAS18001 ฯลฯ (Internal audit for management system such as ISO14001, ISO9001, OHSAS18001) | | | | | |

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19. (Continued)

| กิจกรรม (Activity) | ระดับความต้องการ (Level of needs) | | | | |
|---|--------------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 9) การรับการตรวจสอบมาตรฐานต่างๆ เช่น ISO14001, ISO9001, OHSAS18001 ฯลฯ จากหน่วยงานภายนอก (External audit for management system such as ISO14001, ISO9001, OHSAS18001) | | | | | |
| 10) การเข้าสังคมและการรับรองลูกค้า/ผู้เชี่ยวชาญชาวต่างชาติ (Socialize and entertain Foreign Customer/Professional) | | | | | |
| 11) ฝากข้อความทางโทรศัพท์ (Receive a message over the phone) | | | | | |
| 12) ขอความช่วยเหลือจากเพื่อนร่วมงาน หัวหน้างาน ผู้เชี่ยวชาญ ลูกค้า (Seeking Assistance from working staff/supervisors/professionals/customers/suppliers) | | | | | |
| 13) การนัดหมายทางโทรศัพท์ (Make an appointment via phone) | | | | | |

20. ท่านมีระดับความต้องการใช้ภาษาอังกฤษด้านการพูดในการทำงานของท่านอย่างไร
(How do you rate English language need for speaking skill in your job?)

| กิจกรรม (Activity) | ระดับความต้องการ (Level of needs) | | | | |
|---|--------------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1)การนำเสนอผลการประเมินความสอดคล้องด้านอาชีวอนามัยและความปลอดภัยเกี่ยวกับกฎหมาย(Present Compliance Audit report of Occupational Health & Safety legal) | | | | | |
| 2)การประชุมซ้อมแผนฉุกเฉินต่างๆ เช่นการซ้อมดับเพลิงและอพยพหนีไฟ, การซ้อมสารเคมีหกรั่วไหล, การซ้อมหม้อแปลงระเบิด, การซ้อมแผนถังอัดความดันระเบิด ฯลฯ (Preparation meeting for emergency drill such as firefighting and evacuation drill, chemical leakage drill, transformer explosion drill, High pressure tank explosion drill etc.) | | | | | |
| 3)การประชุมสายทางโทรศัพท์หรือวิดีโอ (Conference Meeting via phone/Video) | | | | | |
| 4) การนำเสนอแผนงานและโครงการด้านอาชีวอนามัยและความปลอดภัยประจำปี (Presenting Occupational Health & Safety Annual Plan and projects) | | | | | |
| 5)การอบรมด้านอาชีวอนามัยและความปลอดภัย (Occupational Health & Safety Training) | | | | | |
| 6) รายงานผลการตรวจด้านอาชีวอนามัยและความปลอดภัยในที่ประชุมคณะกรรมการความปลอดภัยประจำเดือน (Present monthly occupational health and safety performance in the monthly meeting of OHS committee) | | | | | |
| 7) การสอบสวนหาสาเหตุและการวิเคราะห์อุบัติเหตุ (Accident analysis and investigation) | | | | | |
| 8) การรับการตรวจสอบภายในของมาตรฐานต่างๆ เช่น มาตรฐานของบริษัท, ISO14001, ISO9001, OHSAS18001 ฯลฯ (Internal audit for management system such as ISO14001, ISO9001, OHSAS18001) | | | | | |
| 9) การรับการตรวจสอบมาตรฐานต่างๆ เช่น ISO14001, ISO9001, OHSAS18001 ฯลฯ จากหน่วยงานภายนอก (External audit for management system such as ISO14001, ISO9001, OHSAS18001) | | | | | |
| 10) การเข้าสังคมและการรับรองลูกค้า/ผู้เชี่ยวชาญชาวต่างชาติ (Socialize and entertain Foreign Customer/Professional) | | | | | |
| 11) รับ/ฝากข้อความทางโทรศัพท์ (Give/receive a message over the phone) | | | | | |
| 12) ขอความช่วยเหลือจากเพื่อนร่วมงาน หัวหน้างาน ผู้เชี่ยวชาญ ลูกค้า (Seeking Assistance from working staff/supervisors/professionals/customers/suppliers) | | | | | |
| 13) การนัดหมายทางโทรศัพท์(Make an appointment via phone) | | | | | |

21. ท่านมีระดับความต้องการใช้ภาษาอังกฤษด้านการอ่านในการทำงานของท่านอย่างไร
(How do you rate English language need for reading skill in your job?)

| กิจกรรม (Activity) | ระดับความต้องการ (Level of needs) | | | | |
|--|--------------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1)เอกสารกฎหมายและมาตรฐานต่างๆ เช่น ISO14001, ISO9001, OHSAS18001 ฯลฯ (Related legal and standard documents such as ISO14001, ISO9001, OHSAS18001 etc.) | | | | | |
| 2)ป้าย/ข้อความเตือน (Safety Signs/warning) | | | | | |
| 3)การจำแนกประเภท หมวดหมู่ของสิ่งของ พนักงาน หรือเครื่องจักร (Classify; type, group of material, employee or machine) | | | | | |
| 4) การอ่านคู่มือการใช้อุปกรณ์และเครื่องจักร (Equipment/Machine Manuals) | | | | | |
| 5)การอ่านนโยบายและมาตรฐานขั้นตอนในการทำงานของบริษัท (Policy & Standard Operation Procedure) | | | | | |
| 6) การวิเคราะห์โครงการซ่อมบำรุง ก่อสร้าง ต่อเติมด้านความปลอดภัย (The safety analysis of maintenance, construction or renovate project) | | | | | |
| 7) บันทึกเสนอเรื่องทั่วไป (Memorandums of Existing Situation) | | | | | |
| 8) อีเมลติดต่องานบริษัทคู่ค้า/ผู้รับเหมา(E-mail communication with vender/supplier) | | | | | |
| 9) อีเมลติดต่องานภายในบริษัท(E-mail communication in the company) | | | | | |
| 10) จดหมายธุรกิจติดต่อลูกค้า (Business letter to customer) | | | | | |
| 11) จดหมายธุรกิจติดต่อกับผู้เชี่ยวชาญชาวต่างประเทศ (Business letter to foreigner expertise) | | | | | |
| 12) บทความเกี่ยวกับความรู้เรื่องความปลอดภัยใหม่ (Safety journal) | | | | | |
| 13) เอกสารเสนอราคา (Quotation documents) | | | | | |
| 14) เอกสารเสนอขอประมาณการตรวจวัดสภาพแวดล้อมในการทำงาน (The quotation for the measurement of workplace environment) | | | | | |
| 15) เอกสารรายงานผลการตรวจวัดสภาพแวดล้อมในการทำงาน (The report of workplace environment measurement) | | | | | |
| 16) แผนงานด้านอาชีวอนามัยและความปลอดภัยประจำปี (Annual Health and Safety plan) | | | | | |
| 17) เอกสารโครงการส่งเสริมด้านอาชีวอนามัยและความปลอดภัยประจำปี (Occupational Health & Safety Motivation and Promotion) | | | | | |
| 18) เอกสารรายงานผลการสอบสวนหาสาเหตุและการวิเคราะห์อุบัติเหตุ/ความเจ็บป่วย/เหตุร้ายจากการทำงานในที่ประชุม/ต่อผู้บริหาร (The report of workplace accident/illness/nuisance investigation present to the meeting/management) | | | | | |
| 19) เอกสารการรายงานผลตรวจสอบมาตรฐานต่างๆ เช่น ISO14001, ISO9001, OHSAS18001 ฯลฯ จากหน่วยงานภายนอก (The report of external audit's result for management system i.e. ISO14001, ISO9001, OHSAS18001 etc.) | | | | | |
| 20) ข้อมูลเอกสารฝ่ายบุคคล เช่นใบลา ขอเบิกค่าเดินทาง ค่าสวัสดิการ ประกาศ ฯลฯ (Human resource's documents such as leave form, reimbursement form, announce etc.) | | | | | |

22. ท่านมีระดับความต้องการใช้ภาษาอังกฤษด้านการเขียนในการทำงานของท่านอย่างไร
(How do you rate English language need for writing skill in your job?)

| กิจกรรม (Activity) | ระดับความต้องการ (Level of needs) | | | | |
|---|--------------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1) การเขียนรายงานการประเมินความสอดคล้องด้านอาชีวอนามัยและความปลอดภัยเกี่ยวกับกฎหมาย (Writing of compliance assessment report for Occupational Health & Safety legal) | | | | | |
| 2) จัดทำรายงานผลการดำเนินงานด้านความปลอดภัยส่งราชการตามกฎหมาย (Writing safety performance report to submit to government under the law) | | | | | |
| 3) เตรียมข้อมูลการประชุมคณะกรรมการความปลอดภัยประจำเดือน (Preparing data for safety committee monthly meeting) | | | | | |
| 4) จัดทำรายงานการประชุมคณะกรรมการความปลอดภัยประจำเดือน (Writing the minute of safety committee monthly meeting) | | | | | |
| 5) จัดทำรายงานผลการซ้อมแผนฉุกเฉินต่างๆ เช่นการซ้อมดับเพลิงและอพยพหนีไฟ, การซ้อมสารเคมีหกรั่วไหล, การซ้อมหม้อแปลงระเบิด, การซ้อมแผนถังอัดความดันระเบิด ฯลฯ (Writing report for emergency preparedness drill such as fire & evacuation drill, chemical spillage drill, electric transformer exposure drill, high pressure gas exposure drill, etc.) | | | | | |
| 6) ป้าย/ข้อความเตือน (Safety Signs/warning) | | | | | |
| 7) การเขียนรายงานผลการตรวจด้านอาชีวอนามัยและความปลอดภัยประจำเดือน (Writing Occupational Health and Safety monthly audit) | | | | | |
| 8) การเขียนคู่มือด้านความปลอดภัย (Write Safety Manual) | | | | | |
| 9) การเตรียมข้อมูลเพื่ออบรมด้านอาชีวอนามัยและความปลอดภัย (Handout & presentation preparation for Occupational Health & Safety Training) | | | | | |
| 10) การเขียนบทความเกี่ยวกับความรู้เรื่องความปลอดภัยใหม่ (Writing new knowledge of Occupational Health and Safety in journal) | | | | | |
| 11) รายงานผลการตรวจวัดสภาพแวดล้อมในการทำงาน (Writing report for the measurement result of workplace environment) | | | | | |
| 12) การนำเสนอแผนงานด้านอาชีวอนามัยและความปลอดภัยประจำปี (Writing Occupational Health & Safety Annual Plan) | | | | | |
| 13) การจำแนกประเภท หมวดหมู่ ของสิ่งของ พนักงาน หรือเครื่องจักร (Classify of material, employee or machine) | | | | | |
| 14) รายงานการวิเคราะห์ขั้นตอนในการทำงานให้ปลอดภัย (Job Safety Analysis report) | | | | | |
| 15) การเขียนนโยบายและมาตรฐานขั้นตอนในการทำงานของบริษัท (Writing policy & standard operation procedure) | | | | | |
| 16) จัดทำรายงานการประเมินความเสี่ยงและการควบคุม (Writing risk assessment and control report) | | | | | |
| 17) การเขียนเสนอโครงการส่งเสริมด้านอาชีวอนามัยและความปลอดภัยประจำปี (Writing Occupational Health & Safety Motivation and Promotion) | | | | | |
| 18) การรายงานผลการสอบสวนหาสาเหตุและการวิเคราะห์อุบัติเหตุในที่ประชุม/ต่อผู้บริหาร (Writing investigation and analysis report for safety committee meeting/management) | | | | | |
| 19) ทำสถิติและการวิเคราะห์ข้อมูลการประสบอันตราย การเจ็บป่วย หรือการเกิดเหตุเดือดร้อนรำคาญอันเนื่องมาจากการทำงานของลูกจ้าง (Provide statistics data and analysis for accident, illness or nuisance related to Occupational Health of employee) | | | | | |

22. (Continued)

| กิจกรรม (Activity) | ระดับความต้องการ (Level of needs) | | | | |
|--|--------------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 20) ทำรายงาน และข้อเสนอแนะเกี่ยวกับการประสบอันตราย การเจ็บป่วย หรือการเกิดเหตุ เดือดร้อนรำคาญอันเนื่องมาจากการทำงานของลูกจ้าง (Writing to report and provide suggestion about accident, illness or nuisance related to occupational Health of employee) | | | | | |
| 21) การเขียนรายงานแก้ไขปรับปรุงจากผลการตรวจสอบภายในของมาตรฐานต่างๆ เช่น มาตรฐานของบริษัท, ISO14001, ISO9001, OHSAS18001 ฯลฯ (Writing corrective & preventive report for internal audit's results of standard ISO14001, ISO9001, OHSAS18001 etc.) | | | | | |
| 22) การเขียนรายงานแก้ไขปรับปรุงจากผลการตรวจสอบมาตรฐานต่างๆ เช่น ISO14001, ISO9001, OHSAS18001 ฯลฯ จากหน่วยงานภายนอก (Writing corrective & preventive report for external audit's results of standard ISO14001, ISO9001, OHSAS18001 etc.) | | | | | |
| 23) บันทึกเสนอเรื่องทั่วไป (Memorandums of general issue) | | | | | |
| 24) จดหมายธุรกิจติดต่อกับผู้เชี่ยวชาญชาวต่างประเทศ (Writing business letter to communicate with foreign expertise) | | | | | |
| 25) จดหมายอิเล็กทรอนิกส์ติดต่อกันภายในบริษัท (Writing e-mail for internal communication) | | | | | |
| 26) การกรอกข้อมูลเอกสารฝ่ายบุคคล เช่นใบลา คำสวัสดิการ ฯลฯ (Fill HR information such as leave form, reimbursement form, etc.) | | | | | |

ส่วนที่ 4 ข้อเสนอแนะเกี่ยวกับเพื่อพัฒนาหลักสูตรภาษาอังกฤษสำหรับงานด้านอาชีวอนามัยและความปลอดภัย

(Part IV: Suggestions for improvement of English courses in Occupational Health and Safety field.)

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน โดยตัวเลขมีเครื่องหมายดังต่อไปนี้

Please mark ✓ the appropriate box of each item which matches with your opinion, each number represents as below

23. โปรดระบุระดับความสามารถทางด้านภาษาอังกฤษของท่านใน 4 ทักษะ

(Please rate your English proficiency in 4 skills)

| ระดับความสามารถด้านภาษาอังกฤษ (Level of English skills) | ดีมาก (Excellent) | ดี (Good) | พอใช้ (Satisfy) | ต้องปรับปรุง (Need improvement) |
|--|----------------------|-----------|--------------------|---------------------------------------|
| | 4 | 3 | 2 | 1 |
| 1) ทักษะการฟัง (Listening skill) | | | | |
| 2) ทักษะการพูด (Speaking skill) | | | | |
| 3) ทักษะการอ่าน (Reading skill) | | | | |
| 4) ทักษะการเขียน (Writing skill) | | | | |
| 1) ทักษะการฟัง (Listening skill) | | | | |

24. โปรดเรียงลำดับ 4 ทักษะภาษาอังกฤษที่ท่านต้องการพัฒนา- 4 คือต้องการมากที่สุดและ 1 คือน้อยที่สุด
(Please rank 4 skills which you want to improve-4 as the most and 1 as least needs)

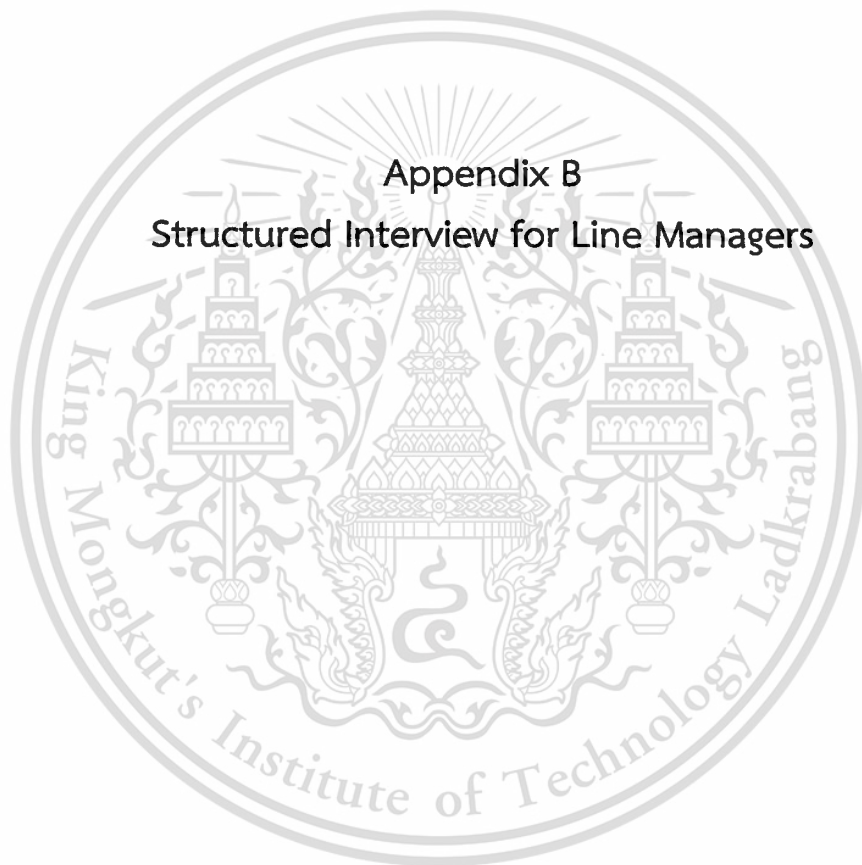
| ทักษะภาษาอังกฤษที่ใช้ในการทำงาน | ลำดับที่ 1-4 (Ranking 1-4) |
|---------------------------------|----------------------------|
| 1)ทักษะการฟัง (Listening skill) | |
| 2)ทักษะการพูด (Speaking skill) | |
| 3)ทักษะการอ่าน (Reading skill) | |
| 4)ทักษะการเขียน (Writing skill) | |

25. ท่านต้องการให้มีเพื่อนร่วมชั้นเรียนกี่คน (How many classmates do you prefer?)
- น้อยกว่า 5 คน (<5 persons)
- 5-10 คน (5-10 persons)
- 10-15 คน (10-15 persons)
- อื่นๆ (ระบุ) (Other, please specify).....
26. ท่านต้องการใช้เวลากี่ชั่วโมงต่อวัน? (How many hours do you prefer in the classroom?)
- 1 ชั่วโมง (1 hour)
- 2 ชั่วโมง (2 hours)
- 3 ชั่วโมง (3 hours)
- อื่นๆ (ระบุ) (Other, please specify).....
27. ท่านต้องการผู้สอนเป็นคนไทยหรือคนต่างชาติ? (Do you prefer local or foreign teacher?)
- ชาวไทย(Thai)
- ชาวต่างชาติ(Foreigner)
- ชาวไทยและชาวต่างชาติ (Both)
28. ท่านต้องการผู้สอนเป็นเจ้าของภาษาหรือไม่? (Do you prefer native or non-native teacher?)
- ไม่ใช่-ข้ามไปตอบข้อ 30 (No-move to 30) ใช่-ตอบข้อ 29 (Yes-answer 29)
29. ทำไม? อธิบาย? (Why? Please describe...)

30. ท่านชอบกิจกรรมใดในห้องเรียน-สามารถเลือกได้มากกว่า 1 คำตอบ?
(What activities are your favorite in the class? You can choose more than 1 answer)

- การฝึกทักษะด้านการฟัง (Improving listening skill)
- การฝึกทักษะด้านการพูด (Improving speaking skill)
- การฝึกทักษะด้านการอ่านจับใจความ (Improving reading skill)
- การฝึกทักษะด้านการสนทนา (Improving conversation skill)
- การฝึกทักษะด้านการอ่านออกเสียง (Improving pronunciation skill)
- การฝึกทักษะด้านหลักไวยากรณ์ (Improving grammar skill)
- การฝึกทักษะด้านการพัฒนาคำศัพท์ (Improving vocabulary development skill)

31. ข้อเสนอแนะอื่นๆที่ท่านคิดว่าจะเป็นประโยชน์ในการพัฒนาความสามารถด้านภาษาอังกฤษของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ โปรดระบุ
(Other suggestion that would be benefit to contribute the English development for professional safety officers, please describe...)



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**แบบสัมภาษณ์ความต้องการใช้ภาษาอังกฤษในการทำงานของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ
(สำหรับผู้จัดการ)**

(Interview of English language needs at workplace for Professional safety officers-For line manager)

แบบสัมภาษณ์นี้เป็นส่วนหนึ่งของวิทยานิพนธ์ ในระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชา
ภาษาศาสตร์ประยุกต์ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยีสถาบันพระจอมเกล้าเจ้าคุณทหารลาดกระบังเรื่อง **ความ
ต้องการภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพของบริษัทข้ามชาติในกรุงเทพมหานคร** วัตถุประสงค์เพื่อ
สำรวจความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะในการฟัง การพูด การอ่าน และการเขียนที่ต้องใช้ในแต่ละกิจกรรม
การทำงานของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพในบริษัทข้ามชาติ

แบบสัมภาษณ์ชุดนี้แบ่งออกเป็น 4 ตอนดังนี้

- | | |
|----------|--|
| ตอนที่ 1 | ข้อมูลทั่วไป |
| ตอนที่ 2 | ความคิดเห็นเกี่ยวกับหน้าที่และความสำคัญของการใช้ภาษาอังกฤษของการทำงาน |
| ตอนที่ 3 | ความคิดเห็นเกี่ยวกับความต้องการใช้ทักษะและลักษณะการใช้ภาษาอังกฤษในการทำงาน |
| ตอนที่ 4 | ความคิดเห็นเกี่ยวกับการจัดหลักสูตร |

คำตอบของท่านมีสำคัญมากต่อการศึกษาคำตอบแบบสอบถามทุกข้อและแสดงความคิดเห็น/
ข้อเสนอแนะของท่านตามความเป็นจริง โดยคำตอบของท่านถือเป็นความลับและใช้เพื่อจุดประสงค์ในการศึกษาครั้งนี้เท่านั้น
*****ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้*****

This interview is a part of Master's Degree thesis in Applied Linguistics-English for Science and
Technology, King Mongkut's Institute of Technology Ladkrabang. The study's title is English language
needs for professional safety officers of multinational companies (MNCs) in Bangkok which aim to
investigate English language needs in terms of skills and functions of professional safety officers at
workplace.

This interview is divided into four parts as following;

- | | |
|----------|---|
| Part I | General information |
| Part II | Opinion about roles and importance of English |
| Part III | Opinion about the needs of English skill and activities |
| Part IV | Opinion about English syllabus course |

Your answers are crucial importance for this study, thus the truthfulness and completeness of
your answers for every questions and opinions/suggestions sharing are required. Your answers are treated
in confidence and use to serve this study only.

*****Thank you for all of your collaborations for answering in this questionnaire*****

ส่วนที่ 1 ข้อมูลทั่วไป (Part I: General information)

1. ชื่อ (Name)
.....
2. ตำแหน่ง (Position)
.....
3. เพศ (Gender)
 ชาย (Male) หญิง (Female)
4. อายุ (Age)
 < 25 ปี (< 25 years old) 26-35 ปี (26-35 years old)
 36-45 ปี (36-45 years old) > 46 ปีขึ้นไป (> 46 years old)
5. บริษัทที่ท่านทำงานอยู่ (The company where your work)
.....
6. บริษัทของท่านเป็นของประเทศ (The parent country of your company)
.....

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ส่วนที่ 2 ความคิดเห็นของท่านเกี่ยวกับหน้าที่และความสำคัญของการใช้ภาษาอังกฤษของการทำงานด้านอาชีวอนามัยและความปลอดภัย

Part II: Your opinions about the role and importance of English used in the Occupational Health and Safety field

7. ท่านคิดว่าบทบาทของภาษาอังกฤษในการทำงานเป็นอย่างไรในปัจจุบันนี้?
(What is the role and trend of English language at work at the moment?)
8. บริษัทของท่านมีมาตรฐาน/มาตรการที่วัดความสามารถในการพัฒนาภาษาอังกฤษของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพหรือไม่ ถ้าใช่ คืออะไรบ้าง?
(Are there any measures to improve English language ability of Thai professional safety officers here? If yes, what are they?)
9. จากการวัดผลที่ผ่านมาพบสิ่งที่ดีหรือสิ่งที่ต้องปรับปรุงหรือไม่ ถ้าใช่ อย่างไร?
(Are there any advantages and disadvantages emerged from the measures employed? If yes, what are they?)
10. ท่านวางแผนในการแก้ไขปัญหาเหล่านี้หรือไม่ ถ้าใช่ อย่างไร
(Do you plan to solve these difficulties? If yes, how?)

ส่วนที่ 3 ความคิดเห็นของท่านเกี่ยวกับความต้องการใช้ทักษะและลักษณะการใช้ภาษาอังกฤษในการทำงาน

(Part III: Opinions about the needs in using English language skills and functions.)

11. ในส่วนของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ ท่านคิดว่ามีความจำเป็นเร่งด่วนที่ต้องภาษาอังกฤษหรือไม่ ถ้าใช่ คือทักษะใด และทำกิจกรรมใดบ้าง ถ้าไม่ใช่ ทำไม?
(Are there any urgent English language needs of professional safety officers in your workplace? If yes, in what kind of skill and activities? If No, why not?)

ส่วนที่ 4 ข้อเสนอแนะเกี่ยวกับเพื่อจัดทำหลักสูตรภาษาอังกฤษสำหรับงานด้านอาชีวอนามัยและความปลอดภัย

(Part IV: Suggestions for English courses in Occupational Health and Safety field.)

12. โปรดให้คำแนะนำความสามารถด้านภาษาอังกฤษในทักษะใดที่ท่านคิดว่าจำเป็นอย่างเร่งด่วนที่จะต้องทำการพัฒนา
(Please recommend English language skill which is considered as essential and urgent aspects to be developed)

The seal of King Mongkut's Institute of Technology Ladkrabang is a circular emblem. It features a central five-tiered stupa with a sunburst above it. Two smaller stupa-like structures are positioned on either side, each on a decorative stand. The entire emblem is surrounded by intricate floral and scrollwork patterns. The text "King Mongkut's Institute of Technology Ladkrabang" is written in a circular path around the inner edge of the seal.

Appendix C
Structured Interview for English Teachers/Instructors

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**แบบสัมภาษณ์ความต้องการใช้ภาษาอังกฤษในการทำงานของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ(ผู้สอน
ภาษาอังกฤษ)**

**(Survey of English language needs at workplace for Professional safety officers-English
teacher)**

แบบสัมภาษณ์นี้เป็นส่วนหนึ่งของวิทยานิพนธ์ ในระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยีสถาบันพระจอมเกล้าเจ้าคุณทหารลาดกระบังเรื่อง ความต้องการภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพของบริษัทข้ามชาติในกรุงเทพมหานคร วัตถุประสงค์เพื่อสำรวจความต้องการในการใช้ภาษาอังกฤษทางด้านทักษะในการฟัง การพูด การอ่าน และการเขียนที่ต้องใช้ในแต่ละกิจกรรมการทำงานของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพในบริษัทข้ามชาติ แบบสัมภาษณ์ชุดนี้แบ่งออกเป็น 4 ตอนดังนี้

- ตอนที่ 1 ข้อมูลทั่วไป
 ตอนที่ 2 ความคิดเห็นเกี่ยวกับหน้าที่และความสำคัญของการใช้ภาษาอังกฤษของการทำงาน
 ตอนที่ 3 ความคิดเห็นเกี่ยวกับความต้องการใช้ทักษะและลักษณะการใช้ภาษาอังกฤษในการ
 ทำงาน
 ตอนที่ 4 ความคิดเห็นเกี่ยวกับการจัดหลักสูตร

คำตอบของท่านมีสำคัญมากต่อการศึกษาในครั้งนี้ ขอความกรุณาตอบแบบสอบถามทุกข้อและแสดงความคิดเห็น/ข้อเสนอแนะของท่านตามความเป็นจริง โดยคำตอบของท่านถือเป็นความลับและใช้เพื่อจุดประสงค์ในการศึกษาครั้งนี้เท่านั้น

*****ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้*****

This interview is a part of Master's Degree thesis in Applied Linguistics-English for Science and Technology, King Mongkut's Institute of Technology Ladkrabang. The study's title is English language needs for professional safety officers of multinational companies (MNCs) in Bangkok which aim to investigate English language needs in terms of skills and functions of professional safety officers at workplace.

This interview is divided into four parts as following;

- Part I General information
 Part II Opinion about roles and importance of English
 Part III Opinion about the needs of English skill and activities
 Part IV Opinion about English syllabus course

Your answers are crucial importance for this study, thus the truthfulness and completeness of your answers for every questions and opinions/suggestions sharing are required. Your answers are treated in confidence and use to serve this study only.

*****Thank you for all of your collaborations for answering in this questionnaire*****

ส่วนที่ 1 ข้อมูลทั่วไป (Part I: General information)

1. ชื่อ (Name)

2. ตำแหน่ง (Position)

3. เพศ (Gender) ชาย (Male) หญิง(Female)
4. อายุ (Age)
 < 25 ปี (< 25 years old) 26-35 ปี (26-35 years old)
 36-45 ปี (36-45 years old) > 46 ปีขึ้นไป(> 46 years old)

5. สถาบันที่ท่านทำงานอยู่(The institute where your work)
.....

ส่วนที่ 2 ความคิดเห็นของท่านเกี่ยวกับหน้าที่และความสำคัญของการใช้ภาษาอังกฤษของการทำงานด้านอาชีวอนามัยและความปลอดภัย

Part II: Your opinions about the role and importance of English used in the Occupational Health and Safety field

6. ท่านคิดว่าบทบาทของภาษาอังกฤษในการทำงานเป็นอย่างไรในปัจจุบันนี้?
(What is the role and trend of English language at work at the moment?)
7. ประเภทหลักสูตรที่ใช้ในการสอนนักเรียนที่เป็นเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพมีอะไรบ้าง เช่น สื่อสาร, ลักษณะการใช้งาน การแปลความ การใช้สถานการณ์ หรืออื่นๆ?
(What type of English language curriculum is employed for professional safety students such as communication, functional, notional, and situational or other?)
8. ประเภทเนื้อหาในหลักสูตรมีการเน้นภาษาอังกฤษในลักษณะใด?
(What types of courses content have been focused?)
- ภาษาอังกฤษทั่วไป เช่น การทักทาย การเข้าสังคม การใช้ภาษาอังกฤษในสถานการณ์ต่างๆ
(General English such as greeting, social English, English for particular situations)
- ภาษาอังกฤษธุรกิจ เช่น การรับโทรศัพท์ การเจรจาต่อรอง การนำเสนอผลงาน การเข้าร่วมประชุม
(Business English such as answering the phone, negotiation, presenting, attending the meeting)
- ภาษาอังกฤษเฉพาะทาง ที่เกี่ยวข้องกับสถานการณ์ทำงานของเจ้าหน้าที่ความปลอดภัยในปัจจุบัน
(English related to professional safety officers's current work)
- ภาษาอังกฤษเพื่อการศึกษา (Academic English)
- อื่นๆ (ระบุ) (Other, please specify).....
9. เนื้อหาในหลักสูตรมีการเน้นภาษาอังกฤษในทักษะใด โปรดเรียงลำดับ?
(What English skills in courses content have been focused? Please rank.)
- | ทักษะภาษาอังกฤษ | ลำดับที่ 1-4 (Ranking 1-4) |
|----------------------------------|----------------------------|
| 1) ทักษะการฟัง (Listening skill) | |
| 2) ทักษะการพูด (Speaking skill) | |
| 3) ทักษะการอ่าน (Reading skill) | |
| 4) ทักษะการเขียน (Writing skill) | |
10. อะไรคือหัวข้อหลักที่ท่านเน้นในระหว่างการวางแผนในการสอนของท่าน เช่นการสร้างแรงจูงใจในการเรียน การแก้ไขข้อผิดพลาดของผู้เรียน หรืออื่นๆ
(What are the main issues you mainly focus while planning your teaching such as learner-centered, motivations, error correction other or other?)

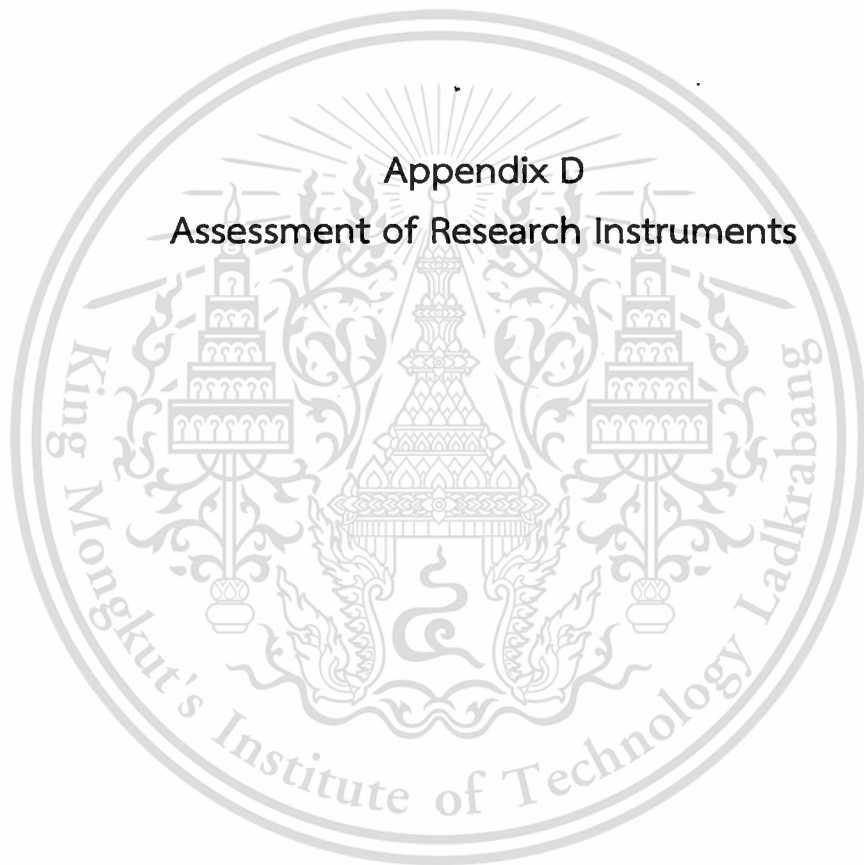
**ส่วนที่ 3 ความคิดเห็นของท่านเกี่ยวกับความต้องการใช้ทักษะและลักษณะการใช้ภาษาอังกฤษในการทำงาน
(Part III: Opinions about the needs in using English language skills and functions.)**

11. ในส่วนของเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ ท่านคิดว่ามีความจำเป็นเร่งด่วนในความต้องการด้านภาษาอังกฤษหรือไม่ ถ้าใช่ คือทักษะใด และทำกิจกรรมใดบ้าง ถ้าไม่ใช่ ทำไม?
(Are there any urgent English language needs of professional safety officers? If yes, in what kind of skill and activities? If No, why not?)

**ส่วนที่ 4 ข้อเสนอแนะเกี่ยวกับเพื่อจัดทำหลักสูตรภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพ
(Part IV: Suggestions of English courses for professional safety officers.)**

12. โปรดให้คำแนะนำความสามารถด้านภาษาอังกฤษในทักษะใดที่ท่านคิดว่าจำเป็นอย่างเร่งด่วนที่จะต้องทำการพัฒนา
(Please recommend English language skill which is considered as essential and urgent aspects to be developed)





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B1 Index of Item-Objective Congruency of Questionnaire for Professional Safety Officers

| Question | Question detail | Expert | | | IOC |
|--|---|--------|---|---|------|
| | | 1 | 2 | 3 | |
| PART 1: General Information | | | | | |
| 1 | Gender | 1 | 1 | 1 | 1 |
| 2 | Age | 1 | 1 | 1 | 1 |
| 3 | The company where your work | 1 | 1 | 1 | 1 |
| 4 | The home country of your company | 1 | 1 | 1 | 1 |
| 5 | Job position | 1 | 1 | 1 | 1 |
| 6 | Highest education | 1 | 1 | 1 | 1 |
| 7 | Year of graduation | 1 | 1 | 1 | 1 |
| 8 | Work experience as professional safety officers | 1 | 1 | 1 | 1 |
| PART 2: Your opinions about the role and importance of English used in workplace for professional safety officers | | | | | |
| 9 | The application form of your company is in written what language | 0 | 1 | 1 | 0.67 |
| 10 | Do the candidates for professional safety officers in your company need to be tested English proficiency | 1 | 1 | 1 | 1 |
| 11 | If yes, what type of English proficiency test?- you can choose more than 1 | 1 | 1 | 1 | 1 |
| 12 | Do the candidates for professional safety officers in your company is required to pass English proficiency test from standard organization? | 1 | 1 | 1 | 1 |
| 13 | If yes, what type of English proficiency test from standard organization?-you can select more than 1 | 1 | 1 | 1 | 1 |
| 14 | What is the communication language in your company? | 0 | 1 | 1 | 0.67 |
| 15 | Does the English proficiency is the content to evaluate your performance at work? | 1 | 1 | 1 | 1 |
| 16 | If yes, in which opportunity? You can select more than one answer | 1 | 1 | 1 | 1 |
| 17 | English used in workplace with other department | 1 | 1 | 1 | 1 |
| 18 | Level of English used in your workplace | 1 | 1 | 1 | 1 |
| 19) How do you rate English language need for listening in your job? | | | | | |
| 19.1 | Present Compliance Audit report of Occupational Health & Safety legal | 1 | 1 | 1 | 1 |
| 19.2 | Take note during safety committee monthly meeting | 1 | 1 | 1 | 1 |
| 19.3 | Preparation meeting for emergency drill such as firefighting and evacuation drill, chemical leakage drill, transformer explosion drill, High pressure tank explosion drill etc. | 1 | 1 | 1 | 1 |
| 19.4 | Conference Meeting via phone/Video | 1 | 1 | 1 | 1 |
| 19.5 | Present Occupational Health & Safety Annual Plan and projects | 1 | 1 | 1 | 1 |
| 19.6 | Feedback after initial report accident to management | 1 | 1 | 1 | 1 |
| 19.7 | Accident analysis and investigation | 1 | 1 | 1 | 1 |
| 19.8 | Internal audit for management system such as ISO14001, ISO9001, OHSAS18001 | 1 | 1 | 1 | 1 |
| 19.9 | External audit for management system such as ISO14001, ISO9001, OHSAS18001 | 1 | 1 | 1 | 1 |
| 19.10 | Socialize and entertain Foreign Customer/Professional | 1 | 1 | 1 | 1 |

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B1 (Continue)

| Question | Question detail | Expert | | | IOC |
|--|---|--------|---|---|------|
| | | 1 | 2 | 3 | |
| 19) How do you rate English language need for listening in your job? | | | | | |
| 19.11 | Receive a message over the phone | 1 | 1 | 1 | 1 |
| 19.12 | Seeking Assistance from working staff/supervisors/professionals/ customers/suppliers | 1 | 1 | 1 | 1 |
| 19.13 | Make an appointment via phone | 1 | 1 | 1 | 1 |
| 20) How do you rate English language need for speaking in your job? | | | | | |
| 20.1 | Present Compliance Audit report of Occupational Health & Safety legal | 1 | 1 | 1 | 1 |
| 20.2 | Preparation meeting for emergency drill such as firefighting and evacuation drill, chemical leakage drill, transformer explosion drill, High pressure tank explosion drill etc. | 1 | 1 | 1 | 1 |
| 20.3 | Conference Meeting via phone/Video | 1 | 1 | 1 | 1 |
| 20.4 | Present Occupational Health & Safety Annual Plan and projects | 1 | 1 | 1 | 1 |
| 20.5 | Occupational Health & Safety Training | 1 | 1 | 1 | 1 |
| 20.6 | Present monthly occupational health and safety performance in the monthly meeting of OHS committee | 1 | 1 | 1 | 1 |
| 20.7 | Accident analysis and investigation | 1 | 1 | 1 | 1 |
| 20.8 | Internal audit for management system such as ISO14001, ISO9001, OHSAS18001 | 1 | 1 | 1 | 1 |
| 20.9 | External audit for management system such as ISO14001, ISO9001, OHSAS18001 | 1 | 1 | 1 | 1 |
| 20.10 | Socialize and entertain Foreign Customer/Professional | 1 | 1 | 1 | 1 |
| 20.11 | Receive a message over the phone | 1 | 1 | 1 | 1 |
| 20.12 | Seeking Assistance from working staff/supervisors/professionals/ customers/suppliers | 1 | 1 | 1 | 1 |
| 20.13 | Make an appointment via phone | 0 | 1 | 1 | 0.67 |
| 21) How do you rate English language need for reading in your job? | | | | | |
| 21.1 | Related legal and standard documents such as ISO14001, ISO9001, OHSAS18001 etc. | 1 | 1 | 1 | 1 |
| 21.2 | Safety Signs/warning | 1 | 1 | 1 | 1 |

B1 (Continue)

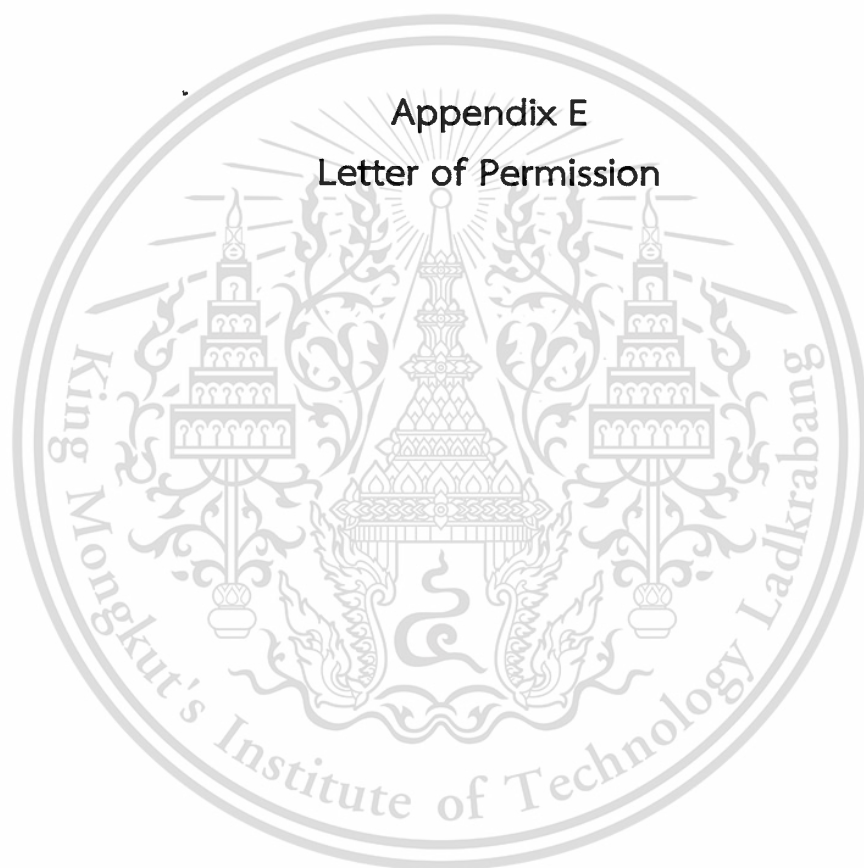
| Question | Question detail | Expert | | | IOC |
|---|---|--------|---|---|-----|
| | | 1 | 2 | 3 | |
| 21) How do you rate English language need for reading in your job? (continued) | | | | | |
| 21.3 | Classify; type, group of material, employee or machine | 1 | 1 | 1 | 1 |
| 21.4 | Equipment/Machine Manuals | 1 | 1 | 1 | 1 |
| 21.5 | Policy & Standard Operation Procedure | 1 | 1 | 1 | 1 |
| 21.6 | The safety analysis of maintenance, construction or renovate project | 1 | 1 | 1 | 1 |
| 21.7 | Memorandums of Existing Situation | 1 | 1 | 1 | 1 |
| 21.8 | E-mail communication with vender/supplier | 1 | 1 | 1 | 1 |
| 21.9 | E-mail communication in the company | 1 | 1 | 1 | 1 |
| 21.10 | Business letter to customer | 1 | 1 | 1 | 1 |
| 21.11 | Business letter to foreigner expertise | 1 | 1 | 1 | 1 |
| 21.12 | Safety journal | 1 | 1 | 1 | 1 |
| 21.13 | Quotation documents | 1 | 1 | 1 | 1 |
| 21.14 | The quotation for the measurement of workplace environment | 1 | 1 | 1 | 1 |
| 21.15 | Annual Health and Safety plan | 1 | 1 | 1 | 1 |
| 21.16 | Quotation documents | 1 | 1 | 1 | 1 |
| 21.17 | Occupational Health & Safety Motivation and Promotion | 1 | 1 | 1 | 1 |
| 21.18 | The report of workplace accident/illness/nuisance investigation present to the meeting/management | 1 | 1 | 1 | 1 |
| 21.19 | The report of external audit's result for management system i.e. ISO14001, ISO9001, OHSAS18001 etc. | 1 | 1 | 1 | 1 |
| 21.20 | Human resource's documents such as leave form, reimbursement form, announce etc. | 1 | 1 | 1 | 1 |
| 22) How do you rate English language need for writing in your job? | | | | | |
| 22.1 | Writing of compliance assessment report for Occupational Health & Safety legal | 1 | 1 | 1 | 1 |
| 22.2 | Writing safety performance report to submit to government under the law | 1 | 1 | 1 | 1 |
| 22.3 | Preparing data for safety committee monthly meeting | 1 | 1 | 1 | 1 |
| 22.4 | Preparing data for safety committee monthly meeting | 1 | 1 | 1 | 1 |
| 22.5 | Writing report for emergency preparedness drill such as fire & evacuation drill, chemical spillage drill, electric transformer exposure drill, high pressure gas exposure drill, etc. | 1 | 1 | 1 | 1 |
| 22.6 | Safety Signs/warning | 1 | 1 | 1 | 1 |
| 22.7 | Writing Occupational Health and Safety monthly audit | 1 | 1 | 1 | 1 |
| 22.8 | Write Safety Manual | 1 | 1 | 1 | 1 |
| 22.9 | Handout & presentation preparation for Occupational Health & Safety Training | 1 | 1 | 1 | 1 |
| 22.10 | Writing new knowledge of Occupational Health and Safety in journal | 1 | 1 | 1 | 1 |
| 22.11 | Writing report for the measurement result of workplace environment | 1 | 1 | 1 | 1 |
| 22.12 | Writing Occupational Health & Safety Annual Plan | 1 | 1 | 1 | 1 |
| 22.13 | Classify of material, employee or machine | 1 | 1 | 1 | 1 |

B1 (Continue)

| Question | Question detail | Expert | | | IOC |
|---|---|--------|---|---|------|
| | | 1 | 2 | 3 | |
| 22) How do you rate English language need for writing in your job? (Continue) | | | | | |
| 22.14 | Job Safety Analysis report | 1 | 1 | 1 | 1 |
| 22.15 | Writing policy & standard operation procedure | 1 | 1 | 1 | 1 |
| 22.16 | Writing risk assessment and control report | 1 | 1 | 1 | 1 |
| 22.17 | Writing Occupational Health & Safety Motivation and Promotion | 1 | 1 | 1 | 1 |
| 22.18 | Writing investigation and analysis report for safety committee meeting/management | 1 | 1 | 1 | 1 |
| 22.19 | Provide statistics data and analysis for accident, illness or nuisance related to Occupational Health of employee | 1 | 1 | 1 | 1 |
| 22.20 | Writing to report and provide suggestion about accident, illness or nuisance related to occupational Health of employee | 1 | 1 | 1 | 1 |
| 22.21 | Writing corrective & preventive report for internal audit's results of standard ISO14001, ISO9001, OHSAS18001 etc. | 1 | 1 | 0 | 0.67 |
| 22.22 | Writing corrective & preventive report for external audit's results of standard ISO14001, ISO9001, OHSAS18001 etc. | 1 | 1 | 0 | 0.67 |
| 22.23 | Memorandums of general issue | 1 | 1 | 1 | 1 |
| 22.24 | Writing business letter to communicate with foreign expertise | 1 | 1 | 1 | 1 |
| 22.25 | Fill HR information such as leave form, reimbursement form, etc. | 1 | 1 | 1 | 1 |
| 22.26 | The report of workplace accident/illness/nuisance investigation present to the meeting/management | 1 | 1 | 1 | 1 |
| PART 4: Suggestions for improvement of English courses in Occupational Health and Safety field | | | | | |
| 23 | Please rate your English proficiency in 4 skills | 0 | 1 | 1 | 0.67 |
| 24 | Please rank 4 skills which you want to improve-4 as the most and 1 as least needs | 1 | 1 | 1 | 1 |
| 25 | How many classmates do you prefer? | 1 | 1 | 1 | 1 |
| 26 | How many hours do you prefer in the classroom? | 1 | 1 | 1 | 1 |
| 27 | Do you prefer local or foreign teacher? | 1 | 1 | 1 | 1 |
| 28 | Do you prefer native or non-native teacher? | 1 | 1 | 1 | 1 |
| 29 | Why? Please describe... | 1 | 1 | 1 | 1 |
| 30 | What activities are your favorite in the class? You can choose more than 1 answer | 1 | 1 | 1 | 1 |
| 31 | Other suggestion that would be benefit to contribute the English development for professional safety officers, please describe... | 1 | 1 | 1 | 1 |
| Average Score of IOC | | 0.98 | | | |

B2 Scale of Reliability of Questionnaire

| Question number | Question detail | Number of sub-question | Sum S_i^2 | St^2 | Cronbach's Alpha |
|--------------------------|--|------------------------|--------------|--------------|------------------|
| 17 | Level of English language needed with other department | 5 | 7.05 | 21.04 | 0.83 |
| 18 | Level of English language skills needed in the workplace | 4 | 4.58 | 12.88 | 0.86 |
| 19 | Level of English language functions needed for listening skills in the workplace | 13 | 17.50 | 170.41 | 0.97 |
| 20 | Level of English language functions needed for speaking skills in the workplace | 14 | 20.16 | 228.13 | 0.98 |
| 21 | Level of English language functions needed for reading skills in the workplace | 20 | 20.69 | 251.10 | 0.97 |
| 22 | Level of English language functions needed for writing skills in the workplace | 26 | 28.34 | 548.00 | 0.99 |
| 23 | Rating of current proficiency for English skills | 4 | 1.80 | 4.37 | 0.79 |
| Total Reliability | | 86 | 100.1 | 988.8 | 0.91 |



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ที่ ศธ 0524.04/ 0957



คณะครุศาสตร์อุตสาหกรรม
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๙ มีนาคม 2559

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อการวิจัย

เรียน รศ.เฉลิมศรี ปรีชาพาณิชย์


สิ่งที่ส่งมาด้วย แบบสอบถามเพื่อการวิจัย

ด้วยนางสาวชมพูนุช บุญสร้าง นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง "ความต้องการภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพของบริษัทข้ามชาติในกรุงเทพมหานคร" โดยมี รศ.ดร. จิราภา วิทยากริกษ์ เป็นอาจารย์ ที่ปรึกษาวิทยานิพนธ์

คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามนี้ว่ามีเนื้อหาถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจของท่านจะช่วยให้งานวิจัย ของ นางสาวชมพูนุช บุญสร้าง มีความสมบูรณ์ยิ่งขึ้น

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ


(ดร.ราตรี ศิริพันธุ์)

รองคณบดีกำกับดูแลงานด้านวิชาการและบัณฑิตศึกษา
ปฏิบัติการแทนคณบดี

ส่วนสนับสนุนวิชาการ

โทร. 02-329-8000 ต่อ 3692

โทรสาร. 02- 329-8436

ติดต่อนักศึกษา โทร. 080-511-7889



บันทึกข้อความ

หน่วยงาน คณะครุศาสตร์อุตสาหกรรม สจล. ส่วนสนับสนุนวิชาการ โทร.3692
ที่ ศธ 0524.04 / 0957 วันที่ ๙ มีนาคม 2559

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อการวิจัย

เรียน ผศ.ดร.ศิริรัตน์ เพ็ชรแสงศรี

ด้วยนางสาวชมพูนุช บุญสร้าง นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง "ความต้องการภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพของบริษัทข้ามชาติในกรุงเทพมหานคร" โดยมี รศ.ดร. จิราภา วิทยาภักษ์ เป็นอาจารย์ ที่ปรึกษาวิทยานิพนธ์ คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามนี้ว่ามีเนื้อหาถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจของท่านจะช่วยให้งานวิจัย ของ นางสาวชมพูนุช บุญสร้าง มีความสมบูรณ์ยิ่งขึ้น พร้อมกันนี้ได้แนบบแบบสอบถามเพื่อการวิจัยมาด้วย

จึงเรียนมาเพื่อโปรดพิจารณาอนุญาตและขอขอบคุณในความอนุเคราะห์ของท่านมา ณ โอกาสนี้ด้วย

(ดร.ราตรี ศิริพันธุ์)

รองคณบดีกำกับดูแลงานด้านวิชาการและบัณฑิตศึกษา
ปฏิบัติกรแทนคณบดี



บันทึกข้อความ

หน่วยงาน คณะครุศาสตร์อุตสาหกรรม สจล. ส่วนสนับสนุนวิชาการ โทร.3692
ที่ ศธ 0524.04 / **0957** วันที่ ๑ มีนาคม 2559

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อการวิจัย

เรียน ดร.ผดุงชัย ภูพิพัฒน์

ด้วยนางสาวชมพูนุช บุญสร้าง นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง "ความต้องการการภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพของบริษัทข้ามชาติในกรุงเทพมหานคร" โดยมี รศ.ดร. จิราภว วิทยากรักษ์ เป็นอำนวยการที่ปรึกษาวิทยานิพนธ์ คณะครุศาสตร์อุตสาหกรรม พิจำรณาแล้ว เห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามนี้ว่ามีเนื้อหาถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจของท่านจะช่วยโง่งานวิจัย ของ นางสาวชมพูนุช บุญสร้าง มีความสมบูรณ์ยิ่งขึ้น พร้อมกันนี้ได้แนบบแบบสอบถามเพื่อการวิจัยมาด้วย

จึงเรียนมาเพื่อโปรดพิจารณาอนุญาตและขอขอบคุณในความมีอนุเคราะห์ของท่านมา ณ โอกาสนี้ด้วย

(ดร.ราตรี ศิริพันธ์)

รองคณบดีกำกับดูแลงานด้านวิชาการและบัณฑิตศึกษา
ปฏิบัติกรแทนคณบดี



ที่. ศธ 0524.04/ 0955

คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้า
เจ้าคุณทหารลาดกระบัง
ถนนนวมินทร์ กรุงเทพมหานคร
กรุงเทพฯ 10520

9 มีนาคม 2559

เรื่อง ขอบขออนุญาตให้ให้นักศึกษาเก็บข้อมูลเพื่อการวิจัย

เรียน **ผู้จัดการฝ่ายเทคโนโลยีและวิศวกรรม**

- สิ่งที่ส่งมาด้วย 1. ประมวลผลการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ จำนวน 1 ฉบับ
2. แบบสอบถามเพื่อการวิจัย

ด้วยนางสาวชมพูนุช บุญสร้าง นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษประยุกต์ ภาชงอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง "ความต้องการการภาษาอังกฤษสำหรับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพของบริษัทข้ามชาติในเขตกรุงเทพมหานคร" โดยมี รศ.ดร.จิราภว วิทยากรักษ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์และได้รับอนุมัติหัวข้อและเค้าโครงวิทยานิพนธ์แล้ว เมื่อวันที่ 28 ตุลาคม 2556 คณะครุศาสตร์อุตสาหกรรม จึงขอขออนุญาตให้ จากท่านโปรดอนุญาตให้ นางสาวชมพูนุช บุญสร้าง เก็บรวบรวมข้อมูลโดยใช้แบบสอบถามกับเจ้าหน้าที่ความปลอดภัยระดับวิชาชีพของบริษัทของท่านได้

จึงเรียนมาเพื่อโปรดพิจารณาอนุญาตและขอขอบคุณในความอนุเคราะห์ของท่านมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ


(ดร.ราตรี ศิริพันธุ์)

รองคณบดีกำกับดูแลงานด้านวิชาการและบัณฑิตศึกษา
ปฏิบัติการแทนคณบดี

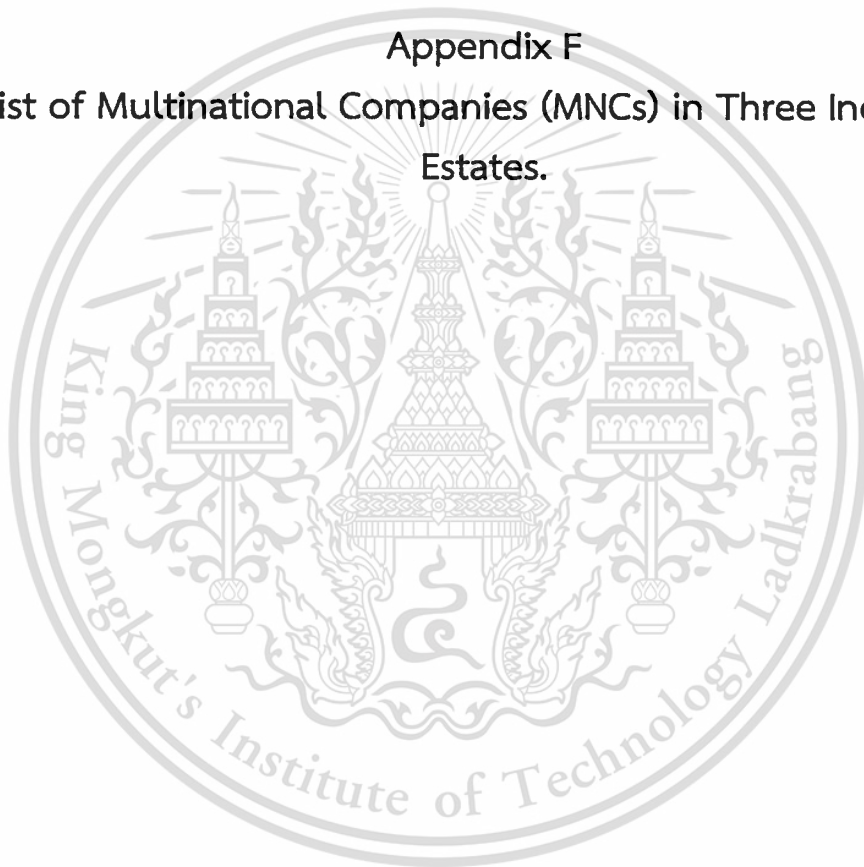
ส่วนสนับสนุนวิชาการ

โทร. 02-329-8000 ต่อ 3692

โทรสาร. 02- 329-8436

ติดต่อนักศึกษา โทร.080-511-7889

Appendix F
List of Multinational Companies (MNCs) in Three Industrial
Estates.



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List of Multinational Companies (MNCs) in Three Industrial Estates Authority of Thailand (IEAT).

| S/N | MNCs' Name |
|------------------------|--|
| Anyathanee IEAT | |
| 1 | Umicore Precious Metals (Thailand) Ltd. |
| 2 | บริษัท เจ.เอฟ.แอล. (ไทยแลนด์) จำกัด |
| 3 | บริษัท เพนคอร่า โพรดักชั่น จำกัด |
| 4 | บริษัท เอช แอนด์ เอ คัตติ้ง เวิร์คส์ จำกัด |
| 5 | บริษัท โอลิมปัส (ประเทศไทย) จำกัด |
| 6 | บริษัท โอเอ็มจี เมทัลส์ (ไทยแลนด์) จำกัด |
| Bangchan IEAT | |
| 7 | บริษัท คอสมิก โพลีเมอร์ จำกัด |
| 8 | บริษัท จินซาน อิเล็กทรอนิกส์ (ไทยแลนด์) จำกัด |
| 9 | บริษัท ชูგი อิเล็กทรอนิกส์ (ไทยแลนด์) จำกัด |
| 10 | บริษัท โตโยอิงค์ (ประเทศไทย) จำกัด |
| 11 | บริษัท ไทเทียน อิเล็กทรอนิกส์ (ประเทศไทย) จำกัด |
| 12 | บริษัท ธาณี กูชิ เมทัล จำกัด |
| 13 | บริษัท เนชั่นเนล สตาร์ช แอนด์ เคมิคัล (ไทยแลนด์) จำกัด |
| 14 | บริษัท เนสท์เล่ (ไทย) จำกัด |
| 15 | บริษัท บริติช เพ้นท์ส จำกัด |
| 16 | บริษัท พูจิคระ คาเซอิ (ประเทศไทย) จำกัด |
| 17 | บริษัท มาเลย์ เอ็นจิน คอมโพเน้นท์ (ประเทศไทย) จำกัด |
| 18 | บริษัท มิตรบุษิ อิเล็กทรอนิกส์ ออโตเมชัน (ประเทศไทย) จำกัด |
| 19 | บริษัท อัลมอนต์ (ไทยแลนด์) จำกัด |
| 20 | บริษัท เอบสัน ไดโคคอม (ไทยแลนด์) จำกัด |
| 21 | บริษัท โอเรียนทัล - มูไร เท็ค คอร์ปอเรชั่น จำกัด |
| 22 | บริษัท ฮอนด้า ออโตโมบิล (ประเทศไทย) จำกัด |
| 23 | บริษัท อิกาชิจูจิ ไทย จำกัด |
| Ladkrabang IEAT | |
| 24 | บริษัท 3 เอ็ม ประเทศไทย จำกัด |
| 25 | บริษัท คาโต้สตีลไทย จำกัด |
| 26 | บริษัท เค.ยู.โนมูระ ไทย จำกัด |
| 27 | บริษัท เคียวเซกิ ออโตโมทิว ไซปริง จำกัด |
| 28 | บริษัท จอห์นสัน แอนด์ จอห์นสัน (ไทย) จำกัด |
| 29 | บริษัท เซโค แอดวานซ์ (ประเทศไทย) จำกัด |
| 30 | บริษัท ตาน่า สไปเซอร์ (ประเทศไทย) จำกัด |
| 31 | บริษัท ดีเคเอสเอช (ประเทศไทย) จำกัด |
| 32 | บริษัท ดีบี เทคโนโลยี (ประเทศไทย) จำกัด |
| 33 | บริษัท เค สเต โค (เอเชีย) จำกัด |

| S/N | MNCs' Name |
|------------------------------------|---|
| Ladkrabang IEAT (Continued) | |
| 34 | บริษัท โดวา เซโกะ (ไทยแลนด์) จำกัด |
| 35 | บริษัท โดชิน อินเตอร์เนชั่นแนล คอร์ปอเรชั่น จำกัด |
| 36 | บริษัท ทรอยสยาม จำกัด |
| 37 | บริษัท ทอมโบว์ (ประเทศไทย) จำกัด |
| 38 | บริษัท ไทยเคียววา ซังโย จำกัด |
| 39 | บริษัท ไทยมารูเคน จำกัด |
| 40 | บริษัท ไทยฮอนด้า แมนูแฟคเจอร์ส จำกัด |
| 41 | บริษัท นิเวลล์รับเบอร์เมต (ประเทศไทย) จำกัด |
| 42 | บริษัท ฮามาจิ อินดัสตรี (ประเทศไทย) จำกัด |
| 43 | บริษัท เน็กซ์ สเปเชียล เพ้นท์ แอนด์ เคมิคัล (ประเทศไทย) จำกัด |
| 44 | บริษัท โนวาลูกซ์ วีโอทซ์ จำกัด |
| 45 | บริษัท เทเทอร์ส เซอร์จิเคิล อินเตอร์เนชั่นแนล จำกัด |
| 46 | บริษัท มอนเดลีช อินเตอร์เนชั่นแนล (ประเทศไทย) จำกัด |
| 47 | บริษัท มารูเออิ อินดัสตรี (ประเทศไทย) จำกัด |
| 48 | บริษัท ยันมาร์ เอส.พี. จำกัด |
| 49 | บริษัท ยูนิลีเวอร์ ไทย โฮลดิ้งส์ จำกัด |
| 50 | บริษัท เรเฮา จำกัด |
| 51 | บริษัท โรเด็นสต็อก (ประเทศไทย) จำกัด |
| 52 | บริษัท วายซีเอช (ประเทศไทย) จำกัด |
| 53 | บริษัท วี. เมน ฟิลส์ (ประเทศไทย) จำกัด |
| 54 | บริษัท สตีลเลอร์ แมนูแฟคเจอร์ส (ประเทศไทย) จำกัด |
| 55 | บริษัท อชาด้า (ประเทศไทย) จำกัด |
| 57 | บริษัท อาร์. เอ็ม. อินเตอร์เนชั่นแนล เซอร์วิสเซส จำกัด |
| 58 | บริษัท อาร์ท-เสริมา ปิสตัน จำกัด |
| 59 | บริษัท อิวาซากิ (ประเทศไทย) จำกัด |
| 60 | บริษัท อิซุซุเอ็นอิน แมนูแฟคเจอร์ส (ประเทศไทย) จำกัด |
| 61 | บริษัท เอ็ฟซีซี (ไทยแลนด์) จำกัด |
| 62 | บริษัท เอสซีลอร์ แมนูแฟคเจอร์ส (ประเทศไทย) จำกัด |
| 63 | บริษัท โออิฮาร่า (ประเทศไทย) จำกัด |
| 64 | บริษัท อัททิ เทรดิง จำกัด |



Appendix G
Lesson Plan of English Training Program for Professional Safety
Officers

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Course Title: English for Professional safety officers

Learner level: Pre-intermediate

Time & duration: 3 hours per class; total 27 hours.

Approach: An Integration of Four Skills

Course description: The course particularly designed to support the English language skills development for professional safety officers at workplace. It aims at enhancing for professional communication in various tasks of occupational, health and safety. The content and exercises in this course emphasize reading and speaking skill development. The activities also focus on interpreting policy and SOP into practice, discussion and exchanges of ideas and opinions, encouragement and convincing method, writing business e-mail, including job related presentation skills.

Contents:

1. Career and opportunities as Professional safety officers
2. Occupational Health and Safety Regulation and International Management Standard (ISO9001, ISO14001, OHSAS18001)
3. Accident investigation and reporting
4. Occupational Health and Safety planning and project
5. English for Occupational Health and Safety presentation
6. Safety Orientation for worker or visitor
7. Job application: Job description, Resume, letters for job application and job interview

The Program Outline of Workplace English Training Program for Professional Safety Officer

| Unit Title | Function | Grammar | Vocabulary | Pronunciation | Skills focus |
|---|--|---|---|--|--|
| 1) Career and opportunities as Professional Safety Officer | <ul style="list-style-type: none"> -Self-introduction -Introducing someone -Talk about duties and responsibility -Setting career goals | <ul style="list-style-type: none"> -present simple –s or –es ending -Possessive ‘s’ -Interrogative forms verb (e.g. enjoy) + ing | <ul style="list-style-type: none"> -Occupational, Health and safety -Workplace -Workers -Assessment -Prevention -Control | <ul style="list-style-type: none"> -When is –s an extra syllable? -Rhythm in <i>Wh</i>-questions | <p>Listening: For the main point in duties and responsibility</p> <p>Speaking: Using spelling to clarify</p> <p>Reading: Using visuals to predict content of an article, specific information</p> <p>Writing: Making notes for a first draft of an article improving a first draft by adding reasons with because and so</p> |
| 2) Occupational Health and Safety International Management Standard (ISO9001, ISO14001, OHSAS18001) | <ul style="list-style-type: none"> -Understanding the requirements -Interpreting into practice -Describing process | <ul style="list-style-type: none"> -Present simple -Present perfect -Must/shall -Active & passive sentence | <ul style="list-style-type: none"> -Rules -Requirement -Corrective action -Preventive action -Auditor -Internal audit -External audit -Certify body -Document control record | - | <p>Reading: Interpreting requirement into practice</p> <p>Writing: Writing policy and standard operation procedure</p> |

| Unit Title | Function | Grammar | Vocabulary | Pronunciation | Skills focus |
|--|--|--|--|---------------------------|---|
| 3) Accident investigation and report | <ul style="list-style-type: none"> -Describing the incident by sequence -Explaining cause and effect -Provide correction & suggestion -Concise writing | <ul style="list-style-type: none"> -Past tense -Cause and effect grammar -Have to/don't have to/mustn't | <ul style="list-style-type: none"> -Fetal, injury -vocab of feeling (e.g. pain, fear, excite, etc.) -Cut, bruise, collapse, damage -Refresh training | - | Writing: concise report |
| 4) Occupational Health and Safety meeting: | <ul style="list-style-type: none"> -arranging a meeting -confirming/rescheduling a meeting by e-mail -Reporting progress -Explaining cause and effect -Interrupting and dealing with interruptions -Expressing strong and tentative opinions -Disagreement and criticism -Confirming decisions and action points -Summaring the result of a meeting | <ul style="list-style-type: none"> -Future tense -Can/Could -Have to -Adverb of agree | <ul style="list-style-type: none"> -Brainstorming -Progress -Kick off -Shareholder -launch -Vocab to describe graph, table and figure -Telephone phases | -Intonation in suggestion | <ul style="list-style-type: none"> Listening: Intercultural communication Speaking: Talking about plan & progress Reading: Interpreting graph, table and figure Writing: Formal and informal minute |

| Unit Title | Function | Grammar | Vocabulary | Pronunciation | Skills focus |
|--|---|---|--|--|--|
| 5) English for Occupational Health and Safety presentation | <ul style="list-style-type: none"> -Arrange the logical process of the ideas -Talking about plan, possibility -Asking for clarification | <ul style="list-style-type: none"> -Phase of greeting -Using sequential description | <ul style="list-style-type: none"> -Vocab to describe graph, table and figure | <ul style="list-style-type: none"> -Intonation in opinions | <p>Listening: Listening for the main point of audience feedback/question</p> <p>Speaking:</p> <p>Reading: Skim and scan</p> <p>Writing: Concise writing for presentation</p> |
| 6) Safety Orientation training | <ul style="list-style-type: none"> -Introduction -Arrange the logical process of the ideas -Explaining type of workplace, hazardous and risk -Defining Incident, Accident, near miss - Describing unsafe action & condition -Emphasizing safety instruction - Summarizing the training | <ul style="list-style-type: none"> -Phase of greeting -Using sequential description | <ul style="list-style-type: none"> -Fire fighting -Personnel Protective Equipment -Fire Extinguisher -Fire Host reel -Fire Alarm -Emergency exist -Evacuation | <ul style="list-style-type: none"> -Intonation of emphasizing | <p>*** Focus the same skills as presentation</p> |

| Unit Title | Function | Grammar | Vocabulary | Pronunciation | Skills focus |
|--|--|--|---|--|---|
| 7) Job application: Job description, Resume, letters for job application and job interview | -The language of job description -Exchange information -Arrange an appointment -The language for interviewing -Giving and requesting information | -Will (promise and offers) -Can/could (request) | -Work experience -Capability -Fringe -Benefit -Salary -Incentive | -Stress in sentences with will, won't and shall | Listening: the key words and detail of conversation Speaking: Talking control of the topic in a short conversation. Reading: Reading the job advertisement and job application Writing: Mind map of CV/Resume |

Source: 1) Kenneth T. (2014). English for meeting. Oxford: Business English.

- 2) Jean E., Emily B. and Claudia R. (2011). Writing: Grammar, Usage, and Style Quick Review. Wiley Publishing, Inc.
- 3) Mark H. & Annie M. (2012). English result: pre-intermediate student's book. Oxford University Press.
- 4) Pat P. (2011). English for Human Resources. Oxford: Business English.

BIOGRAPHY

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| Date of Birth | 05 July 1982 |
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| Educational Background | 2002-2005 Bachelor's degree in Occupational Health and Safety, Khonkaen University |
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