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ENGLISH LANGUAGE NEEDS OF DUAL VOCATIONAL UNDERGRADUATE
STUDENTS AT SAMUTSONGKHRAM TECHNICAL COLLEGE UNDER THE
INSTITUTE OF VOCATIONAL EDUCATION CENTRAL REGION 5



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COLLEGE UNDER THE INSTITUTE OF VOCATIONAL EDUCATION
CENTRAL REGION 5



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KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์คือ 1) เพื่อตรวจสอบทักษะภาษาอังกฤษที่จำเป็นสำหรับนักศึกษาทวิภาคีระดับปริญญาตรี วิทยาลัยเทคนิคสมุทรสงคราม สังกัดสถาบันการอาชีวศึกษาภาคกลาง 5 2) เพื่อเปรียบเทียบทักษะภาษาอังกฤษที่จำเป็นระหว่างนักศึกษาสาขาวิชาเทคโนโลยีแม่พิมพ์ และนักศึกษาสาขาวิชาคอมพิวเตอร์ธุรกิจ 3) เพื่อเปรียบเทียบทักษะภาษาอังกฤษที่จำเป็นระหว่างเพศ 4) เพื่อเปรียบเทียบทักษะภาษาอังกฤษที่จำเป็นระหว่างชั้นปี กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้คือ นักศึกษาทวิภาคีจำนวน 70 คน ประกอบด้วยนักศึกษาสาขาวิชาเทคโนโลยีแม่พิมพ์ 46 คน และนักศึกษาสาขาวิชาคอมพิวเตอร์ธุรกิจ 24 คน โดยใช้วิธีการสุ่มตัวอย่างแบบชั้นภูมิ เครื่องมือที่ใช้ในการวิจัยได้แก่ แบบสอบถาม วิเคราะห์ข้อมูลโดยใช้ค่าสถิติ ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่า t-test ผลการศึกษาพบว่า 1) นักศึกษาทั้ง 70 คน มีความต้องการใช้ทักษะภาษาอังกฤษทั้ง 4 ทักษะอยู่ในระดับปานกลาง ได้แก่ การฟัง การอ่าน การพูด และการเขียน ($\bar{X} = 2.99$, S.D = 0.71). 2) เมื่อเปรียบเทียบทักษะภาษาอังกฤษที่จำเป็นระหว่างสาขาวิชา พบว่านักศึกษาสาขาวิชาคอมพิวเตอร์ธุรกิจมีความต้องการทักษะภาษาอังกฤษมากกว่านักศึกษาสาขาวิชาเทคโนโลยีแม่พิมพ์ ซึ่งมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 ($t = -2.424$, Sig = 0.01) 3) เมื่อเปรียบเทียบทักษะภาษาอังกฤษที่จำเป็นระหว่างเพศ พบว่า เพศหญิงมีความต้องการทักษะภาษาอังกฤษมากกว่าเพศชาย ซึ่งแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ($t = -2.380 \leq 0.05$) 4) เมื่อเปรียบเทียบทักษะภาษาอังกฤษที่จำเป็นระหว่างชั้นปี โดยรวมพบว่านักศึกษาที่มีระดับชั้นต่างกันมีความต้องการใช้ทักษะภาษาอังกฤษแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ 0.05 ($t = 0.899 \geq 0.05$)

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ABSTRACT

The purposes of this study were 1) to examine which English language skills needed for Dual Vocational Undergraduate Students at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5, 2) to compare the English language skills needed by the field of study: Mold and Die Students (MDS) and Business Computer Students (BCS), 3) to compare the English language skills needed by gender, and 4) to compare the English language skills needed by the year of study. The sample comprised 70 DVUS who were 46 students in MDS and 24 students in BCS, selected using a stratified random sampling method. The instrument used to collect data was a questionnaire. The data were analyzed using percentage, means, standard deviation, and t-test. The results showed that 1) all 70 DVUS needed all four English language skills: listening, reading, speaking, and writing at a moderate level ($\bar{X}=2.99$, S.D. =0.71). 2) Comparing by the field of study, BCS required English language skills more than MDS. There was a statistically significant difference at the level of 0.01 ($t=-2.424 \leq 0.01$). 3) Comparing by gender, females required English language skills more than males. There was a statistically significant difference at the level of 0.05 ($t=-2.380 \leq 0.05$). 4) Comparing by the year of study, it was indifferent with the statistical significance level of 0.05 ($t=0.899 \geq 0.05$).

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LIST OF ABBREVIATION

Abbreviation	Term
ESP	English for Specific Purposes
EGP	English for General Purposes
MDS	Mold and Die Students
BCS	Business Computer Students
DVUS	Dual Vocational Undergraduate Students



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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is an international language. Moreover, it is essential for our modern world since it has been used in many aspects throughout the world: business, trade, education, international relations, and tourism. Thus, an effective program should be prepared to prepare students to get the proper English language skills that the labor market needs.

The Education Management in the Office of the Vocational Education Commission under the Ministry of Education has a duty for direct management in semi-professional, and professional workforces. Therefore, the curriculum of the Institute of Vocational Education Central Region 5 focuses on Dual Vocational Education (DVE), which is organized primarily as an apprenticeship system. Therefore, Dual Vocational Undergraduate students who study at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5 must learn in vocational schools once a week. Simultaneously, students must work in the workplace according to a memorandum of understanding (MOU) between the vocational school and the workplace (Dual Vocational Education Center: DVEC, 2014). Learning the dual vocational education program has two main elements, learning in vocational schools and workplaces. It means that vocational students must study both in a vocational school and in a workplace to develop professional competence by building meaningful relations between knowledge, skills, and attitudes for professional competence (Schaap et al., 2012).

Therefore, Samutsongkhram Technical College, under the Institute of Vocational Education Central Region 5, has organized a bachelor's degree of technology (continuing program). Students at the diploma level have to get further study for two years more to obtain this degree. The dual program depends on the curriculum environment of both the vocational school and the workplace that are learning in the bachelor's program of Mold and Die Technology and Business Computer. Thus, teachers would be prepared for practical courses relevant to the academic curriculum and the learners' needs in professional English language learning and professional training for future careers (Srijono, 2015). Furthermore, Thailand joined the ASEAN community in 2015. Hence, the Thai people must adapt

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to 34 ASEAN charters, which require English as the fundamental language in their work because it is considered one of the most important languages (Deerajviset, 2015). So, students need to use English more than their national language for their lives and careers. Thus, English has been taught as a core course in the Thai vocational curriculum, and required English as a compulsory subject for all Thai vocational students from certificate 1 to 3, diploma1 to2 and Bachelor of Technology 1 to 2 for continuing the program. Educational management in vocational schools has integrated four skills to accommodate the practical needs of Thailand (Vocational Education Commission, 2012). English has become the language of international communications, and acquisitions can guarantee the availability of employment opportunities, travel, higher education, and a better life (Boroujeni & Fard, 2013).

In Thailand, research on Needs Analysis (NA) of language use at work confirms in the workplace that the demand for English language skills is at a record high. Thus, Thai experts need to improve their English language skills, particularly in professional accomplishment and job advancement. Rajprasit et al. (2014) stated that some studies specify the skill required by expert tasks to understand the language skill requirements. For example, business for Thai experts requires listening skills in a presentation and making for a future plan, speaking skills to communicate with foreigners and co-workers, an oral presentation, and writing skills for writing a report. Therefore, reading skills are significant as they require skills; specifying the main ideas, examining the content, and quickly searching for data. So, reading skills are essential because they need to approach up-to-date data and demand gainful learning for their work from handbooks, periodicals, activities, or information. Also, writing skill is imperative for Thai experts to write an e-mail, a letter, a report, and a proposal (Chittavitti, 2005 as cited in Rajprasit and et al., 2014).

So, a vocational school needs to prepare the English language courses to match the needs of learners, the labor market, and the needs of the workplace (Rouf & Mohamed, 2016). While English is an international language, there is a growing demand for labor markets. The labor market requires the skills of learners who transfer the knowledge they learned in a vocational school to convey in their work. Thus, students in a vocational school have faced problems integrating knowledge skills and attitudes at the workplace, including complex thinking skills and critical thinking (Bartman & de Bruijn, 2011). Hence, the knowledge skills of learners are a problem to apply in their work. Likewise, the application of learning is a core of analysis of the lacking and needs of learners. The lack and needs of learners are essential for examining the data between the language of current learning and the

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target situation used to identify student needs in their work. Thus, needs analysis is a tool for investigating the English language skills required for the dual vocational undergraduate students' needs.

For these reasons, this study aims to examine English language skills in the first and second years. Seventy students in Mold and Die Students (MDS) and Business Computer Students (BCS) at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5 require most English language skills to study and work. They needed to use it in the workplace to prepare the course to match students since exploring the needs of learners is essentially either to encourage learners to be interested in the learning process and meet the needs of the internship and the needs of the workplace to use in real work. The study results could be used as a guideline for the future development of English language courses.

1.2 Purposes of the Study

The study was conducted to achieve the objectives as follows:

1. To examine English language skills needed for Dual Vocational Undergraduate Students (DVUS)
2. To compare the English language skills needed between MDS and BCS
3. To compare the English language skills needed by gender, and
4. To compare the English language skills needed by the year of study.

1.3 Research Questions

The current study attempts to answer four questions as follows:

1. What are the English languages skills needed for DVUS?
2. Are there any significant differences in English language skills needed between MDS and BCS?
3. Are there any significant differences in English language skills needed between different genders?
4. Are there any significant differences in English language skills needed between different years of study?

1.4 Scope of the Study

1.4.1 Population

The population consists of 83 students, 42 were first-year students, and 41 second-year students, Mold and Die students (MDS) and Business Computer students (BCS) at Samutsongkhram Technical College under the Institute of Vocational Central Region 5. This study was conducted in the first semester of the 2021 academic year.

1.4.2 Sample

The sample consisted of 70 students, 35 from the first-year students' level and 35 from the second-year students' level in MDS and BCS at Samutsongkhram Technical College of the Institute Vocational Education Central Region 5.

1.4.3 Scope of the Contents

This study focuses on English language skills, i.e., listening, speaking, reading, and writing. The content includes tasks and activities that cover three main areas of study: Technical English, Business English, and General English as below:

1. Technical English: reading operation manuals/ maintenance manuals;
2. Business English: giving presentations and telephoning;
3. General English: asking for and giving directions.

1.4.4 English Skills

English Skills focused in this study were all four skills: listening, speaking, reading, and writing. The details were as follows:

As for listening skills,

- (1) Listening to descriptions and explanations while training at the workshop
- (2) Listening during telephone conversations
- (3) Listening while attending English class
- (4) Receiving spoken instruction/advice
- (5) Listening to music
- (6) Listening for main ideas

As for speaking skills,

- (1) Asking and answering questions

- (2) Telephoning
- (3) Introducing yourself and another in a diversity of situations
- (4) Giving a presentation
- (5) Stating opinions or ideas on different topics
- (6) Asking and giving advice
- (7) Asking for and giving directions

As for reading skills,

- (1) Reading textbooks
- (2) Reading for the main idea
- (3) Reading for pleasure
- (4) Reading office documents, e.g., business letters
- (5) Reading signs, rules, and notices at a workplace
- (6) Reading operation manuals/ maintenance manuals
- (7) Reading manuals, instructions on the product description
- (8) Reading English newspapers/ journals/ magazines/ novels
- (9) Searching the Internet for English resources

As for writing skills,

- (1) Writing job reports or assignments
- (2) Writing product descriptions
- (3) Writing E-mail
- (4) Filling out forms
- (5) Describing diagrams, tables, and graphs
- (6) Writing instructions
- (7) Describing a process

1.4.5 Variables

1. Independent variables are year of study (first and second year of DVUS), field of study (MDS and BCS), and gender.

2. Dependent variables are four skills of English language needs (listening, speaking, reading, and writing)

1.5 Significance of the Study

The study aims to examine and compare which English language skills are needed most between MDS and BCS in the first year and the second year and also to study the English language skills that MDS and BCS need to use in the workplace. Thus, the findings could be used as a guideline for developing further English skills necessary for their jobs.

1.6 Definition of Terms

1. *English Language Needs*

English language needs refer to the requirements of English Language for Mold and Die students and Business Computer students in Dual Vocational Education at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5 in improving the four primary skills.

2. *English Language Skills*

English language skills refer to speaking skills, listening skills, reading skills, and writing skills.

3. *Needs Analysis*

Needs analysis refers to the systematic collection and assessment of language skills necessary for developing English course purposes. As a result, they can satisfy the language learning requirements of students majoring in the Mold and Die Department and Business Computer Department of Technological Undergraduate Students at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5.

4. *Dual Vocational Education*

Dual Vocational Education refers to professional education management based on an institution, state enterprise, or government agencies agreement. The

agreement allows learners to participate in vocational institutions and gain work experience in enterprises, state enterprises, or government agencies.

5. The Institute of Vocational Education Central Region 5

The Institute of Vocational Education Central Region 5 refers to a place where the educational management in the dual system for a two-year continuing program at the bachelor's degree level in a profession. Moreover, it also refers to the English language skills the students consider necessary and want to learn to use in the workplace.

6. Dual Vocational Undergraduate Students (DVUS)

Dual Vocational Undergraduate Students (DVUS) are first- and second-year students who study a Bachelor of Technology Program in Mold and Die and Business Computer (Continuing Program) at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5.

7. Bachelor's degree of technology (continuing program)

Bachelor's degree of technology (continuing program) is a program that students at the diploma level have to get further study for two years more to obtain this degree.

CHAPTER 2

LITERATURE REVIEW

This chapter consists of five parts: English for specific purposes, English for general purposes, definition of needs and needs analysis, approach of needs analysis, and related research on needs analysis.

2.1 English for Specific Purposes (ESP)

The term English for Specific Purposes (ESP) regards the instruction and education in English as a foreign language wherever learners intend to use English in a specific area. Many scholars have accepted ESP, which is a better way to equip learners using English in their occupation environment, and needs analysis is crucial for designing ESP courses' curriculum. Basturkmen (2006) stated that ESP could help English teachers understand how to enable learners to utilize English in education, occupational groups, or work environments. Thus, ESP course design is about analyzing learners' needs. Similarly, Teodorescu (2010) stated that ESP is essential everywhere, including in doing business, providing information, and communicating across cultures through English after World War II. Besides, ESP has become a crucial part of a conceptual framework for teaching English to achieve in the English language the use of learners' needs (Hutchinson & Waters, 1987). However, Tangniam (2006) pointed out that English is used to communicate with an international purpose, which replaced the use of inter-country. Thus, a study by Brown (2016) stated that ESP is a concept to a guideline to design the ESP course based on the specifics of learner requirements.

To summarize, the term English for a specific purpose (ESP) is an analysis of learners' needs to achieve in language use.

2.1.1 Definitions of English for Specific Purposes (ESP)

Many educators have defined ESP in many theories. For example, Hutchinson and Waters referred that ESP focuses on learners. An English course aims to improve coherence and inspire learners to learn more quickly. They stated that ESP is an approach for meeting learners' needs in which the way of delineating language, model of learning, and needs analysis are essential elements for course design (Hutchinson and Waters, 1987).

Likewise, Johns and Dudley-Evans (1991) stated that ESP is focused on learning and teaching English language according to students' needs. Furthermore, the educational materials and planning exercises should be suited for a specific group of learners so that the students would be able to use English properly in a particular context. Similarly, Richards and Schmidt (2010) stated that ESP had influenced the English language in the language course of teaching, covering the content and purpose within the characterized of learners' needs through with a specific group of learners.

Hutchinson and Waters (1987) described ESP as an approach for meeting learners' needs in which the ways of delineating language, model of learning, and needs analysis are essential elements for course design.

Belcher et al. (2011) mentioned that ESP aimed to teach English as a foreign language and where learners use English as a domain. Besides, this research mentioned that the learners need to reach out to what learners need to do in their current situation and what they want to be in their future work. Likewise, Starfield (2012) noted that ESP aims to teach the learners' requirement for communication a cross-language in technology and business.

Furthermore, Paltridge and Starfield (2013) stated that English for Specific Purposes (ESP) is assisted in fulfilling English learning learners' needs in the particular language, skills, and genre in the particular activities. Thus, the need for the learners' learning is a key to ESP courses. Besides, ESP courses are used to specify the learners' needs and the nature of the genres that they require making and partake in, how we know learners have to do this, and, if not, how we help them succeed.

Likewise, Robinson (1991) referred that the concept of ESP can be approached in teaching English with a target, content, and language to meet the needs of a specific learner in a particular language learning group to achieve its goals. However, ESP is not only significant in teaching the English language to learners' needs, but it is essential for their work.

In summary, the concept of ESP can be defined as the teaching method for the learners' needs. Thus, the needs of learners are the best criticized for three reasons; first, the need for a universal language; second, the need for a language revolution; and third, the creation of ESP courses. Furthermore, the ESP course can be used realistically (Widdowson, 1978).

2.1.2 English Language Teaching at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5

According to Section 8 of the Vocational Education Act B.E. 2552 (A.D. 2008), section 8 states that there are three types of vocational education and occupation training, namely, 1) formal education, 2) non-formal education, and 3) dual vocational education. Dual vocational education is an agreement between vocational colleges or institutes and private enterprises, state enterprises, or the government sector in measuring and evaluating curriculum instruction. Students can learn the theoretical part at vocational colleges or institutes. Also, they can have cooperative education training there to produce and develop human resources.

As for Section 9 of this Vocational Education Act, the responsibilities of the vocational education college are to provide three levels of education namely, 1) Vocational Certificate 2) Diploma Certificate and 3) Bachelor's degree of Technology. In general, the characteristics of students at Samutsongkhram Technical College tend to be passive learners. They are too shy to speak English because they are afraid of making mistakes. However, the English course is taught as a compulsory course. Therefore, the teacher has to improve students' English skills so that they can apply their knowledge to real-life situations.

Thus, this study aims to explore DVUS' English language needs so that the teachers can enable to use the language skills according to their needs and suitable for their studies and future work.

2.1.2.1 English Courses (6 credits)

- (1) 19-4000-1201 English for Communication and Study Skills 3 (3-0-6)
- (2) 19-4000-1202 Reading and Writing English in Careers 3 (3-0-6)
- (3) 19-4000-1203 English for Socializing and Customer Careers 3 (3-0-6)

These three English courses are designed by the college's academic administration officers. Students are required to study English at least 6 credits. For academic year 2021, the ESP program consists of two English courses, namely, English for communication and study skills, reading and writing English in careers, which offered for the second-year students to study English in the first and second semester respectively. Thus, MDS and BCS are required to study 6 credits or two English courses while studying at Samutsongkhram Technical College. ESP teachers have the freedom to choose content, teaching material, and task and activities to support their teaching process.

In this study, the researcher would like to investigate the English language needs of DVUS in order to meet students' needs and enable students to communicate effectively in their studies and work.

2.2 English for General Purposes (EGP)

Hutchinson and Waters (1987) referred that EGP is equipped with students as a mandatory module in education; their specific purpose is to succeed in the exams. Popescu (2010) stated that EGP is the teaching of general English at school as a broad basis more than a detailed and selective specification of contents because it is challenging to decide.

Robinson (1980) explained that General English is focused on pedagogy for life, culture, and the literary study-oriented linguistic communication course of instruction, and language itself is the only goal of courses.

Similarly, Potocar (2002) stated that the General English approach is language-centered and focuses on learning the English language from an extended cognition to cover all four skills; listening, speaking, reading, and writing to enable students to perform professional functions successfully

2.2.1 Similarities and Difference of ESP and EGP

Robinson (1980) stated that English for Specific Purposes refers to the analysis of specific student needs for learning English with a wide range of knowledge and skills, while General English is educational compulsorily to pass the examinations.

Hutchinson and Waters (1987) stated that the theory of ESP and EGP was no different. While there is a vast difference in performance, ESP is like any other language teaching activity. It is based on reality, such as language, education, and teaching. However, it is often the opposite of general English.

Basturkmen (2006) pointed out that General English Language and English for Specific Purposes (ESP) are differences in the English language for teaching. General English Language is defined from a formed point to an uncertain one, whereas ESP aims to advance learners and take them directly to a known way to achieve their particular goals.

ESP is suggested by Dudley-Evans and St. John (1998):

1. ESP is related to or designed for a particular field of study.

2. ESP is used in the particular instructional situation, an opposite method from general English.

3. ESP is designed for adult students.

4. ESP is mainly designed for intermediate and advanced students.

Crocker (1981) also mentioned that ESP courses are like language teaching in a common in which it fills increasing emphasis on language use. The explicit dissimilarity focuses on attention. Whereas English, for general purposes, stresses the capability of the language, ESP courses emphasize things outside the language to pass in the medium of language.

This passage viewed language learning as a prerequisite skill students must have to fulfill well in the workplace.

In conclusion, ESP is concerned with equipping several language courses of study that meet students' needs also their target groups. So, to provide the English language for occupational purposes, it is essential to revise and further develop the students' demand for general English, especially for the use of English in everyday life. Besides, students are expected to use English in professional areas and in daily situations. Consequently, they must be able to take part in real-life situations.

2.3 Definitions of Needs and Needs Analysis

The definition of needs varies depending on the goals of the analysis, but all of them relate to the learners who are the focus of the analysis.

Many scholars have defined Needs Analysis (NA) in research to identify learners' needs in target situations for designing specific courses to meet learners' needs. Mackay and Mountford (1978) states that NA is what learners of the society at large groups thought it is necessary or pleasing to learn from the language course of institutions.

Ellis and Johnson (1994) referred that needs analysis is a method of describing a learner's or group of learners' needs to the use of language for a specific purpose, which includes the type of language to use, the starting level, and also the level of goal to be achieved.

West (1994) defined that NA is to focus on teachers and sometimes analyses learners' needs. Therefore, needs analysis aims to determine the importance of all four English language skills in which each situation is more or less important than the target situation.

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Likewise, Hyland (2008) stated that needs analysis is fruitful in curriculum design for changing teaching methods based on teachers' interests, values, and beliefs in teaching, learning, and language to create an effective curriculum.

Similarly, Bruce (2011) defined that a needs analysis is the requirement of learners in target situations and what the learners are lacking and what learners want in the current situation.

Consequently, a course can be used to evaluate learners' requirements to provide the ESP course for them (Albakrawi, 2013).

In summary, Needs Analysis is crucial for teaching and learning educational planning to design the ESP course of learners' needs. Thus, needs analysis is the systematic collection and assessment tool to help the researcher study and analyze the present ability of the learners and what they need.

2.3.1 Type of Needs

Alderson (1980) classified needs into four categories. First, academic needs are required to meet institutional conditions, such as passing tests. Second, actual needs are what students have to do with the language they learned. Third, fictitious future needs are the desire to work better in the future. Fourth, needs are what students feel they want to do or learn. The first and the fourth types are requirements during the learning process, while the second and third types are future-oriented needs.

Hutchinson and Waters (1987) distinguished between “target needs” and “learning needs.” Target needs are defined as what the learner wants to act in a target situation, and learning needs refer to what learners want while studying.

Both of target needs and learning needs are essential to ESP course design. They can guide the direction of ESP course design to meet the learners' needs since they influence the nature of the syllabus, materials, methodology, and evaluation procedures. In this study, the researcher focuses on the target needs, which are the English language needs of DVUS.

2.3.2 Main Sources and Data Collecting

Dudley-Evans and St. John (1998, p.132) stated that the main sources and data collection methods of needs analysis are as shown in table 2.1.

Table 2.1 The Main Sources and Data Collection Methods of Needs Analysis

Needs Analysis	
Sources:	Data collection methods:
<ul style="list-style-type: none"> ● Students ● People working or studying in the field ● Ex-students ● Document relevant to the field ● Clients ● Employers ● Colleagues ● ESP researcher in the field of study 	<ul style="list-style-type: none"> ● Questionnaires ● Analysis of arithmetic spoken and written text ● Discussion ● Interviews ● Observations ● assessment

2.3.3 Why Needs Analysis is an important tool for Needs Analysis?

Needs Analysis (NA) has become essential within the design or development of ESP courses for teaching, and many scholars have focused on the needs of learners. Hutchinson and Waters (1987) mentioned that NA is a way to encourage learners to learn effectively according to learners' needs. Thus, the learner's needs can be helped to identify and provide the ESP course.

NA was a set of procedures aimed at identifying variables in a study that meet the needs of learners. In contrast, questionnaires, interviews, and case studies are used to define and organize an ESP course for learners (Nunan, 1988). Brown (1995) stated that the needs analysis and needs assessment is for a well-organized system. The data collection aims were essential for language learning needs to identify the course and specific context that influences an institution's teaching and learning situation.

McDonough (1984) expressed that the language learners' needs should be the foundation for curriculum improvement. He said, "Information on his or her language requirements will help to draw up a profile to establish coherent objectives and make a subsequent decision on course content."

Moreover, Basturkmen (2010) claimed that need analysis is a learning process to develop an ESP curriculum. Besides, the awareness of learner needs and the constraints of the teaching context is the rationale for designing an ESP course.

Hutchinson and Waters (1987) stated that NA is focused on target situations, learning situations, and content when designing the course, including existing courses, materials, methods, and evaluations. Besides, learners' needs had a crucial effect on

specifying the course. There were three approaches for designing the ESP course of learners' needs; First, the necessities or the aim of learners who have to know how to use the language in target situations. Second, the lack was the target proficiency and the current proficiency of learners. Third, wants or personal needs were the awareness of the learners' needs for language use. These were the learners' needs and wants for language use. Likewise, Kizlik (2016) supported that the learners' needs can lead to improved course situations and solving problems that focus on the gap between the current condition and the desired condition or want.

In summary, many scholars have highlighted the Needs Analysis (NA) feature, an essential tool for distinguishing learners' need for language in a targeted situation, and the rationale for designing or developing the ESP course. Thus, needs analysis in this study was implemented to explore the exact needs of the students to use English language skills more appropriately according to their needs and suitable for the sake of their studies and future career.

2.3.4 Conceptual Framework

Hutchinson and Waters (1987) launched the learning-centered approach needs analysis. This model includes target situation needs and learning needs. The target needs are comprised of necessities, lacks, and wants. The inquiry in the target situation specified the necessities. Necessities are the essential needs that promote learners to perform effectively in the target situation. Lack refers to the learners' different necessities and existing knowledge. Want is learners' desires, independent of the teacher and course preparers' perspectives.

This study used the needs analysis theory of Hutchinson and Waters (1987) to explore the needs of DVUS who need English in the target situation.

Therefore, this study presents only the needs (necessities) of DVUS at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5 in order to examine English language skills needs, namely listening, reading, speaking, and writing, as shown in figure 2.1.

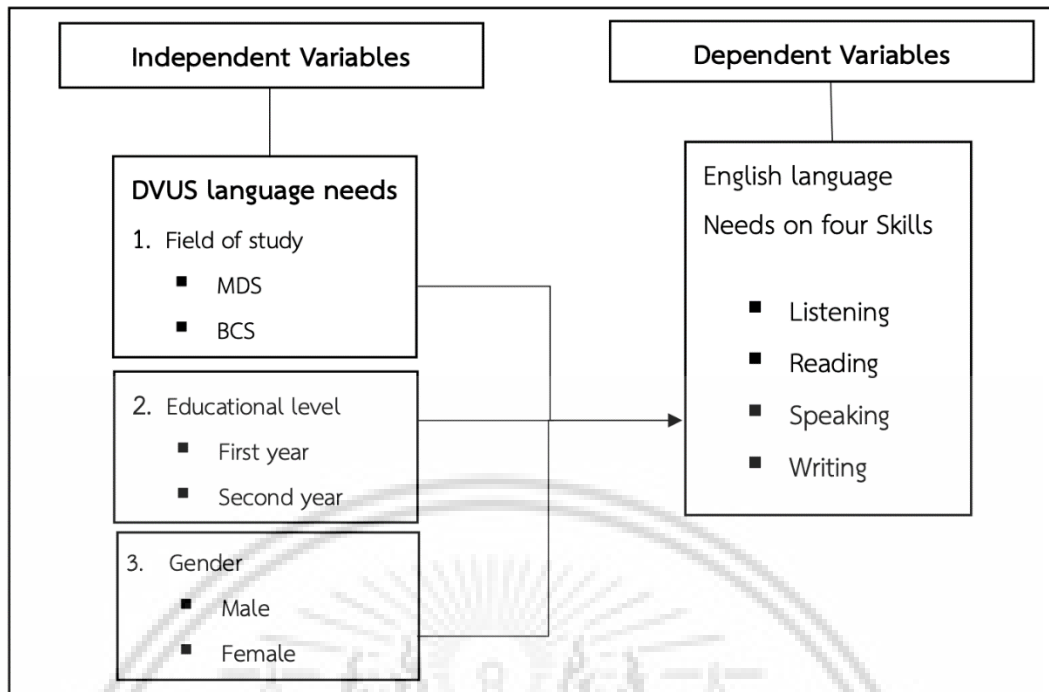


Figure 2.1 Variables Used in this Study

2.4 Approach to Needs Analysis

Holec (1980) recommended a "self-directed learning" approach to meet the needs of learners. This method is based on the pillar that "to teach the learner to learn enables him to carry out the various steps which make up the learning process." This "autonomy" of the learner enables them to find a suitable solution to the problems in the different needs. For example, considering the lack of learners needed among what learners want to learn and what learners want to do to learn. Under this method, the learner has the "autonomy" to assign the grade of cognition that he wishes to gain, the action of communication that he thinks learners will require, the level of proficiency that the learner desires to achieve, and the goal of learners that they want to succeed.

Needs Analysis (NA) was a tool for the guideline and development of ESP courses for learners' needs. Thus, (NA) was a crucial analysis of the curriculum that has affected desired course materials as well as approaches to language-centered and learning-centered approaches (Hutchinson & Waters, 1987).

In this study, the researcher used a framework adapted to the Needs Analysis based on Hutchinson and Waters (1987).

2.4.1 Language-Centered Approach

Hutchinson and Waters (1987) used framing in this study. They stated that the language-centered approach was aimed at the direct analysis of the goal situation and content of ESP courses for learning. This theory can help to establish broad parameters, to change needs analysis in the English language course, and to investigate and identify to meet the learner's needs.

2.4.2 Learning-Centered Approach

The learning-centered approach focuses on learning for the design process. Needs analysis of target situations related to necessities, the lacks, wants and needs analysis of learning situations. This approach is shown that guideline aims at maximizing the capability of learning situations (Hutchinson & Waters, 1987). Thus, ESP is related to learners' needs in target and learning situations and the content of teaching that can be used to guide the ESP course.

2.5 Related Research

Related studies have shown the needs analysis of many scholars' fields in domestic and international research.

2.5.1 Domestic Research

Miliang (2013) studied the English language needs of tourism students at Siam Nonthaburi Business Administration College and the advisor, Assoc. Prof. Dr. Pattaraporn Thampradit. The sample included 204 such as 120 tourism students, 50 teachers, and 34 administrators, and the instrument was questionnaires. The findings showed that speaking skills among tourism students and executives were the best skills. Whereas tourism teachers analyzed that listening skill was significant for tourism students. Thus, they were designing an English course for tourism students' needs.

Chatsungnoen (2015) conducted a Needs Analysis in ESP Courses for Thai Undergraduates in a Food Science and Technology Program, Agriculture University, Thailand. All participants were 45 third-year students, six graduates, three teachers who taught in the food science and technology program, two ESP teachers, and six employers. The findings stated that the students had a low level of English proficiency in academic content and professional contexts. Reading and translation

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were the most needed in an academic context. Speaking and listening skills were the most needed in any professional context. The perception of students' needs did not coincide with that of ESP teachers and other stakeholders in academic and professional contexts. ESP courses were modified for student needs based on three components: students, occupational data, and environmental situations.

Dodyim (2015) studied the English Language Needs of the Golden Jubilee Royal Goldsmith College, and the advisor, Associate Professor Dr. Pattaraporn Thampradit. The sample comprised 250 students, 98 at the first-year level and 102 at the second-year and 50 at the third-year students. The findings showed that the listening skills were the highest mean score. It was also found that the most students needed listening to English conversations in class, watching and listening to English movies, and English music or music videos.

Polsombat (2015) conducted the analysis of business English needs for 30 employees at a Japanese Trading Company in Thailand. The questionnaire was used as a tool. The findings showed that speaking and listening skills were the most required for communication in their jobs. Therefore, their language difficulties in each skill that they encountered at the work place were mostly involved Japanese accents, the lexicon, terminology, word selection, syntax, and links to the English language in the workplace.

Kosashunhanan (2016) studied using the English communication skills of Thai engineers in Japanese companies at Amatanakorn Industrial Estate. The population of 223 graduated with a bachelor's degree and had work experience of 1 to 5 years at an operational level. The instrument was a questionnaire. The findings showed that the first reading skill for communication was electronic mail and information on the internet. Then, however, the listening skill was used in the meeting, contacting their boss, listening on radios or experts, customers, CDs, and televisions. Thus, writing skills were used in business letters to electronic mail. The final skill was speaking skills in the workplace, like a meeting or a presentation. So, this study found that the lack of vocabulary and grammar comprehension were the problems in using English for communication with them.

Seeharat (2017) studied the English language needs of engineers at an Auto Parts company in Chachoengsao Province. The findings showed that listening and speaking skills were the most required, while reading and writing skills were

moderately required. However, some activities required the most, such as reading and writing an e-mail, or/and they needed reading on operating with the manuals.

It can be obviously seen that there have been many scholars who have researched Needs Analysis (NA) in many fields, such as engineers, tourism students, accountants, and students in vocational schools. However, there is still no research on the Needs Analysis of Dual Vocational Education in Thailand. Therefore, this study should be necessary for researchers to investigate and identify the specific needs of learners that could be used as a guideline for further development of the English language teaching curriculum.

2.5.2 International Research

Many educators show that studying needs analysis in the ESP course has benefited a good deal of research at institutions.

Chostelidou (2010) studied the Greek tertiary needs analysis approach, which designed the ESP curriculum using the descriptive needs of 395 learners and used questionnaires as a tool to collect data for analysis through the descriptive statistics. The findings showed the learners' needs and goals to use English; first, 39.5% of learners used English for transactions in the workplace. Second, 34.4% of the learners needed English for further studies abroad. Third, 11% aimed to use English for educational seminars. Fourth, 9.6% aimed to use English to communicate with colleagues, and the other 5.5% were other miscellaneous needs. Thus, needs analysis of learners' needs in English for a specific purpose in a language was crucial for implying to change the course. So, development focused on the target field of accounting students and based on learners' needs to provide a specific ESP language training course to them.

Alinezhad and Gholami (2012) carried out a study on the topic of "English Language Needs Analysis of Nursing Students and Nursing Practitioners in Urmia." The researchers' purpose was to see what the English language for nursing students' needs and nursing practitioners in their workplace are general English rather than ESP to do their activities.

Moslehifa and Ibrahim (2012) studied the needs analysis of English in oral communication, 136 trainees' feedback in Human Resources Development at a public university in Malaysia. The questionnaire was an instrument. The findings showed that there were three skills for undergraduates' needs: communication, oral

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presentation, and discussion. Thus, they had to develop and provide the importance of English language skills addressed in the course or existing course.

Fard-Kashani et al. (2015) studied reading skill requirement analysis in Iranian undergraduate computer engineering and population selection using a cluster sampling method. There were 13 universities and 500 undergraduate students in computer engineering and 30 ESP instructors. They used both quantitative and qualitative methods in their research study. Then, self-assessment, questionnaires, and observations were tools to determine the language of their needs. The research results revealed that undergraduates' difficult skill was "reading." So, the need for English language skills was the most important factor affecting undergraduate students' learning and the characteristics of teachers.

Nimasari (2018) studied the needs analysis of informatics engineering students to develop an ESP course. He used a questionnaire as a tool for investigation to identify the curriculum on the learners' requirements. He also used the current situation of 95 students' needs in an Informatics Engineering of Ponorogo at Muhammadiyah University with ten areas on methods for investigating English language teaching and learning. The researcher concluded that the need's analysis of ESP was significant in their learning performance from academics in particular situations and depended on differences in their fields and target places.

In conclusion, many scholars have studied Needs Analysis (NA) in various fields. However, there is a lack of study in dual undergraduate students for Thai vocational education in Thailand. Thus, Needs Analysis is critical for improving English language courses if teachers want to meet dual undergraduate students' needs. In this study, the results should lead teachers as trusted to design or develop English language courses to fulfill the English language requirements in a Bachelor of Technology Program in MDS and BCS at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5.

CHAPTER 3

RESEARCH METHODOLOGY

This study aimed to examine the English language skills needed for Dual Vocational Undergraduate students studying in the first year and the second-year level of a Bachelor of Technology Program in Mold and Die Technology and Business Computer at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5. This chapter consisted of study subjects, research instruments, and data analysis.

3.1 Subjects of the Study

3.1.1 Population

The population comprised 83 first and second year students. They were dual vocational undergraduate students with a Bachelor's Degree (Continuing Program) at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5. This study was conducted in the 2021 academic year of the first semester. Therefore, the participants were selected by using a stratified sampling method.

3.1.2 Sample

The study sample was MDS and BCS students at Samutsongkhram Technical College under the Institute of Vocational Education, Central Region 5. The total number of samples was 70. The sample size of this study was consistent with Krejcie and Morgan (1970); it must have a confidence level of at least 95%. In this study, the sample size was measured to be 70 as shown in figure 3.1.

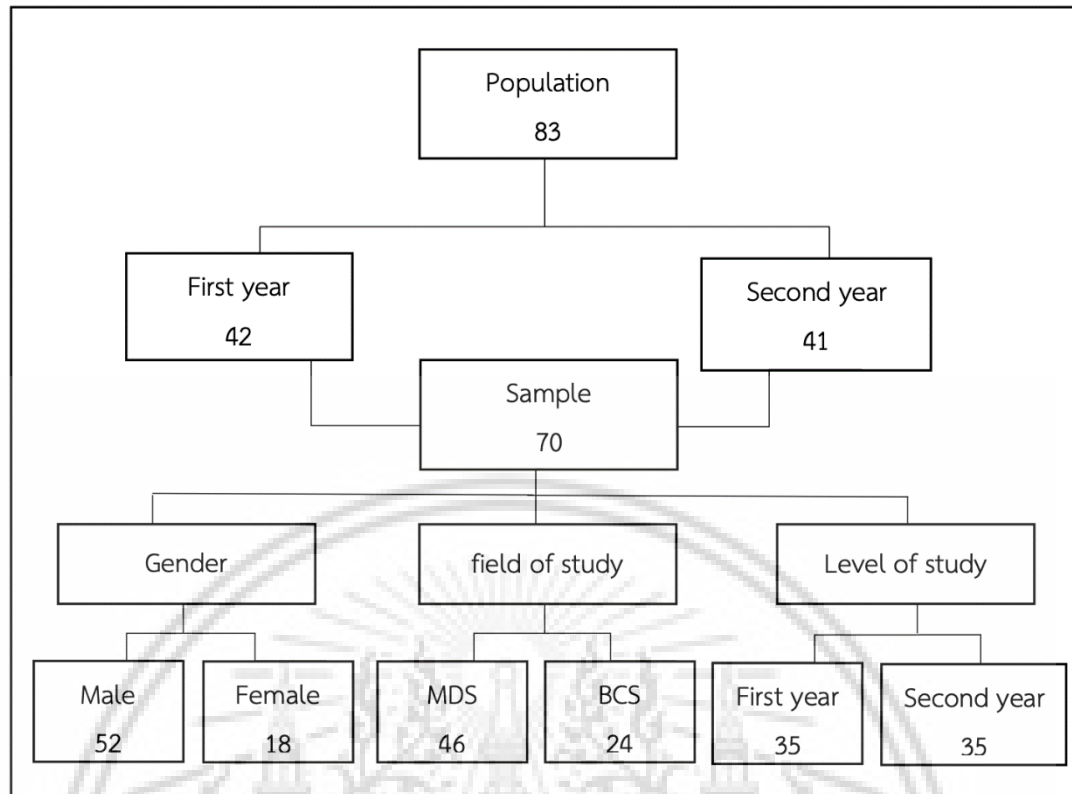


Figure 3.1 Summary of Population and Sample Selected by Using a Stratified Sampling Method

3.2 Research Instrument

The questionnaire was adapted from Chatsungnoen (2015) who conducted a research title: Needs analysis for an English for Specific Purposes (ESP) course for Thai undergraduates in a Food Science and Technology Program because the design of the questionnaire was in line with the present study. And it covered the functions of the language skills the researcher aimed to study. The questionnaire consisted of three parts as follows:

Part 1: This part contained eight questionnaire items intended to elicit general information from the students. It aimed to explore the students' background information, namely, field of study, year level, gender, age, work experience, interests/hobbies, and self-rating proficiency level of the English language skills.

Part 2: This part contained 29 questionnaire items. It aimed to examine the English language needs for the four skills and to study the English language skills that MDS and BCS needed to use in their study. Five points on the Likert Scale were utilized to address the English language skills, needs, and functions as seen in the scale below:

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Five points on the Likert Scale Level of needs

5	the highest
4	high
3	moderate
2	low
1	the lowest

The criteria and mean score from the questionnaire are interpreted and ranged based on the following scale (Jamieson, 2004)

Mean	Level of needs
4.50-5.00	the highest level
3.50-4.49	high level
2.50-3.49	moderate level
1.50-2.49	low level
1.00-1.49	lowest level

Part 3: open-ended question was concerned with the students' other ideas, suggestions and opinions if the students obtained.

3.2.2 Validity of the Questionnaire

The questionnaire was designed in two versions: the English and Thai versions. It aimed to minimize students' ambiguity and misunderstanding while answering the questionnaire. Then, three experts checked the validity of the contents. They suggested reviewing the content before collecting information. They checked the compatibility of a questionnaire, language used, suitability of all items in questionnaires, the rating of each item, and whether to answer research objectives and research questions to reduce the possibility of making a wrong response. They evaluated this process as an Index of Objective Congruence (IOC). Thus, the IOC form was based on scores ranging from -1 to +1 following Congruent = + 1, Questionable equal 0, and Incongruent equal -1. If each item has scored less than 0.5, it will be revisited. Conversely, items that were scored higher than or equal to 0.5 were suitable to be used for the questionnaire (Rovinelli and Hambleton, 1997).

3.2.3 Reliability of the Questionnaire

The reliability of the questionnaire was examined to ensure whether the questionnaire was valid. A pilot study was conducted with the former students. The questionnaires were distributed randomly to 10 students to give feedback or commentaries on the questionnaire items. Baker (1994) noted that a pilot study was used to experiment with research tools. He found that 10-20% of the sample size of the actual study was a reasonable number of participants to consider taking part in the pilot. Thus, there was a 10% representation in this study. The questionnaire was evaluated using Cronbach's Alpha-Coefficient method to measure reliability. Reliability was acceptable if the rate versus a reliability coefficient of 0.70 or higher (Fraenkel, Wallen, & Hyun, 2012; Nunnally & Bernstein, 1994). In this study, the questionnaire was validated with Cronbach's Alpha-Coefficient of 0.85.

3.2.4 The Process of Questionnaire Construction

The research instrument of this study was a questionnaire. To create a questionnaire, the researcher took the following steps:

First, a variety of literature review on needs and needs analysis and related researcher on English language needs of ESP students were reviewed.

Next, the information from the questionnaire (Chatsungnoen, 2015) was used to provide a guideline for the initial draft of the questionnaire. The questionnaires in this study were designed in two versions (the English and Thai versions). Questionnaire in Thai version aimed to minimize students' ambiguity and misunderstanding while answering the questionnaire.

After that, the questionnaire were examined, corrected and adjusted under comments and advice from the advisor, and three instrumental experts.

Then, the questionnaire in Thai was tried out with 10 former students of Mold and Die Technology and Business Computer because they have similar characteristics with the sample group of the present study.

Finally, the final draft of the questionnaires were revised before they were distributed to the sample group.

The steps of questionnaire construction used in this study were as follows:

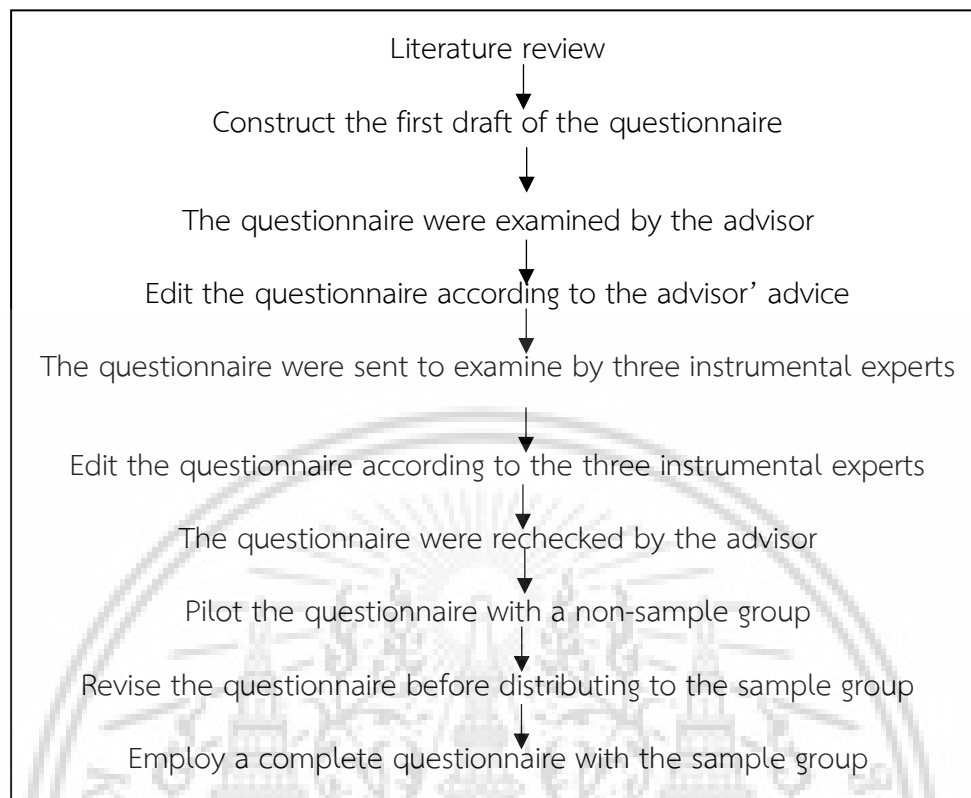


Figure 3.2 The Process of Questionnaire Construction

3.3 Data Collection

The steps of collecting the data were as follows:

1. An official letter was issued from the Director of the Institute of Vocational Education Central Region 5 for distributing the questionnaire.
2. 70 sets of questionnaire were distributed to the sample groups and allowed 30 minutes to complete.
3. When the students had completed the questionnaire, the researcher collected all questionnaires for statistical analysis by using computer program.

3.4 Data Analysis

All data collected from the questionnaire were analyzed as below:

1. The data about Background Information obtained from the questionnaire (Part 1) were calculated into percentage.

2. Data on the questionnaire (Part 2) were analyzed with an independent sample t-test, mean scores, and standard deviations (S.D.).

3. The data obtained from the open-ended question (Part 3), which were opinions and suggestions, were analyzed using the content analysis technique.



CHAPTER 4

RESULTS

Chapter 4 reported the results data obtained from the returned questionnaires of 70 dual vocational undergraduate students at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5, which1) to examine English language skills needed for Dual Vocational Undergraduate Students (DVUS). 2) To compare the English language skills needed between MDS and BCS. 3) To compare the English language skills needed between different genders. 4) To compare the English language skills needed between different years of study.

4.1 General Background Information

The analysis results of general background information consisted of the field of study, year level, gender, age, and work experience. In their free time, how do they practice their English skills? In their opinion, what is their English proficiency in language skills? The data were analyzed by frequency and percentage, means, standard deviation, and t-test independent. The results are presented in table 4.1.

Table 4.1 General Background Information of DVUS

General background information	Frequency (n=70)	Percentage (%)
Field of study		
Mold and Die Technology	46	65.70
Business Computer	24	34.30
Total	70	100.00
Year level		
First year	35	50.00
Second year	35	50.00
Total	70	100.00
Gender		
Male	52	74.30
Female	18	25.70
Total	70	100.00

Table 4.1 General Background Information of DVUS (continued)

Age		
Under 25 years old	63	90.00
26 – 30 years old	5	7.10
31 – 35 years old	2	2.90
more than 35 years	-	-
Total	70	100.00
Working experience		
1 – 5 years	62	88.60
6 – 10 years	5	7.10
11 – 15 years	3	4.30
more than 15 years	-	-
Total	70	100.00
In your free time, how do you practice your English skills?		
Learning English on YouTube	15	21.40
Listening to English songs	15	21.40
Playing English games	24	34.30
Watching English movies	16	22.90
Others (Please specify.....)	-	-
Total	70	100.00
In your opinion, what is your English proficiency in language skills?		
Excellent	-	-
Very good	-	-
Good	10	14.30
Fair	50	71.40
Poor	10	14.30
Total	70	100.00

Table 4.1 General Background Information of DVUS (continued)

To what extent do you think English is important to your study and work?		
Most important	26	37.14
Very important	33	47.14
Moderately important	10	14.29
Little important	1	1.43
Unimportant	-	-
Total	70	100

Table 4.1 showed that among 70 students, 46 were in Mold and Die Technology (65.70%) and 24 were in Business Computer (34.30%). Concerning the level of study, there were 35 students in the first-year level (50%), and 35 students in the second year (50%). As for gender, 52 were male (74.30%), and 18 were female (25.70%). Concerning the age of students, 63 students aged under 25 years (90.00%), followed by five students aged 26-30 years (7.10%), and two students aged between 31-35 years (2.90%). Concerning working experience, 62 students had been working for 1-5 years (88.60%), followed by five students who had been working for 6-10 years (7.10%), and three of them had been working for 11-15 years (4.30%). In their free time, it was found that 24 students played English games (34.30%), 16 students spent their free time watching English movies (22.90%), 15 students learned English on YouTube (21.40%), and 15 students spent their free time by listening to English songs (21.40%). With regard to English proficiency in language skills, ten of them reported their proficiency as good (14.30%), and 50 of them reported as fair (71.40%), ten of them reported as poor (14.30%). Lastly, for 'English is important to study and work'; 26 students reported it as most important (37.14%), 33 students reported it as very important (47.14%), and ten students reported it as moderately important (14.29%). One of them reported it as little important (1.43%).

4.2 Needs for English Language Skills of DVUS

Research questions 1: What are the English language skills needed for DVUS?

The results of English language skills needed for DVUS were shown in table 4.2 - 4.5. For the categories of listening skills, the results of the needs for English listening skills of DVUS were indicated in table 4.2.

Table 4.2 Categories of Listening Skills Needed for DVUS

Categories of Listening Skills	\bar{X}	S.D.	Level of Needs
1. Listening to explanations while training at the workshops	3.10	0.74	moderate
2. Listening during telephone conversations	2.71	0.83	moderate
3. Listening while attending the English class	3.64	0.91	high
4. Receiving instructions/advice	3.26	0.89	moderate
5. Listening to music	3.37	0.85	moderate
6. Listening for main ideas	3.21	0.84	moderate
Total Mean	3.21	0.84	moderate

Table 4.2 showed that the total mean of DVUS needed in categories of listening skills was at a moderate level (the total mean score was $\bar{X}=3.21$, S.D.=0.84). When considering categories of activities, it was found that listening while attending the English class was at a high level ($\bar{X}=3.64$, S.D.=0.91). Whereas other categories of listening skills were at a moderate level: listening to music ($\bar{X}=3.37$, S.D.=0.85); receiving spoken instructions/ advice ($\bar{X}=3.26$, S.D.=0.89); listening for main ideas ($\bar{X}=3.21$, S.D.=0.84); listening to descriptions explanations while training at the workshops ($\bar{X}=3.10$, S.D.=0.74), and listening during telephone conversations ($\bar{X}=2.71$, S.D.=0.83), respectively.

The results of English-speaking skills were shown in table 4.3.

Table 4.3 Categories of Speaking Skills Needed for DVUS

Categories of Speaking Skills	\bar{X}	S.D.	Level of Needs
1. Asking and answering questions	3.14	0.70	moderate
2. Telephoning	2.66	0.83	moderate
3. Introducing yourself and others in a variety of situations	3.03	0.91	moderate
4. Giving a presentation	3.21	0.75	moderate
5. Stating opinion or ideas about different topics	2.86	0.76	moderate
6. Asking and giving advice	2.79	0.83	moderate
7. Asking for and giving directions	2.71	0.91	moderate
Total Mean	2.91	0.66	moderate

Table 4.3 showed that the total mean of DVUS needed categories of speaking skills at a moderate level (the total mean score was $\bar{X} = 2.91$, S.D. = 0.66). When considering categories of activities it was found that giving a presentation ($\bar{X} = 3.21$, S.D.=0.75) was the most needed skills followed by asking and answering questions ($\bar{X} = 3.14$, S.D.=0.70); introducing yourself and others in a variety of situations ($\bar{X} = 3.03$, S.D.=0.91); stating opinion or ideas about different topics ($\bar{X} = 2.86$, S.D.=0.76); asking and giving advice ($\bar{X} = 2.79$, S.D.=0.83); asking for and giving directions ($\bar{X} = 2.71$, S.D.=0.91); and telephoning ($\bar{X} = 2.66$, S.D.=0.83), respectively.

The results of English-reading skills were shown in table 4.4.

Table 4.4 Categories of Reading Skills Needed for DVUS

Categories of Reading Skills	\bar{X}	S.D.	Level of Needs
1. Reading textbooks	3.49	0.65	moderate
2. Reading for the main idea	3.27	0.70	moderate
3. Reading for pleasure	3.00	0.81	moderate
4. Reading office documents, e.g. business letters	2.93	0.80	moderate
5. Reading signs, rules, and notices in a workplace	3.31	0.67	moderate
6. Reading operation manuals/ maintenance manuals	3.44	0.71	moderate
7. Reading manuals, instructions on the product description	3.37	0.64	moderate
8. Reading English newspapers/ journals/ magazines/ novels	2.90	0.70	moderate
9. Searching the Internet English resources	3.66	0.86	high
Total Mean	3.26	0.54	moderate

Table 4.4 showed that the total mean of 70 DVUS needed categories of reading skills was moderate (The mean score was $\bar{X}=3.26$, S.D.=0.54). When considering categories of activities, it was found that they were also at a moderate level: searching on the Internet English resources was at a high level ($\bar{X}=3.66$, S.D. =0.86). Whereas other categories of reading skills were at a moderate level; followed by reading textbooks ($\bar{X}=3.49$, S.D.=0.65); reading operation manuals/ maintenance manuals ($\bar{X}=3.44$, S.D.=0.71); reading manuals, instructions on the product description ($\bar{X}=3.37$, S.D.=0.64); reading signs, rules, and notices in a workplace ($\bar{X}=3.31$, S.D.=0.67); reading for the main idea ($\bar{X}=3.27$, S.D.=0.70); reading for pleasure ($\bar{X}=3.00$, S.D.=0.81); reading office documents, e.g. business letters ($\bar{X}=2.93$, S.D.=0.80); and reading English newspapers/ journals/ magazines/ novels ($\bar{X}=2.90$, S.D.=0.70), respectively.

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The results of English-writing skills were shown in table 4.5.

Table 4.5 Categories of Writing Skills Needed for DVUS

Categories of Writing Skills	\bar{X}	S.D.	Level of Needs
1. Writing job reports or assignments	2.76	0.95	moderate
2. Writing product descriptions	2.53	0.88	moderate
3. Writing E-mail	2.60	0.85	moderate
4. Filling out forms	2.93	1.04	moderate
5. Describing diagrams, tables, and graphs	2.39	0.90	moderate
6. Writing instructions	2.44	0.92	moderate
7. Describing a process	2.44	0.84	moderate
Total Mean	2.58	0.81	moderate

Table 4.5 showed that the total mean score of all 70 DVUS needed the categories of writing skills at a moderate level (the total mean score was $\bar{X}=2.58$, S.D.=0.81). When considering categories of activities, it was found that all were also at a moderate level: filling out forms ($\bar{X}=2.93$, S.D.=1.04); writing job report or assignments ($\bar{X}=2.76$, S.D.=0.95); writing E-mail ($\bar{X}=2.60$, S.D.=0.85); writing product descriptions ($\bar{X}=2.53$, S.D.=0.88); describing a process ($\bar{X}=2.44$, S.D.=0.84); writing instructions ($\bar{X}=2.44$, S.D.=0.92); and describing diagrams, tables, and graphs ($\bar{X}=2.39$, S.D.=0.90), respectively.

Research Question 2: Are there any significant differences in English language skills needed between MDS and BCS?

The comparison results were shown in table 4.6.

Table 4.6 Comparison of the Needs for English Language Skills between MDS and BCS

Skills	Field of study	Comparison of the Needs for English Language Skills				
		N	\bar{X}	S.D.	t	Sig.
Listening	MDS	46	3.20	0.61	-1.107	0.27
	BCS	24	3.45	1.27		
Speaking	MDS	46	2.83	0.61	-1.388	0.17
	BCS	24	3.06	0.74		
Reading	MDS	46	3.22	0.42	-0.874	0.38
	BCS	24	3.34	0.73		
Writing	MDS	46	2.33	0.80	-3.942**	0.00
	BCS	24	3.06	0.60		
Total means	MDS	46	2.89	0.49	-2.424**	0.01
	BCS	24	3.23	0.63		

**Significant at 0.01 level

Table 4.6 showed that the overall score of English language four skills were statistically significant differences between MDS and BCS at the level of 0.01 ($t=2.424 \leq 0.01$). Interestingly, if looking at the details, BCS needed more English language skills than MDS ($\bar{X}=3.23$, S.D.=0.63; $\bar{X}=2.89$, S.D.=0.49). When considering categories: listening, speaking, reading, and writing, interestingly, there were statistically significant differences in writing skills needed between MDS and BCS at the level of 0.01 ($t=3.942 \leq 0.01$) as well. However, there were no statistically significant differences.

Research Question 3: Are there any significant differences in English language skills needed between different genders?

The comparison results of research question 3 were shown in table 4.7.

Table 4.7 Comparison of the Needs for English Language Skills by Gender

Skills	Gender	Comparison of the Needs for English Language Skills				
		N	\bar{X}	S.D.	t	Sig.
Listening	Male	52	3.18	0.63	1.701	0.09
	Female	18	3.59	1.37		
Speaking	Male	52	2.85	0.60	-1.170	0.24
	Female	18	3.07	0.79		
Reading	Male	52	3.24	0.47	-0.460	0.64
	Female	18	3.31	0.72		
Writing	Male	52	2.39	0.80	-3.558*	0.00
	Female	18	3.12	0.58		
Total means	Male	52	2.92	0.50	-2.380*	0.02
	Female	18	3.27	0.64		

*Significant at 0.05 level

Table 4.7 showed the overall English language four skills were statistically significant differences between genders at the level of 0.05 ($t=2.380 \leq 0.02$). Interestingly, if looking at the details, there were also statistically significant differences between genders in English language writing at the level of 0.05 ($t=3.558 \leq 0.00$).

Research Question 4: Are there any significant differences in English language skills needed between different years of study?

The comparison results of the research question 4 were shown in table 4.8.

Table 4.8 Comparison of the Needs for English Language Skills by Years of Study

Skills	Years of study	Comparison of the Needs for English Language Skills				
		N	\bar{X}	S.D.	t	Sig.
Listening	The first year	35	3.41	1.06	1.185	0.24
	The second year	35	3.16	0.67		
Speaking	The first year	35	2.91	0.61	-0.051	0.95
	The second year	35	2.91	0.71		
Reading	The first year	35	3.20	0.59	-0.973	0.33
	The second year	35	3.32	0.49		
Writing	The first year	35	2.76	0.74	1.928*	0.05
	The second year	35	2.40	0.84		
Total means	The first year	35	3.07	0.58	0.899	0.37
	The second year	35	2.95	0.54		

*Significant at 0.05 level

From table 4.8, it was found that there were no statistically significant differences in the overall four English language skills needed between different years of study at the level of 0.05 ($t=0.899 \geq 0.05$). However, there were statistically significant differences in English language writing skills needed between different years of study at the level of 0.05 ($t=1.928 \leq 0.05$).

The results of the study showed that the English language skills needs of DVUS classifying by years of study, there was no statistically significant difference at the level of 0.05 ($t=0.899 \geq 0.05$). However, when considering each skill, it was found that the first-year students required writing skills more than the second-year students. There were statistically significant differences at the level of 0.05 ($t=1.928 \leq 0.05$).

4.3 Open-Ended Question

The DVUS students did not provide any more idea, opinion or suggestion concerned with their English language skills. They just provided the responses of the closed-ended questionnaires.



CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, summary of the findings, discussion, conclusion, limitation of the study, implication for practice, and recommendation were presented.

5.1 Summary of the Findings

5.1.1 Background Information of the Students

All 70 students, 46 of them were MDS (65.70%), and the other 24 students were in BCS (34.30%). Concerning the level of study, there were 35 students in the first-year level (50%) and 35 students in the second year (50%). As for genders, 52 were male (74.30%), and 18 were female (25.70%). As for students' age, 63 of them were aged under 25 years (90%), followed by five students aged 26-30 years (7.10%), and two students aged between 31-35 years (2.90%). Concerning working experience, 62 students had working experience for 1-5 years (88.60%), (7.10%) five students had working experience for 6-10 years and the rest three of them had working experience for 11-15 years (4.30%). In their free time, it was found that 24 students played English games (34.30%), 16 students spent their free time watching English movies (22.90%), 15 students learned English on YouTube (21.40%), and 15 students spent their free time by listening to English songs (21.40%).

The English proficiency that the students thought they had were as follows: 50 students (71.40%) were at a fair level, 10 students ten (14.30%) were at a good level, and the other ten students (14.30%) were at a poor level.

The students also thought that English was important to study and work. Thirty-three students (47.14%) thought that English was very important, 26 students (37.14%) pointed it as the most important, ten students (14.29%) pointed to it as moderately important, and one of student (1.43%) pointed it out as a little important.

5.1.2 The Needs of DVUS in English Language Skills

Table 5.1 The Needs of DVUS for English Language Skills

The Needs for English language skills	\bar{X}	S.D	Level of Needs
1. Listening skill	3.21	0.84	moderate
2. Speaking skill	2.91	0.66	moderate
3. Reading skill	3.26	0.54	moderate
4. Writing skill	2.58	0.81	moderate
Total	2.99	0.71	moderate

Table 5.1 indicated that the mean score for four English language skills: listening, speaking, reading, and writing needed by DVUS was moderate (the total mean score was $\bar{X} = 2.99$, S.D = 0.71). Interestingly, if looking at the details of each language skill, it also revealed that the needed skills were at a moderate level ($\bar{X} = 3.21$, S.D = 0.84 for listening skill; $\bar{X} = 3.26$, S.D = 0.54 for reading skill; $\bar{X} = 2.91$, S.D = 0.66 for speaking skill and $\bar{X} = 2.58$, S.D = 0.81 for writing skill).

5.1.3 Comparison of the Needs of English Language Skills among Different Fields of Study, Genders, and Years of Study

1) The comparison of the English language skills needed between the different fields of study: MDS and BCS, showed that there were statistically significant differences at the level of 0.01 ($t = -2.424 \leq 0.01$). BCS required more English language skills than MDS (the total mean $\bar{X} = 3.23$, S.D. = 0.63), and $\bar{X} = 2.89$, S.D. = 0.49 respectively). When considering each skill used between MDS and BCS, it was interesting that BCS required more writing skills ($\bar{X} = 3.06$, S.D. = 0.60) than MDS ($\bar{X} = 2.33$, S.D. = 0.80). There were statistically significant differences at the level of 0.01 ($t = -3.942 \leq 0.01$). Whereas other skills, there was no statistically significant difference at the level of 0.01. For listening skill, BCS required ($\bar{X} = 3.45$, S.D. = 1.27) and MDS ($\bar{X} = 3.20$, S.D. = 0.61). For speaking skills, BCS required ($\bar{X} = 3.06$, S.D. = 0.74) and MDS ($\bar{X} = 2.83$, S.D. = 0.61). And reading skill, BCS required ($\bar{X} = 3.34$, S.D. = 0.73) and MDS ($\bar{X} = 3.22$, S.D. = 0.42).

2) The comparison of the English language skills needs classifying by gender of DVUS was statistically significant differences at the level of 0.05 ($t = -2.380 \leq 0.05$). Females required more English language skills than males (the total mean $\bar{X} = 3.27$,

S.D. = 0.64, and $\bar{X} = 2.92$, S.D. = 0.50 respectively). When considering each skill, it was found that females required more writing ($\bar{X} = 3.12$, S.D. = 0.58) than male students ($\bar{X} = 2.39$, S.D. = 0.80). There were statistically significant differences at the level of 0.05 ($t = -3.558 \leq 0.05$). Whereas other skills, there was no statistically significant difference at the level of 0.05. For listening skills, females needed ($\bar{X} = 3.59$, S.D. = 1.37) and males ($\bar{X} = 3.18$, S.D. = 0.63). For speaking skills, females needed ($\bar{X} = 3.07$, S.D. = 0.79) and males ($\bar{X} = 2.85$, S.D. = 0.60). And reading skills, females needed ($\bar{X} = 3.31$, S.D. = 0.72) and males needed ($\bar{X} = 3.24$, S.D. = 0.47).

5.2 Discussion

5.2.1 Research question 1: What are the English languages skills needed for DVUS?

1. The findings revealed that all four English language skills: listening, reading, speaking, and writing were needed at a medium level ($\bar{X} = 2.99$, S.D. = 0.71). Therefore, it can be said that students could use fundamental skills in the classroom and at work. Correspondingly, Potocar (2002) stated that the English teaching approach should be language-centered, focusing on learning the English language from a broad perception: covering all four skills

2. The findings revealed that the comparison of the English language skills needed between the different fields of study, it was found that BCS required English language skills more than MDS. There were statistically significant differences at the level of 0.01 ($t = -2.424 \leq 0.01$). When considering each skill used between MDS and BCS, it was interesting that BCS required writing skills more than MDS. There were statistically significant differences at the level of 0.01 ($t = -3.942 \leq 0.01$). It depends on the English language proficiency and the academic and professional context in which students have different needs. The results of this study were similar to Chatsungnoen (2015), who studied needs analysis in the ESP course for Thai undergraduates in a Food Science and Technology Program at Agriculture University in Thailand. The findings revealed that student's English proficiency in the academic and occupational contexts was low. The perceptions of the student's needs were mismatched with the ESP teachers and other stakeholders in the academic and occupational contexts. The changes across two ESP courses in the student's needs depended on three components: students, occupational data, and environmental situations.

3. The findings revealed that in the comparison of the English language skills needed by gender, it was found that females required English language skills more than males. There were statistically significant differences at the level of 0.05 ($t = -2.380 \leq 0.05$). In addition, it was interesting that females required writing skills more than males. There were statistically significant differences at the level of 0.05 ($t = -3.558 \leq 0.05$). The result of Kosashunhanan's (2016) finding was similar to the present study on writing skills used in business letters to electronic mail.

The study also showed that students needed writing skills such as filling out forms, writing job reports or assignments, and writing e-mails, supported by Seeharat (2017) that students needed writing skills such as report writing and e-mail writing.

Table 4.2, 4.3, 4.4, and 4.5 revealed that the ten topics most needed by students were as follows:

- (1) Searching on the internet for English resources
- (2) Reading textbooks
- (3) Reading operation manuals/ maintenance manuals
- (4) Giving a presentation
- (5) Asking for and answering questions
- (6) Stating opinions or ideas about different topics
- (7) Listening while attending English class
- (8) Listening to descriptions while training in the workshops
- (9) Filling the forms
- (10) Writing job reports or assignments

Thus, from the students' opinions above, they expected to use English in their professional environments and in everyday situations. Hence, the students thought that English was essential.

In conclusion, the findings revealed that MDS and BCS needed four English skills to use in real-life situations. Accordingly, Hengsadeekul (2010 as cited in Chaiyapoo, 2017) examined English as a sign of success in career and life. English is used for academic advancement, career advancement, traveling abroad, technology access, and economic success. They suggested that the content of each course should cover the skills the student needs, which was paralleled with McDonough

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(1984), stating that learners' English language needs should be based on course development. He said, "information on his or her language needs will help draw up a profile to establish coherent objectives, and take the subsequent decision on course content."

4. The findings revealed that in the comparison of the English language skills needed by year of study, there was no statistically significant difference at the level of 0.05 ($t = 0.899 \geq 0.05$). However, when considering each skill, it was found that the first-year students required writing skills more than the second-year students. There were statistically significant differences at the level of 0.05 ($t = 1.928 \leq 0.05$). These findings were in contrast to Dodyim (2015) studied the English Language Needs of the Golden Jubilee Royal Goldsmith College which showed that listening skills were at the highest mean score. The findings also showed that English language students' most required topics were listening to English conversations in class, watching and listening to English movies, and English music or music videos. These different findings might be because students were in different fields of study and needed different skills to support their future work.

5. As concerns the students' practice of English in their free time, the data are shown in table 4.1 illustrates that 24 students played English games (34.30%), 16 students spent their free time watching English movies (22.90%), 15 of them learned English on YouTube (21.40%), and 15 of students spent their free time by listening to English songs (21.40%).

Interesting, as found in this study, the students wanted to play English games; the reasons might have been because they could practice English language functions relevant to their job and English used in daily life. These would be useful for them to establish self-confidence in using English language skills. Therefore, English game activities should be provided to the students to reinforce the previous knowledge by stimulating them in a more comfortable environment. At the same time, they could learn more new words. Therefore, to attract the students, ESP teachers should apply games to learning processes; however, it should also depend on the learning objectives.

5.2.2 Research question 2: Are there any significant differences in English language skills needed between MDS and BCS?

The findings revealed that there were statistically significant differences between MDS and BCS at the level of 0.01 in overall English language four skills ($t=2.424 \leq 0.01$). Interestingly, if looking at the details, BCS needed more English language skills than MDS ($\bar{X} = 3.23$, S.D.=0.63; $\bar{X} = 2.89$, S.D.=0.49). When considering

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the category of listening, speaking, reading, and writing, there were statistically significant differences in writing skills needed between MDS and BCS at the level of 0.01 ($t=3.942 \leq 0.01$) However, there were no statistically significant differences in other skills.

From the findings, there were both some similarities and differences between MDS and BCS students.

The similarity between MDS and BCS was that they expressed the needs for the English language in all four skills. As it can be seen from the mean scores in each category, another similarity between the two groups was that they considered the listening skill as the most important skill needed. The reasons could be explained by the fact that revealed from this study that MDS and BCS needed listening ability for some job activities such as listening while attending the English class and listening to descriptions explanations while training at the workshops. This results were consistent with Miliang (2013) and Dodyim (2015). They found in the study that listening skills were also important, as they required skills such as English conversations in class, watching and listening to English movies, and English music or music videos. This skill was necessary because they needed the skill to access up-to-date information and require useful knowledge for their study and work. It might be said that students thought that listening skill was very important to them. Listening ability is believed to help students to understand technical terms related to their discipline areas. For example, students can understand when they attend the English class and training at the workshops. The result showed that the students needed English language skills to study and use at their workplaces.

5.2.3 Research Question 3: Are there any significant differences in English language skills needed between different genders?

The findings revealed that the overall English language four skills were statistically significant differences between genders at the level of 0.05 ($t=2.380 \leq 0.02$). Interestingly, if looking at the details, there were also statistically significant differences between genders in English language writing at the level of 0.05 ($t=3.558 \leq 0.00$). These findings also corresponded with the findings of previous scholars (Kaewpet, 2009; Li, 2014, as cited in Polsombat, 2015), which stated that ESP writing careers should provide various genres such as writing basic personal information, emails, resumes, and business letters.

5.2.4 Research Question 4: Are there any significant differences in English language skills needed between different years of study?

The findings showed that there were no statistically significant differences in overall English language four skills needed between different years of study at the level of 0.05 ($t=0.899 \geq 0.05$). However, when considering writing skills, there were statistically significant differences in English language writing skills needed between different years of study at the level of 0.05 ($t=1.928 \leq 0.05$). These might be due to years of studying English since the first-year students had to attend English courses for two semesters. So, they felt that writing skills benefit their study and work.

These results also parallel with the previous study (Naphon, 2008, as cited in Seeharat, 2017) which showed that writing, reading, listening, and speaking skills were the most necessary at work.

Similarly, Gashaye (2015, as cited in Seeharat, 2017) investigated the communicative needs of civil engineering students at Bahir Dar University, Ethiopia. The findings showed that the highest needs for civil engineering students were writing and sub-skills, followed by reading and speaking skills, while the most minor needed were listening skills.

In addition, the results disclosed that the current level of English proficiency of DVUS was at a fair level. The majority of students stated that the four English language skills were essential for their study and work.

5.3 Conclusion

Based on the background information, the samples in the study were MDS and BCS. 62 students had working experience for 1-5 years (88.60%), (7.10%) five students had working experience for 6-10 years and the rest three of them had working experience for 11-15 years (4.30%). Concerning the age of students, 63 students aged under 25 years, followed by five students aged 26-30 years, and two students aged between 31-35 years. They perceived that English language skills were very important and needed more improvement in all four English skills. In their free time, they like to practice English by playing English games, learning English on YouTube, and listening to English songs (see table 4.1).

The findings from tables 4.2 - 4.8 revealed that the two most needed skills were listening and reading, followed by speaking and writing, respectively. In addition, the English language skills needs were varied according to years of study, the field of study, and gender as follows:

1. The first-year students needed English language skills more than the second year, in writing skills.

2. BCS needed English language skills more than MDS, either as a whole or as a part of writing skills.

3. Female students needed English language skills more than male students, either as a whole or as a part of writing skills.

The English language skills that DVUS needed were listening while attending the English class, listening to music, reading for reading textbooks, reading for searching on the internet English resources, speaking for giving a presentation, speaking for asking and answering the question, writing for filling out the form and writing job report or assignments.

For listening skills, the topic needed to be mastered are listening for listening while attending the English class and listening to descriptions and explanations while training at the workshops. Moreover, the important writing topics were filling out forms and writing job reports or assignments.

For reading skills, the areas of need are searching the internet English resources, reading textbooks, reading operation manuals/maintenance manuals, reading manuals, instructions on product descriptions, reading signs, rules, and notices in a workplace, reading for the main idea, reading for pleasure, reading office document, e.g., business letters, English newspaper, journals, magazines, novels.

For speaking skills, the topic needed to be mastered are giving the presentation, asking and answering the question, introducing themselves and others in a variety of situations, stating opinions or ideas about different topics, asking and giving advice, asking for and giving direction, and telephoning.

Writing skills are filling out forms, writing job reports or assignments, writing product descriptions, writing E-mail, describing a process, writing instructions, and describing diagrams, tables, and graphs.

It can be interpreted that these language functions occurred in everyday life. These reflected that the students needed English for daily life and work-related job.

As a result of the study, students provided useful information that could support the teaching and learning process. So, ESP teachers can prepare the content of English courses based on students' needs.

5.4 Limitations of the Study

This study had the limitations as follows:

5.4.1 As the data were only 70 dual vocational undergraduate students in MDS and BCS at Samutsongkhram Technical College under the Institute of Vocational Education Central Region 5, the results could not be generalized.

5.4.2 The existing questionnaire might reveal only common feedback which might not reflect the in-depth needs of the students.

5.4.3 There was no feedback from the students on part 3 of the questionnaire concerning students' opinions and suggestions. Thus, the results might not indicate the exact needs of MDS and BCS. Further research should be added the students' in-depth interviews to get more insightful and provide the exact needs of MDS and BCS

5.5 Implications for Practice

The purpose of this study was to explore the English language skill needed for DVUS to meet the exact needs of the students. Thus, the findings of this study should provide useful information for ESP teachers as follows:

1. Designing or developing English courses should emphasize all four skills, such as listening while attending the English class, speaking for giving a presentation, reading manuals, instructions on the product description, writing for filling out forms, and writing an e-mail.

2. ESP teachers might use the results of this study in developing their teaching to help the students gain knowledge and experiences according to their needs.

3. ESP teachers should concentrate all four skills both in and outside classroom so that students can achieve more self-directed and lifelong learning in the future.

5.6 Recommendations

5.6.1 Recommendation for ESP teachers (Pedagogical Recommendations)

According to the results above, it was obviously shown that there were many skills that ESP teachers should emphasize for students' needs: listening to English songs, playing English games, watching English movies, and listening to English on YouTube. These suggest that ESP teachers should try to provide activities relevant

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to the student's interests, including the internet as teaching materials to motivate them and improve their English language skills. The 12 topics needed most by DVUS (see tables 4.2 - 4.5) were as follows:

- (1) Listening to descriptions while training at the workshops
- (2) Listening while attending the English class
- (3) Listening to music
- (4) Giving a presentation
- (5) Asking and answering the questions
- (6) Stating opinions or ideas about different topics
- (7) Searching on the internet English resources
- (8) Reading textbooks
- (9) Reading operation manuals/ maintenance manuals
- (10) Filling out forms
- (11) Writing job reports or assignments
- (12) Writing e-mail

5.6.2 Recommendations for further Studies

1. As the participants of this research were Dual Vocational Undergraduate Students at Samutsongkhram Technical College, further research could be conducted with dual vocational undergraduate students in other colleges under the institute of vocational education central region 5 in order to determine any similarity and difference of students' needs.

2. In this study, the questionnaire was the only instrument used to collect information; further studies might be conducted by using more instruments to get more data, such as questionnaires, observations, and interviews, to obtain in-depth information.

3. Further research should investigate English skills needed in the workplace and use the results to develop an English course suitable for the students' future real-life work.

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QUESTIONNAIRE

ENGLISH LANGUAGE NEEDS OF DUAL VOCATIONAL UNDERGRADUATE STUDENTS AT SAMUTSONGKHRAM TECHNICAL COLLEGE UNDER THE INSTITUTE OF VOCATIONAL EDUCATION CENTRAL REGION 5

This study is part of a Master's Degree in Applied Linguistics in English for Professional Purposes at King Mongkuts' Institute Technology Ladkrabang. The main objective of this questionnaire is to find out your English language skills and the functions needed to fulfill your English study at this institution. Please answer every question. Your responses will be kept strictly confidential and will serve only for the purpose of this study.

Part 1: General Background Information

Instructions: Please put a tick (✓) in the box that best fits for you.

1. Major of study

<input type="checkbox"/> Mold and Die Students	<input type="checkbox"/> Business Computer Students
--	---
2. Year level

<input type="checkbox"/> First year	<input type="checkbox"/> Second year
-------------------------------------	--------------------------------------
3. Gender

<input type="checkbox"/> Male	<input type="checkbox"/> Female
-------------------------------	---------------------------------
4. Age

<input type="checkbox"/> Under 25 years old	<input type="checkbox"/> 26 – 30 years old
<input type="checkbox"/> 31 – 35 years old	<input type="checkbox"/> more than 35 years
5. Working experience

<input type="checkbox"/> 1 – 5 years	<input type="checkbox"/> 6 – 10 years
<input type="checkbox"/> 11 – 15 years	<input type="checkbox"/> more than 15 years
6. In your free time, how do you practice your English skills? (Choose the most activity that you practice.)
 - Learning English on YouTube
 - Listening to English songs
 - Playing English game
 - Watching English movies
 - Others (Please specify.....)
7. In your opinion, what is your English proficiency in language skills?

<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good		
<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	

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8. To what extent do you think English is important to your study and work?

- Most important Very Important
 Moderately important little important unimportant

Part 2: How would you rate your needs of using English language skills in study?

Instruction: Please put a tick (✓) in the boxes provided, according to your opinions.

Needs of English language skills	Level of needs				
	the highest need	high need	medium need	low need	the lowest need
	5	4	3	2	1
1.1 Needs of listening skills					
1.1.1 Listening to explanation while training at the workshops					
1.1.2 Listening during telephone conversations					
1.1.3 Listening while attending the English class					
1.1.4 Receiving instructions/ advice					
1.1.5 Listening to music					
1.1.6 Listening for main ideas					
2.1 Needs of speaking skills					
2.1.1 Asking and answering questions					
2.1.2 Telephoning					
2.1.3 Introducing yourself and others in a variety of situations					
2.1.4 Giving a presentation					
2.1.5 Stating opinions or ideas about different topics					
2.1.6 Asking and giving advice					
2.1.7 Asking for and giving directions					

Needs of English language skills	Level of needs				
	the highest need	high need	medium need	low need	the lowest need
	5	4	3	2	1
3.1 Needs of reading skills					
3.1.1 Reading text books					
3.1.2 Reading for main idea					
3.1.3 Reading for pleasure					
3.1.4 Reading office document, e.g. business letters					
3.1.5 Reading signs, rules, and notices in a workplace					
3.1.6 Reading operation manuals/ maintenance manuals					
3.1.7 Reading manuals, instruction on product description					
3.1.8 Reading English newspapers/ journals/ magazines/ novels					
3.1.9 Searching the Internet English resources					
4.1 Needs of writing skills					
4.1.1 Writing job report or assignments					
4.1.2 Writing product descriptions					
4.1.3 Writing E-mail					
4.1.4 Filling out forms					
4.1.5 Describing diagrams, tables and graphs					
4.1.6 Writing instructions					
4.1.7 Describing a process					

Part 3: Open-ended question

What is/are your opinions/suggestions?

Thank you for your cooperation





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แบบสอบถาม

เรื่อง ความต้องการการใช้ภาษาอังกฤษของนักศึกษาวิชาศึกษาศาสตร์ระดับปริญญาตรี

วิทยาลัยเทคนิคสมุทรสงคราม สังกัดสถาบันการอาชีวศึกษาภาคกลาง 5

English Language Needs of Dual Vocational Undergraduate Students at Samutsongkhram

Technical College under the Institute of Vocational Education Central Region 5

การศึกษานี้เป็นส่วนหนึ่งของการศึกษาระดับปริญญาโท สาขาภาษาศาสตร์ประยุกต์-ภาษาอังกฤษเพื่อ

วัตถุประสงค์ทางวิชาชีพ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

จุดประสงค์คือเพื่อค้นหาทักษะภาษาอังกฤษที่จำเป็นต่อการเรียนภาษาอังกฤษที่สถาบันนี้

โปรดตอบคำถามทุกข้อ คำตอบของคุณจะถูกเก็บเป็นความลับ และจะใช้เพื่อการศึกษานี้เท่านั้น

ส่วนที่ 1: ข้อมูลพื้นฐานทั่วไป

คำชี้แจง: โปรดทำเครื่องหมาย (✓) ลงในช่องว่างที่ตรงกับความเป็นจริงที่สุด

1. สาขาวิชา

สาขาวิชาแม่พิมพ์โลหะ

สาขาวิชาคอมพิวเตอร์ธุรกิจ

2. ระดับการศึกษา

ชั้นปีที่ 1

ชั้นปีที่ 2

3. เพศ

เพศชาย

เพศหญิง

4. อายุ

อายุต่ำกว่า 25 ปี

26 - 30 ปี

31-35 ปี

มากกว่า 35 ปี

5. ประสบการณ์การทำงาน

1 - 5 ปี

6 - 10 ปี

11 - 15 ปี

มากกว่า 15 ปี

6. ในช่วงเวลาว่าง ของนักเรียนมีการฝึกภาษาอังกฤษอย่างไร (เลือกกิจกรรมที่ใช้มากที่สุด)

การเรียนภาษาอังกฤษในยูทูป

การฟังเพลงภาษาอังกฤษ

การเล่นเกมภาษาอังกฤษ

การดูหนังภาษาอังกฤษ

อื่น ๆ (โปรดระบุ.....)

7. ในความคิดของคุณ คุณคิดว่าคุณมีความสามารถทางภาษาอังกฤษอยู่ในระดับใด

ยอดเยี่ยม

ดีมาก

ดี

พอใช้

ควรปรับปรุง

8. นักเรียนคิดว่า ภาษาอังกฤษมีความสำคัญต่อการทำงานของท่านระดับใด

- สำคัญมากที่สุด สำคัญมาก
 สำคัญปานกลาง สำคัญน้อย ไม่สำคัญ

ส่วนที่ 2: นักศึกษามีความต้องการใช้ทักษะภาษาอังกฤษอย่างน้อยเพียงใดในสถานการณ์ต่อไปนี้

คำสั่ง: โปรดทำเครื่องหมาย (✓)ลงในช่องว่าง ตามความคิดเห็นของนักศึกษา


ความต้องการทักษะภาษาอังกฤษ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
1.1 ทักษะการฟัง					
1.1.1 รับฟังคำอธิบายขณะฝึกอบรมในที่ทำงาน					
1.1.2 ฟังระหว่างการสนทนาทางโทรศัพท์					
1.1.3 ฟังขณะเข้าชั้นเรียนภาษาอังกฤษ					
1.1.4 รับฟังคำสั่ง / คำแนะนำ					
1.1.5 การฟังเพลง					
1.1.6 การฟังเพื่อจับใจความสำคัญ					
2.1 ทักษะการพูด					
2.1.1 การถามและตอบคำถาม					
2.1.2 การสนทนาทางโทรศัพท์					
2.1.3 การแนะนำตัวเองและแนะนำผู้อื่นในสถานการณ์ต่างๆ					
2.1.4 การนำเสนองาน					
2.1.5 การเสนอความคิดเห็นในหัวข้อต่างๆ					
2.1.6 การขอคำแนะนำและให้คำแนะนำ					
2.1.7 การถามและพูดบอกทิศทาง					

ความต้องการทักษะภาษาอังกฤษ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
3.1 ทักษะการอ่าน					
3.1.1 การอ่านหนังสือในสาขาวิชา					
3.1.2 การอ่านเพื่อหาแนวคิดหลัก					
3.1.3 อ่านเพื่อความเพลิดเพลิน					
3.1.4 การอ่านเอกสารสำนักงาน เช่นจดหมายธุรกิจ					
3.1.5 การอ่านป้าย กฎ หรือข้อบ่งใช้ในที่ทำงาน					
3.1.6 อ่านคู่มือการใช้งาน คู่มือการซ่อมบำรุง					
3.1.7 การอ่านคู่มือคำแนะนำเกี่ยวกับรายละเอียดผลิตภัณฑ์					
3.1.8 การอ่านหนังสือพิมพ์ / วารสาร / นิตยสาร / นวนิยาย ภาษาอังกฤษ					
3.1.9 การสืบค้นข้อมูลจากอินเทอร์เน็ตที่เป็นภาษาอังกฤษ					
4.1 ทักษะการเขียน					
4.1.1 การเขียนรายงานปฏิบัติงานหรืองานที่ได้รับมอบหมาย					
4.1.2 การเขียนบรรยายผลิตภัณฑ์					
4.1.3 การเขียนจดหมายอิเล็กทรอนิกส์					
4.1.4 การกรอกแบบฟอร์มต่างๆ					
4.1.5 การบรรยาย รูปภาพ ตารางและกราฟ					
4.1.6 การเขียนอธิบายขั้นตอน					
4.1.7 การเขียนอธิบายขั้นตอนต่างๆของกระบวนการ					

ส่วนที่ 3: ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

คำแนะนำ: โปรดแสดงความคิดเห็นหรือข้อเสนอแนะของท่านในด้านล่าง



The seal of King Mongkut's Institute of Technology Ladkrabang is a circular emblem. It features a central sunburst with a crown-like top, flanked by two traditional Thai stupas. Below the sunburst is a shield with a snake-like figure. The entire emblem is surrounded by a decorative border. The text "King Mongkut's Institute of Technology Ladkrabang" is written in a circular path around the emblem.

APPENDIX C
List of Experts Validating the Instrument



ที่ อว๗๐๒๔/๕ ๔๕๒

คณะศิลปศาสตร์

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

๑ ซอยฉลองกรุง ๑ เขตลาดกระบัง กรุงเทพฯ ๑๐๕๒๐

๓๑ พฤษภาคม ๒๕๖๔

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย (วิทยานิพนธ์)

เรียน ผู้ช่วยศาสตราจารย์ ดร.สายวรุณ จำปาวีลย์

ด้วยนางสาวหทัยรัตน์ เหมือนแก้ว รหัสประจำตัว ๖๐๖๑๖๐๐๒ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ภาควิชาภาษา คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง ได้รับอนุมัติเห็นชอบจากคณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ เมื่อวันที่ ๕ เมษายน ๒๕๖๔ ให้ทำวิทยานิพนธ์เรื่อง "ความต้องการการใช้ภาษาอังกฤษของนักศึกษาวิชาภาคีระดับปริญญาตรี วิทยาลัยเทคนิคสมุทรสงคราม สังกัดสถาบันอาชีวศึกษาภาคกลาง 5 ENGLISH LANGUAGE NEEDS OF DUAL UNDERGRADUATE STUDENTS AT SAMUTSONGKHRAM TECHNICAL COLLEGE UNDER THE INSTITUTE OF VOCATIONAL EDUCATION CENTRAL REGION 5" โดยมี รองศาสตราจารย์ ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ นั้น


คณะศิลปศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ ความสามารถ จึงมีความประสงค์ขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย ซึ่งประกอบด้วย แบบสอบถามสำหรับวิทยานิพนธ์เรื่องดังกล่าว จำนวน ๑ ฉบับ เอกสารแนบมาพร้อมนี้

ทั้งนี้ หากมีข้อสงสัยประการใดกรุณาติดต่อนักศึกษา : นางสาวหทัยรัตน์ เหมือนแก้ว

โทรศัพท์ : ๐๙๗-๑๔๓๖๒๕๒ อีเมล : kukkikpretty@gmail.com

จึงเรียนมาเพื่อโปรดพิจารณาอนุเคราะห์ จักขอบคุณยิ่ง

ขอแสดงความนับถือ


(อาจารย์ ดร.จาริณี จันทศรี)

รักษาการแทนรองคณบดีคณะศิลปศาสตร์

๓๑ พ.ค. ๒๕๖๔ ๑๖:๕๗:๓๓ Non-PKI Server Sign-LN
Signature Code : NAAzA-DAANw-BDADk-ANwA2

งานบริหารวิชาการและบัณฑิตศึกษา
คณะศิลปศาสตร์
โทร. ๐๘๖-๙๙๗๕๘๓๔



ที่ อว๗๐๒๔/๕ ๔๕๓

คณะศิลปศาสตร์

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

๑ ซอยฉลองกรุง ๑ เขตลาดกระบัง กรุงเทพฯ ๑๐๕๒๐

๓๑ พฤษภาคม ๒๕๖๔

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย (วิทยานิพนธ์)

เรียน รองศาสตราจารย์ สุพมาลย์ นิลรัตน์

ด้วยนางสาวหทัยรัตน์ เหมือนแก้ว รหัสประจำตัว ๖๐๖๑๖๐๐๒ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตรประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ภาควิชา ภาษา คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง ได้รับอนุมัติเห็นชอบจาก คณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ เมื่อวันที่ ๕ เมษายน ๒๕๖๔ ให้ทำวิทยานิพนธ์ เรื่อง "ความต้องการการใช้ภาษาอังกฤษของนักศึกษาวิชาศึกษาระดับปริญญาตรี วิทยาลัยเทคนิคสมุทรสงคราม สังกัดสถาบันอาชีวศึกษาภาคกลาง 5 ENGLISH LANGUAGE NEEDS OF DUAL UNDERGRADUATE STUDENTS AT SAMUTSONGKHRAM TECHNICAL COLLEGE UNDER THE INSTITUTE OF VOCATIONAL EDUCATION CENTRAL REGION 5" โดยมี รองศาสตราจารย์ ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ นั้น

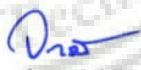
คณะศิลปศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ ความสามารถ จึงมีความประสงค์ ขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย ซึ่งประกอบด้วย แบบสอบถามสำหรับวิทยานิพนธ์ เรื่องดังกล่าว จำนวน ๑ ฉบับ เอกสารแนบมาพร้อมนี้

ทั้งนี้ หากมีข้อสงสัยประการใดกรุณาติดต่อนักศึกษา : นางสาวหทัยรัตน์ เหมือนแก้ว

โทรศัพท์ : ๐๙๗-๑๔๓๖๒๕๖ อีเมล : kukkipretty@gmail.com

จึงเรียนมาเพื่อโปรดพิจารณาอนุเคราะห์ จักขอบคุณยิ่ง

ขอแสดงความนับถือ


(อาจารย์ ดร.จาริณี จินทร์ศรี)

รักษาการแทนรองคณบดีคณะศิลปศาสตร์

๓๑ พ.ค. ๒๕๖๔ 11:21 ๑๖๕๕๘๑๑ Non-PKI Server Sign-LN

Signature Code : OABGA-EQAMA-AAADE-AQwBC

งานบริหารวิชาการและบัณฑิตศึกษา
คณะศิลปศาสตร์
โทร. ๐๘๖-๙๙๗๕๘๓๔



ที่ อว๗๐๒๔/๕ ๔๕๔

คณะศิลปศาสตร์
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
๑ ซอยฉลองกรุง ๑ เขตลาดกระบัง กรุงเทพฯ ๑๐๕๒๐

๓๑ พฤษภาคม ๒๕๖๔

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย (วิทยานิพนธ์)

เรียน ผู้ช่วยศาสตราจารย์จ้าวรรณ เม่งก่วง

ด้วยนางสาวหทัยรัตน์ เหมือนแก้ว รหัสประจำตัว ๖๐๖๑๖๐๐๒ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ภาควิชา ภาษา คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง ได้รับอนุมัติเห็นชอบจาก คณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ เมื่อวันที่ ๕ เมษายน ๒๕๖๔ ให้ทำวิทยานิพนธ์ เรื่อง "ความต้องการการใช้ภาษาอังกฤษของนักศึกษาวิชาศึกษาระดับปริญญาตรี วิทยาลัยเทคนิคสมุทรสงคราม สังกัดสถาบันอาชีวศึกษาภาคกลาง 5 ENGLISH LANGUAGE NEEDS OF DUAL UNDERGRADUATE STUDENTS AT SAMUTSONGKHRAM TECHNICAL COLLEGE UNDER THE INSTITUTE OF VOCATIONAL EDUCATION CENTRAL REGION 5" โดยมี รองศาสตราจารย์ ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ นั้น

คณะศิลปศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ ความสามารถ จึงมีความประสงค์ ขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย ซึ่งประกอบด้วย แบบสอบถามสำหรับวิทยานิพนธ์ เรื่องดังกล่าว จำนวน ๑ ฉบับ เอกสารแนบมาพร้อมนี้

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โทรศัพท์ : ๐๙๗-๑๔๓๖๒๕๒ อีเมล : kukkikpretty@gmail.com

จึงเรียนมาเพื่อโปรดพิจารณาอนุเคราะห์ จักขอบคุณยิ่ง

ขอแสดงความนับถือ


(อาจารย์ ดร.จาริณี จันทร์ศรี)

รักษาการแทนรองคณบดีคณะศิลปศาสตร์

๓๑ พ.ค. ๒๕ 17:51 ๑๖:๕๕:๔๖ Non-FPK Server Sign-LN
Signature Code : MABEA-DYARA-BDAEY-ANWAX

งานบริหารวิชาการและบัณฑิตศึกษา
คณะศิลปศาสตร์
โทร. ๐๘๖-๙๙๗๕๘๓๔



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ประกาศคณะศิลปศาสตร์
เรื่อง ผลการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์

คณะศิลปศาสตร์ โดยความเห็นชอบของคณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ ขอประกาศรายชื่อหัวข้อและเค้าโครงวิทยานิพนธ์ หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ซึ่งได้รับอนุมัติเมื่อวันที่ ๕ เมษายน พ.ศ. ๒๕๖๔ ให้ดำเนินการดังนี้

นางสาวหทัยรัตน์ เหมือนแก้ว รหัสประจำตัว ๖๐๖๑๖๐๐๒ ให้ทำวิทยานิพนธ์ เรื่อง "ความต้องการการใช้ภาษาอังกฤษของนักศึกษาวิชาศึกษาระดับปริญญาตรี วิทยาลัยเทคนิคสมุทรสงคราม สังกัดสถาบันอาชีวศึกษาระดับกลาง 5 ENGLISH LANGUAGE NEEDS OF DUAL UNDERGRADUATE STUDENTS AT SAMUTSONGKHRAM TECHNICAL COLLEGE UNDER THE INSTITUTE OF VOCATIONAL EDUCATION CENTRAL REGION 5" โดยมี รองศาสตราจารย์ ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ทั้งนี้ ให้นักศึกษาค้นคว้าและเขียนวิทยานิพนธ์โดยปรึกษากับอาจารย์ที่ปรึกษาวิทยานิพนธ์ให้เสร็จสิ้นภายในเวลาที่กำหนด ตามข้อบังคับสถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

ประกาศ ณ วันที่ ๑๖ เมษายน พ.ศ. ๒๕๖๔

(รองศาสตราจารย์ ดร.ไพฑูรย์ พิมพ์ดี)

รักษาการแทนคณบดีคณะศิลปศาสตร์

๑๖ เม.ย. ๒๕ 17:11 ๒๑๖๔๒๕ Non-PKI Server Sign-LN
Signature Code : QwAZA-DYANA-AwADg-ARABG

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Work Experience :
 2013 – 2017 English teacher at Samutprakan Technical College
 2017 to present English teacher at Samutsongkhram Technical College

