



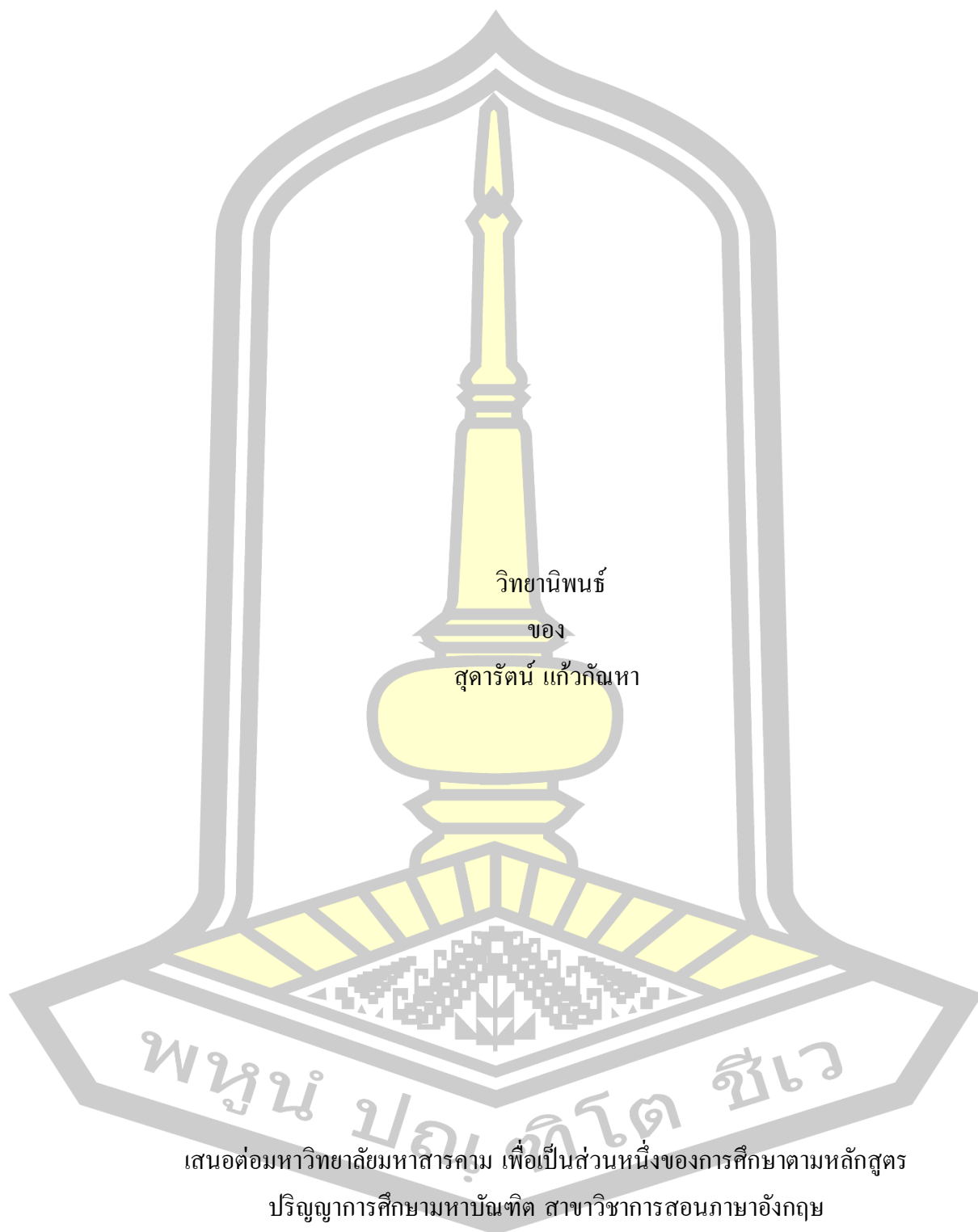
Needs Analysis of the English language for Thai employees in Service industry in Thailand

Sudarat Kaewkunha

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in in English Language Teaching  
May 2021

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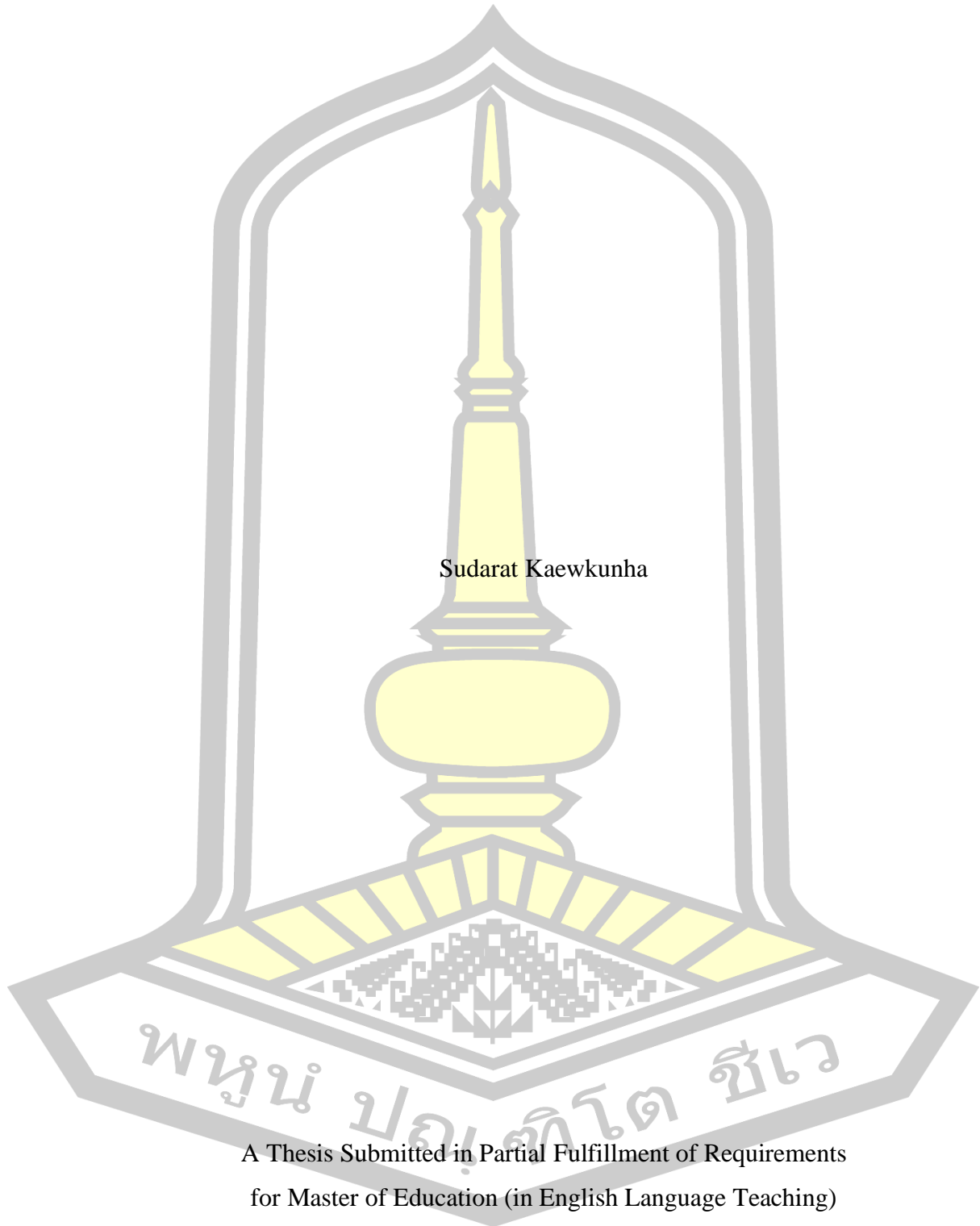
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The examining committee has unanimously approved this Thesis, submitted by Miss Sudarat Kaewkunha , as a partial fulfillment of the requirements for the Master of Education in English Language Teaching at Mahasarakham University

Examining Committee

Chairman

( Pilanut Phusawisot , Ph.D.)

Advisor

(Asst. Prof. Apisak Sukying , Ph.D.)

Committee

(Asst. Prof. Intisarn Chaiyasuk ,  
Ph.D.)

External Committee

(Assoc. Prof. Supakorn  
Phoocharoensil , Ph.D.)

Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education in English Language Teaching

(Assoc. Prof. Nittaya Wannakit , Ph.D.)  
Dean of The Faculty of Humanities and  
Social Sciences

(Assoc. Prof. Krit Chaimoon , Ph.D.)  
Dean of Graduate School

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี

<b>TITLE</b>	Needs Analysis of the English language for Thai employees in Service industry in Thailand		
<b>AUTHOR</b>	Sudarat Kaewkunha		
<b>ADVISORS</b>	Assistant Professor Apisak Sukying , Ph.D.		
<b>DEGREE</b>	Master of Education	<b>MAJOR</b>	in English Language Teaching
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### ABSTRACT

English for Specific Purposes (ESP) is an essential communication tool in the borderless world, where economic and career opportunities are presented with the demand for solid communication skills. Due to the rapid growth of the tourism industry and the high number of foreign visitors in Thailand, English skills become necessary for Thai employees to meet customers' needs and complete their daily responsibilities. Therefore, to understand the fundamental requirements and weaknesses in Thai employees' English skills in the service sector, the current study explores the needs, perceived lacks, and wants of English-language skills among Thai employees in the service industry. This mixed-methods research has collected data from 324 Thai employees using a five-point Likert scale questionnaire as to the needs analysis. Semi-structured interviews were also conducted to obtain more insightful data from 10 participants. The data obtained were statistically analysed using the frequency, percentage, mean scores, and standard deviation. The quantitative results showed that the most needed English skills among Thai employees were listening, speaking, reading, and writing. The most perceived lack of skills were in writing, speaking, reading and listening respectively. Furthermore, Thai employees wished to master speaking the most, followed by listening, reading and writing. The findings also indicated that listening and speaking skills were the most essential skills for service providers. Moreover, writing skill was reported as the most lacked skill in the qualitative results. However, the skill that they most needed to improve was speaking. The study further indicated that Thai employees required English training courses for their work-related situations. Other research methodologies and implications for future studies are also suggested.

Keyword : Needs analysis, lacks, wants, English language skills, service industry, English for Specific Purposes

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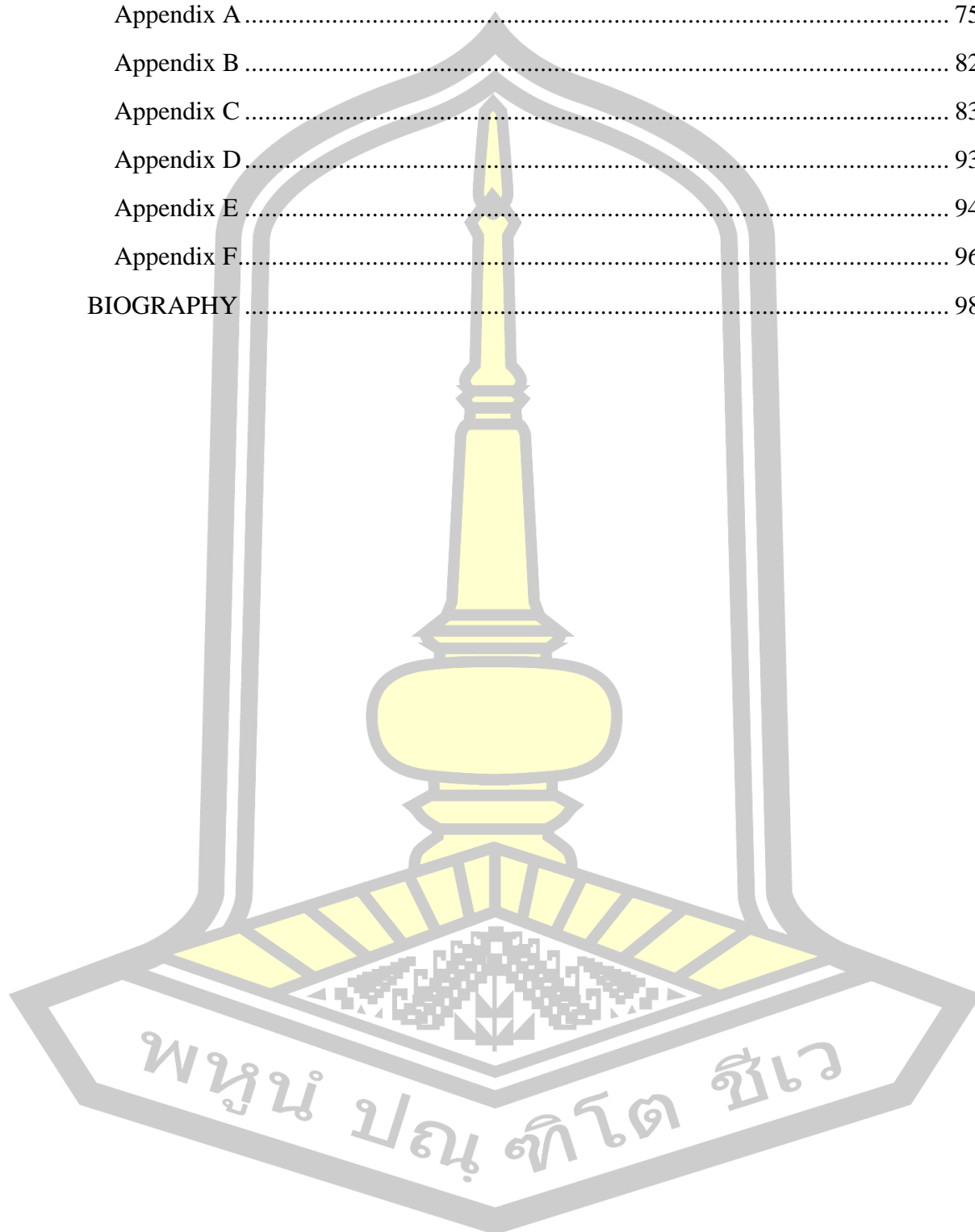
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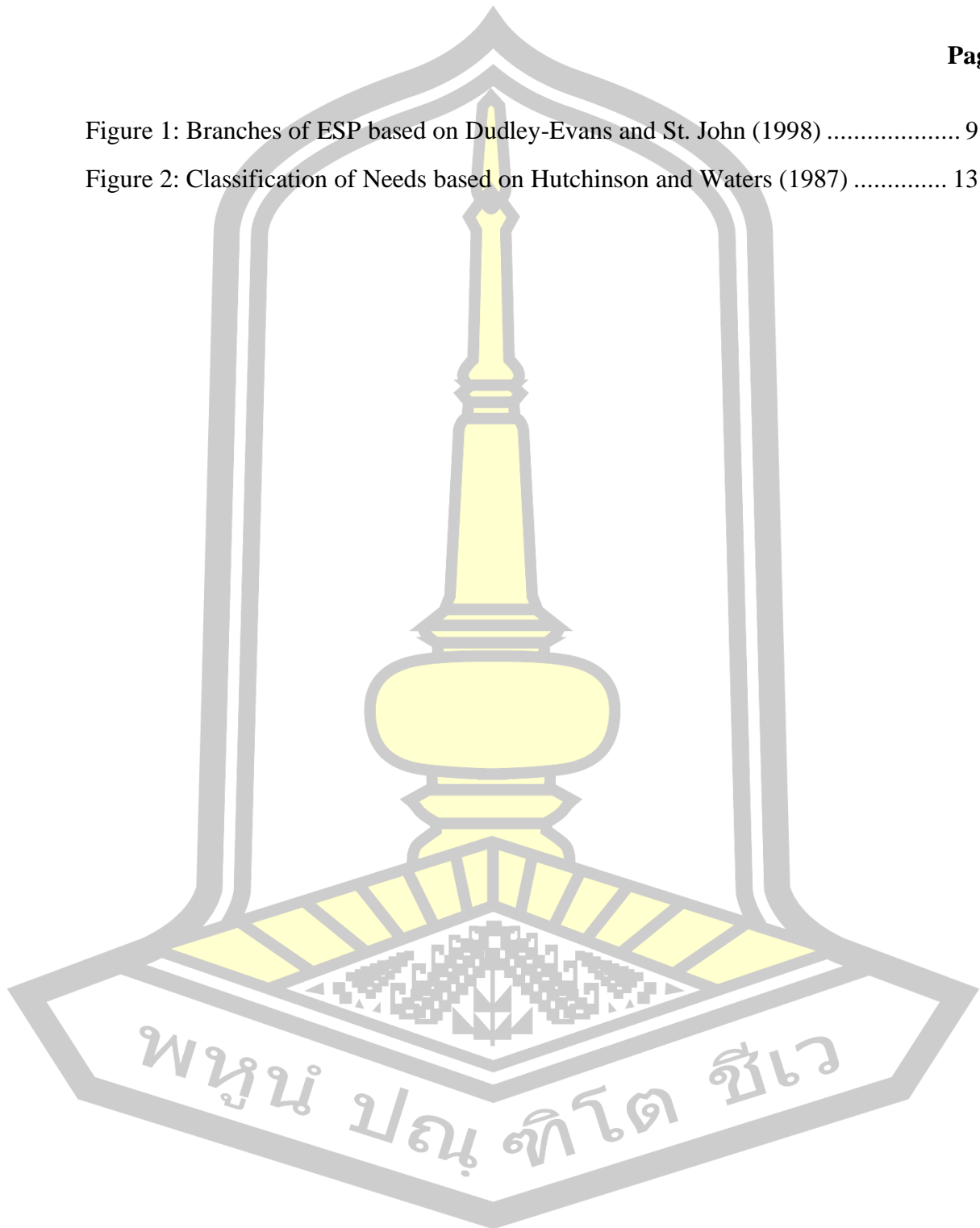


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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

The English language, recognized as a lingua franca, has been used as a medium to transfer thoughts and cultures and create good relationships between people in different countries. According to Richards (1985), the English language is a necessary communication tool in many countries and career fields such as medicine, engineering, business, tourism, politics, education, and entertainment.

Nowadays, the tourism and hospitality industry plays a significant role in the global economy and becomes the main income source for many countries. With the uniqueness of culture, tradition, and natural resources, Thailand has been a top-listed destination for global travelers. The achievement of worldwide recognition and popularity allows hospitality-related businesses in Thailand to grow rapidly.

According to the Tourism Authority of Thailand (TAT), in 2019, the tourism revenue was 1.93 trillion baht, increasing by 3.05% compared to the same period last year, with approximately 39.79 million visitors. An increasing growth of the tourism and hospitality industry induces nation-scale development, especially employment, which contributed to 16.2% of the total employment or nearly three million workers (Statista). Consequently, the hospitality industry is a major contributor to Thailand's economy.

The Statista Website further reported that Bangkok has been a popular destination for international overnight visitors to do various tourist activities and visit cultural attractions. Nearly 23 million visitors were attracted to stay over in 2018. The capital also has its great strategic location for an aviation hub in Asia, resulting in the convenience of connecting flights to the third countries around Asia (Sritama, 2018).

Due to the rapid growth of tourism and hospitality sectors in Bangkok, business operators strive to provide a number of ways in services, especially food and beverage, hotels, massages and spas, and shopping. The accommodation and food services sectors contributed approximately 635.35 billion Thai baht to Thailand's GDP in 2020. The contribution from tourists boosts the annual growth of the

restaurant industry by 4-5%, with the average spending on full-service restaurants amounted to around 2,800 Thai baht per person. Expenditures on food and beverage products totaled two trillion-baht, accounting for 21% of total tourist expenditures and spending on hotels and catering totaled 25,000 baht per person, increased by 13% (Sirikeratikul, 2019).

Likewise, Blue and Harun (2003) claimed that the English proficiency to fulfil job responsibilities in the tourism sector, all the activities that employees and customers involve interactive communication, and employees are required to follow and use specific professional conversations in order to serve the customers.

Therefore, inclusive training in English for Specific Purposes (ESP) is imperative for learning English skills and opening professional development opportunities in workplaces where English is used as a foreign language (Gupta, 2007). Hutchinson and Waters (1987) defined ESP as an approach to explore learners' needs who learned a foreign language depending on the individual's purposes. Moreover, Esimaje (2012) stated that ESP was "the language used for a utilitarian purpose, whether occupational, vocational, academic or professional." Thus, English for the specific purpose (ESP) is essential for Thai employees in the tourism and hospitality industry to build effective communication between employees and customers in real-life working situations.

Needs Analysis is a significant ESP component for developing the course and designing processes that would be beneficial to all parties, including students, teachers, and the institutions and organizations involved (Mackay, 1978). It is used as a method to recognize and facilitate the design of a suitable curriculum with appropriate learning, teaching, and management objectives and collect information about the students' needs and preferences, information interpretation (Graves, 2010). To assure that education in an environment simulates real-life situations, the learners should be able to perform roles in a particular context, for example, actual and relevant linguistic, lexicon, and discourse need (Fatihi, 2003). Hence, Needs Analysis is a vital systemic process to collect information to identify the learning targets or problems of the subject and develop ESP courses to effectively achieve specific English skills.

A number of studies emphasizing employment and workplace have shown that the needs analysis of ESP is necessary. Firharmawan, H. & Andika, A. (2019) investigated the English needs and problems of English communication performed in the hospitality industry at Meotel Hotel Kebumen in Indonesia and found that speaking was the most crucial skill followed by listening, reading, and writing skills. Indeed, they were still required to have high English proficiency in specific language functions in the hospitality industry in order to provide accurate information to foreigners. Additionally, misunderstanding intonation patterns and stress was one of the major problems, resulting in mispronunciation.

Likewise, Fauziah D. (2019) examined the English language needs of 15 employees from the Front Office Department, Aryaduta Hotel, Bandung, Indonesia and found that they lacked grammatical knowledge and faced mispronunciation which caused misunderstandings to guests. The English classes should be provided in order to enhance speaking skills and reduce the difficulties in communication with clients.

In Thailand, Chiablaem (2020) examined Thai massage employees' needs and English communication problems in their workplaces located in Pattaya City, Thailand. The findings showed that speaking and listening skills were the most needed skills, including English vocabulary knowledge. Speaking, listening, writing, and reading skills were ranked in that order in terms of the most difficult skills. Likewise, Chamnankit (2015) assessed the English proficiency of front office staff at boutique hotels in the Sukhumvit area. The findings revealed that English communication skills were reasonable; however, some participants reported difficulties in pronunciation and specific vocabulary. Speaking was regarded as the most important skill to practice daily tasks and conversation with customers.

Based on the discussion earlier, the researcher discovered that it would be highly profitable to examine the ability to use the English language. Although these Thai employees use the English language in actual life circumstances in courses designed by specialists in this field, there has been a lack of systematic investigations into English skills. In Thailand, there is little effort that has specifically looked at their needs, lacks and wants regarding English use. As such, the current study investigated the needs of the service industry to function effectively in target situations. This study

could provide guidelines for developing a future training course that meets employees' English language demands in the workplace.

### **1.2 Purposes of the study**

This current study conducted a needs analysis for Thai employees using the English language in the workplace in Thailand. The aim was to determine the needs, lacks and wants for Thai employees to perform their duties. The following research questions were formulated to guide this study.

1. What specific English skills do Thai employees need for their careers?
2. What English skills do Thai employees lack in their careers?
3. What are the wants for Thai employees in their duties?

### **1.3 Scope of the study**

This study examined the needs analysis of the English language for Thai employees in Bangkok of Thailand. It focused on Thai employees' needs, lacks, and wants about the English skills required for their employment duties. The English language skills that were most frequently used in the workplace were assessed, including speaking, listening, writing, and reading. Moreover, the current study aimed to collect detailed information from the service industries in hotel services, food and beverage selling, spas and massage parlors. Questionnaires based on Hutchinson and Waters' (1987) and a semi-structured interview protocol was used to conduct the needs analysis.

### **1.4 Significance of the study**

This study provided critical insight into how to improve the English proficiency of Thai employees in the service industry. There were hotel staff, food and beverage seller, massage and spa employees, and shopping mall staff. Moreover, the results were the guideline for the manager or business owners were a well-planning course for training their employees and lead to a better understanding of the actual needs and lacks that Thai employee's encounter when using English in working situations. In addition, the findings of this study provided useful information to develop practical English language training courses for improving Thai employees' English abilities. The results also acted as a guideline to develop a future course for English for

occupational purposes that would better meet the employees' English communication needs.

### **1.5 Definitions of key terms**

A number of key terms are defined below:

1.5.1 Needs Analysis refers to the methodology of collecting data related to the English language skills of Thai employees in the workplace (Polsombat, 2015),

1.5.2 Needs refer to the English language skills that Thai employees require when performing their employment duties (Siwayingsuwan, 2015),

1.5.3 Lack refers to the insufficient English language skills of Thai employees when performing their duties according to (Chaiyapoo, 2017),

1.5.4 Want involves the English skills that the Thai employees wish to improve to fulfil their duties in general (Chaiyapoo, 2017),

1.5.5 Thai Employees are the employees in services industry who work in the service industry in Bangkok of Thailand. They are necessary to use English in their duties to communicate with and negotiate with foreign customers, e.g., hotel staff, food and beverage seller, Thai massage and spa, and shopping mall staff.

1.5.6 Thai workplaces refer to the department or business organizations situated in Bangkok, Thailand,

1.5.7 Services industry are involving the provision of services to businesses that deal with the customers. These include hotel and accommodations business, food and beverage business, health and recreation business located in Bangkok of Thailand.

### **1.6 The outline of this thesis**

The chapter 1 presents the background of the study, research purposes, research question, definitions of terms, scope of the research, and significance of the research.

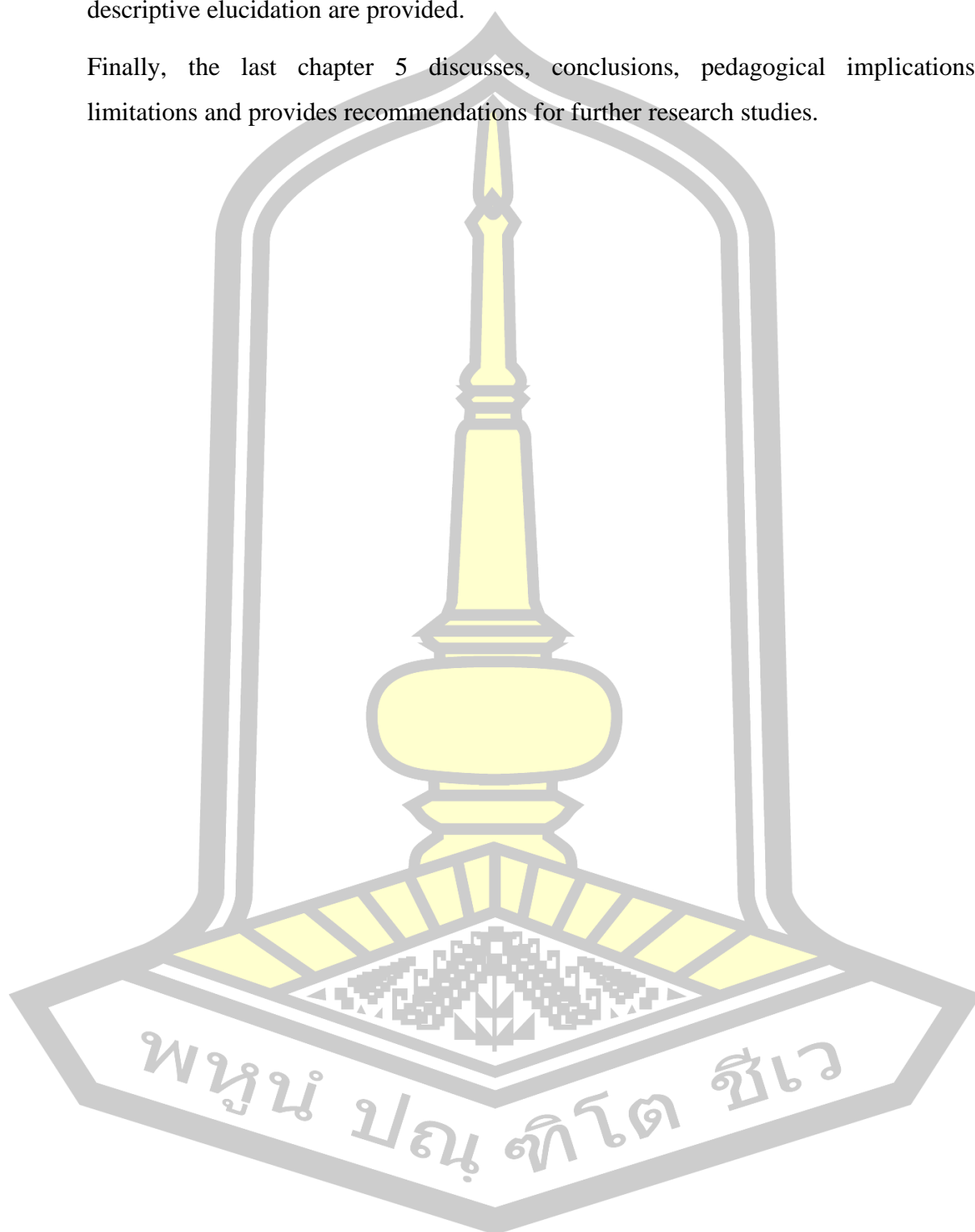
The chapter 2 presents the review of related literature. It highlights needs analysis, English for Specific Purposes (ESP) and relevant research studies.

The chapter 3 describes the key components of the research methodology, including the participants of the study, research instrument, collection of data and analysis of the research data.



The chapter 4 displays the analysis of research data in this study. The tables and descriptive elucidation are provided.

Finally, the last chapter 5 discusses, conclusions, pedagogical implications, limitations and provides recommendations for further research studies.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents relevant literature on the English language needs analyses for Thai employees in the workplace. The content can be divided into four sections. The first section provides a definition of English for a Specific Purpose (ESP), types of ESP, and the effectiveness of ESP. The second part presents a description of needs and needs analysis concepts. English language communication skills are then discussed, followed by a literature review related to needs analysis in the global context and in the Thai context.

#### **2.1 English for a specific purpose (ESP)**

##### **2.1.1 Definition of ESP**

ESP has been defined in many different perspectives by a number of linguists since 1960. The development of linguistics established ESP as one of the most effective branches in Applied Linguistics and Teaching English as a Foreign Language (TEFL) and a tool to understand the learners' desire for learning a foreign language. Gamal Abdullah (2015) agrees that ESP associates with the learners' purposes either as a foreign or second language, for example, English for Medical Studies, English for Hospitality, and English for Airline Services, etc. Vijay Bhatia (2017) adds that not only does ESP meet learners' demand in language practices and contexts, but it also bridges the gap between professional discourses and classroom discourses. ESP model acquires the integrity of professional expertise and specialized communication amongst certain career. Moreover, Sinha & Sadorra (1991) is also described as studying English with a very particular objective instead of a common goal Orr (2012) identified the term of ESP as a teaching approach that concentrates on explicit linguistic knowledge and communicative skills. This approach is necessary for accomplishing distinctive purposes within a specific discipline or profession. ESP is also an introduction to language learning based on the learners' commitment. It is designed to suit adults rather than children, and it is a requirement in many countries.

### **2.1.3 Characteristics of ESP**

Dudley-Evans and St. John (1998) also emphasize that the prime objective of ESP is to meet learners' needs. Thus, ESP courses should be founded upon a comprehensive analysis of the needs of the learners. Each ESP curriculum varies in terms of skills, topics, situations, functions, and language. Moreover, learners are at various levels of competence in the language, including beginner, intermediate and advanced levels (Robinson, 1980). Likewise, Rostami and Zafarghandi (2014) characterize ESP as a process of language learning that should identify specific situations for learners. In Robinson's (1991) view, ESP is a method for learning language based on the learner's needs. All decisions as to subject matter and methodologies depend on the reason for learning. ESP has, therefore, developed a new concern for need analysis. Consequently, needs analysis is indispensable to ESP practitioners regarding establishing particular objectives for a course, and it is also fundamental to designing any language program.

In the current study, the focus is on the employment-related English language needs of Thai employees. The aim is to create an English training course to meet the particular Thai employee's needs. At present, the Thai employees must use English to provide quality service to foreigners, which cannot be accomplished by using only general English. As proposed by Robinson (1991), ESP is an approach involving practice and training, which can be divided into three main spheres of knowledge: language, pedagogy, and learners' special interest. ESP could hence be applied to help the Thai employees to communicate effectively with foreigners.

### **2.1.2 Types of ESP**

Dudley-Evans and St. John (1998) stress that ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). They also introduced a type of ESP, which divides EAP and EOP according to the discipline or professional area, as shown in Figure 1.

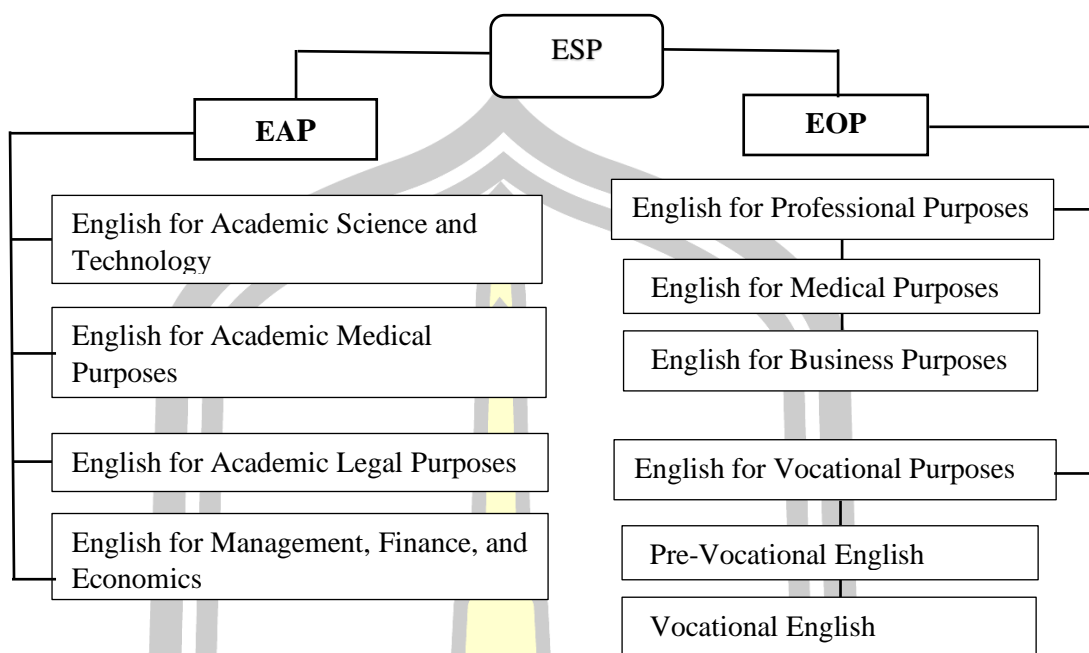


Figure 1: Branches of ESP based on Dudley-Evans and St. John (1998)

Johns and Price-Machado (2001) have created another set of ESP categories, and they stress that the chart is far from exhaustive as there is a remarkable array of ESP courses throughout the world including English for Academic Purposes (EAP), English for Science and Technology (EST), English for Business and Economics (EBE), English for Medical Purposes (EMP), English for Law Purposes (ELP), English for Occupational Purposes (EOP), and English for Professional Purposes (EPP). Robinson (1991) also divided ESP into two types consisting of English for Occupational Purposes (EOP) and English for Educational Purposes (EEP), which are outlined below:

English for Occupation Purposes or EOP courses compound with pre-experience for the English curricula designed for preparing learners before getting a job. Next, simultaneous/In-Service: the English curricula designed for learners who are already working to improve their skills. Also, post-experience: the English curricula designed for learners who already have experience in the related field.

English for Educational Purposes or EEP courses provide language instruction for students in specific disciplines which can be classified into three levels: pre-study, in-study and post-study. The first stage is described as the English curricula designed for

preparing learners before the study such as listening, speaking, reading and writing skills. Next, the English curricula are created for learners who do not have any previous knowledge in the field, and lastly, the English courses are purposed for learners who already have basic knowledge in the particular area. Likewise, the curriculum for study as a school subject can be classified into two types: integrated type and independent type which accordingly mean the English curricula integrated with other subjects, and the English curricula taught independently.

#### **2.1.4 Effectiveness of ESP**

Nowadays, English is a common language that is accepted and spoken everywhere. English also plays a significant role in various sectors, including medical engineering and education. Wright (1992) defined the effectiveness of ESP into three aspects, including a faster method for acquiring demanded linguistic items, an ultimate method of using linguistic resources, and a ready-to-use method for people who aim to learn English for a specific use. Initially, ESP was effective as people were able to acquire the required linguistic items faster than usual. Since ESP allowed people to follow native speakers' language acquisition patterns for particular purposes, speakers could learn what they need in authentic content-based contexts. ESP also provided an opportunity to learn in an accelerated and intensive context. Moreover, ESP generated the maximal use of learning resources to enable people to acquire both precision and pre-identification of linguistic components and competencies. Assessment is a crucial component of ESP as it allows the trainers to determine and assess their trainees' specific requirements. Finally, the concept of ESP method has equipped learners with the readiness to use language appropriately and correctly in related job tasks as ESP sets the assignments based on a needs analysis. Learners can, therefore, promptly use English in the professional context.

#### **2.2 Needs and Need analysis**

##### **2.2.1 Definition of Needs**

The term "needs" has various definitions. Dudley-Evans and Johns (1997) define the concept of learning needs as identifiable elements in language learners' situations. By contrast, Rahman (2015) defines needs as what learners required to do with the foreign language in the target situation. He also added that 'needs' involve how

learners might best master the language during the period of learning. Widdowson (1981) presented another perspective on the concept of needs and argued that needs refer to learners' present or future requirements and what the learners expect to get from the language course when they finish it. This particular perspective of 'needs' tends to focus on the goals of language learners that derive from the target situations, that is, their academic or occupational requirements.

According to Hutchinson and Waters (1987), the concept of needs is described using three terms: necessities, wants, and lacks. Necessities are abilities that learners need to know to function effectively in the target situations, or skills that enable learners to reach the target. Therefore, in considering learners' necessities, teachers should also focus on analyzing the target situation. Lacks relate to the present language abilities of the learners. Robinson (1991) also supports the idea that 'lacks' are inadequate skills learners need to improve to fulfil their requirements. Inadequate skills refer to what the language learners do not know or cannot use in the target language to meet their requirements. Wants are the learners' image of their own needs. Richterich and Chancerel (1980) argue that the learners' needs are associated with the perceptions and desires of a person. 'Wants' along with necessities, are an essential component of investigating the needs of language learners as they provide information on what the learners feel they need to know to meet their particular requirements, such as academic or occupational advancement.

Brindley (1989) described needs as having 'objective' and 'subjective' elements. Objective needs refer to the needs that are influenced by outside factors. Therefore, the professional information about the language learners is required to identify the tasks and activities the learners would use to communicate in a real-life situation. On the other hand, subjective needs involve the cognitive and affective factors that affect the language learning process, such as personality, confidence, attitudes, learners' wants and expectations about the learning of English. His study also makes a further distinction between needs that are 'process-oriented' and those that are 'product-oriented,' where the former is concerned with how the learning is carried out, while the priority for the latter is the final outcome of the course. Overall, as in all ESP

teaching situations, we must consider the needs of the learners and what they have to do in the target situation (Flook, 1993).

Brindley (1989) explained that needs also reflect contextual interpretations and the evaluator's values. Similarly, Gorsev and Volkan (2010) defined needs as a disparity between what learners can do and what they need to be able to do. Furthermore, according to Kaufman and English (1979), needs is the gap in ability between the present state and desired state. Understanding how learner's behaviours can be altered to generate the demanded state assisted in the development of problem-solving strategies and establishes support for actions.

Needs have also been defined as the present or future requirements of the learners (Widdowson, 1981) and needs can be reflected in feedback from teaching organizations or society (Mountford, 1981). Brindley (1984) considers needs to be similar to the wants or desires of learners, specifying that learners themselves might want to gain knowledge or skills that differ from their course requirements. Berwick (1989) defined needs as the gap between the present situation and the anticipated future condition and, finally, Dudley-Evans and St. John (1998) emphasized that needs should also be process-oriented.

In conclusion, a considerable number of scholars had provided various definitions of needs. It is mainly described as a process that remarkably relies on learners, teachers, and language courses' objective to determine the exact language skills the learner needs to develop.

### **2.2.2 Type of Needs**

Mackay (1978) divided needs into two types:

**Academic needs:** Academic needs are those specifically related to education. For instance, English is required for both engineering students and law students who need to use English to understand lectures, read engineering course books in English, or understand English legal terms, and

**Job needs:** Job needs are the needs of English that are necessary for a particular career. For example, a hotel housekeeper requires English to communicate with foreign customers. The current study focused on job needs in which English is

explicitly required for a Thai employees in service industry to communicate with foreign tourists in particular situations.

Hutchinson and Waters (1987) defined needs as the capability of recognizing and producing the linguistic characteristics aligning to the target situation. These scholars differentiated between target needs and learning needs, and also subdivided target needs further according to the perspective taken, as shown in Figure 2.

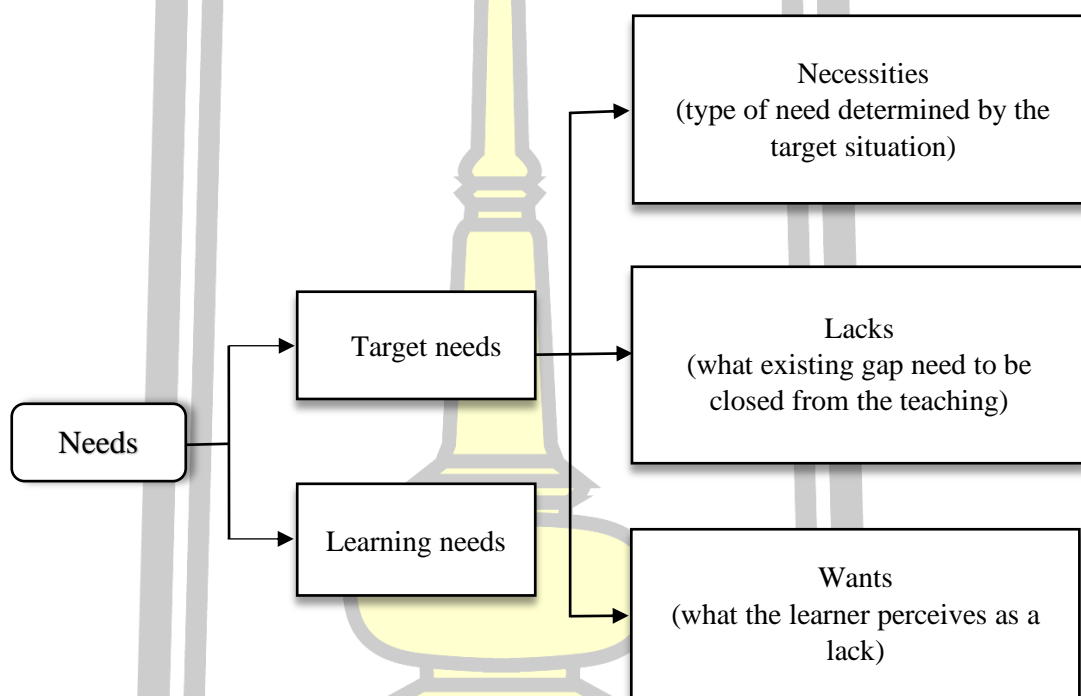


Figure 2: Classification of Needs based on Hutchinson and Waters (1987)

### 1. Target needs

Target needs can be divided into the following subcategories consisting of necessities, lacks, and wants.

1. Necessities or "objective needs" are defined by the demands of the target situation. These refer to the language aspects that the learners must know to perform in each target situation efficiently and successfully. For instance, a businessman needs to learn English business communication in order to contact customers effectively.
2. Lacks are the disparity between the goal competency and the existing competency of the learners.
3. Wants or "subjective needs" refer to the learners' awareness of their needs.



## 2. Learning needs

Hutchinson and Waters (1987) defined learning needs as the learners' desire for learning. This is similar to Robinson's (1991) statement that learning needs are what the learners need to accomplish to enhance their ability to acquire language. Needs relate to:

1. The target situation. The ESP participants have an important role in considering the needs of the target situation, including the variety, the language forms, and the essential level of performance required in the target language.
2. The learners. The learner's current linguistic ability must be evaluated, including their fundamental skills as well as their wants and attitudes concerning language courses.
3. The learning situation. The learning situation refers to the learning environment, including the teaching situations, the nature of the setting, the available materials, and the time allocated to learning.

### 2.2.3 Needs Analysis Concepts

The term "needs analysis" was created in 1920 by Michael West in an attempt to develop a method for learners to study English. Generally, needs analysis may refer to different concepts. It can refer to identifying general and specific English language needs that can be addressed by improving aims, purposes, and the subject matter in language courses, including general factors of a language course or on particular demands (Richards & Rodgers, 1986). Similarly, Nunan (1988) argues that needs analysis is a series of instruments, techniques, and processes for defining language subject matter and the processes of learning, which concerns a systematic collection of specific data regarding language demands to meet the learning demands of a specific group. Needs analysis of the English language may be viewed as a useful tool to specify where the student ought to be (Fahmongkolchai, 2011).

With respect to language course planning, needs analysis is the primary phase in the construction of any particular language syllabus or course (Brown, 1995). Casper (2003) describes needs analysis as activities concerned with gathering data that contribute to the foundation for improving a language syllabus to meet the demands

of a specific learner group. Moreover, Michalak and Yager (1979) state that a needs analysis is conducted to determine the source of a problem, which would be beneficial for developing a training program or a whole management system.

These views are consistent with Khamkaew (2009), who defines needs analysis as a well-ordered and continuous process of collecting data about learners' demands, translating the data, and then making program decisions grounded on the interpretations to meet the requirements. Viravaidya (2011) has formalized some principles of needs analysis include the following:

- Formulate and ask questions;
- Testing to validate the target's needs requirements;
- Comprehend the requirements and write them down;
- Requirements for one's needs help to identify tradeoffs;
- Always manifest findings from the target's perspective;
- Realise that there may be contradictory requirements;
- Requirements for one's needs are complex and confusing;
- Make sure that all target's needs requirements are taken into consideration;
- Note your requirements precisely and ensure that you cover all categories of related requirements;
- Reserve sufficient time during the development process to inspect and validate your target's needs requirements; and
- Continue to question your targets until you have a true understanding of their requirements.

Additionally, needs analysis consists of all the activities employed to collect the data concerning needs, wants, desires, and much more. Hutchinson and Waters (1987) note that the process also relates to the anticipations and requirements of other persons who may be affected by the program. Needs analysis may be less formal, narrowly focused, and fast, or it may be very formal, expanded, and time-consuming. Resources for executing a needs analysis include questionnaires, observations,

surveys, focus groups, test scores, or in-depth interviews. The data derived from needs analysis can be employed to aid in developing program goals. For instance, a needs analysis may be used to develop training courses for staff members within an organization (Spaventa, 2006).

Over the years, the needs analysis approach has been improved to assess the current needs or wants of learners, which may be called an analysis of the lacks or inadequacies of learners (Songhori, 2008). Dudley-Evan and St. John (1998) highlight distinct ways that needs analysis can meet the learners' demands in the learning process of second language acquisition. Needs analysis can be a dependable indicator of what is required in order to strengthen learning. A broad needs analysis theory has been developed by Dudley-Evans and St. John. The theory focuses on the following topics:

- Learners' personal data – factors influencing the learning method;
- Learners' language data – the skills and language usage of learners;
- Learner's deficiencies – the gap between the current state and learners' professional data;
- Learner's demands from the program – what is needed from the program (short-term needs);
- Language learning demands – the efficient means of language and skills learning identified by lacks;
- Environmental condition – collecting data concerning the condition in which the program was analyzed;
- Learners' professional data – the situation-based and task-based analysis on English language needs and learners' activities requirements for English; and
- How to converse in the target situation – knowledge of how to apply skills and language in real situations (Dudley & St. John, 1998).

Needs analysis is a basic component of ESP and, therefore, an analysis of learners' needs ought to be regarded as a framework for a syllabus design or ESP program (Abu-Zahra & Shayeb, 2011). Indeed, Songhori (2008) claims that need analysis

today must be concerned with both the field of ESP and general English since learners' needs are a significant factor in any language approach.

Overall, the results of a needs analysis help instructors to identify learners' prospective professional needs, learners' needs in terms of language skills, and learners' deficiencies in the area of language skills. After examining learners' needs and determining the purposes of the language course, instructors can select material that meets their needs. Needs analysis, therefore, is the foundation on which instructors can develop curriculum content, teaching materials, and methods that can lead to augmenting learners' motivation and success.

## **2.3 English Language Communication Skills**

### **2.3.1 Definitions of communication**

According to Scott (1981), communication is the process of interaction between a speaker and a listener sharing information with each other. Similarly, Bygate (1987) considers communication skills as the interaction and maintaining of relationships with others. During communication a speaker should make decisions in choosing proper language use for a listener and a situation (Littlewood, 1995) and communicative elements should include sound, word, and structure (Luoma, 2004). Moreover, for efficient communication, a speaker and a listener should be able to use the language fluently and accurately (Gower et al., 1995).

Chomsky noted that communicative competence comprises of not only grammatical features but also socio-cultural features, including when and how to use language to communicate appropriately in each circumstance (Brown, 2007). English communication consists of both listening and speaking abilities, which are the basis of literacy (Bachman, 1990). Indeed, communication skill is the ability to use the language fluently and appropriately in any situation. Bachman also proposed a framework for communicative skill analysis, which is composed of knowledge, strategy, psychology, context, and language. Bartz (1979) also proposed the concept of quality of communication content and quantity of communication content. Quality of communication content is how the speakers communicate with language accuracy, while the amount of communication content refers to the capacity of content used to communicate.

In conclusion, communication is the process of thinking, making a decision, and interaction by integrating sound, word, structure, and meaning. To communicate, learners require more than knowledge of language elements. They are also required to have the ability to use language meaningfully and appropriately in real situations.

### **2.3.2 The importance of English language communication skills**

A number of studies have examined the importance of English language communication skills. Maes, Weldy, and Icenogle (1997) pointed out that in 1975, communication skill was not considered one of the essential qualifications for hiring decisions. However, the importance of language communication skills has increased more and more, and language communication skill is now ranked as the most important competency and skill (Maes, Weldy, and Icenogle, 1997). Indeed, communication skill is one of the top three criteria for general management positions (Kane, 1993).

According to Crosling and Ward (2002), employees should be proficient in oral communication skills and require adequate experiences and instruction in order to be able to communicate effectively. However, Crosling and Ward (2002) found that there are not enough preparation courses for training employees to develop their oral communication to use in their future careers. Indeed, English language communication skill is very important and helpful for careers and employees perceive spoken communication as a more important skill for the workplace than written communication skills (Hetherington, 1982). Mellinger (1992) also states that communication and social interaction are two essential aspects of successful careers.

#### **2.3.2.1 Listening skills**

Listening is one of the most important skills for sharing and exchanging ideas and feelings in daily life. Listening to the second language, especially when listening to conversation conducted in the second language, is quite challenging as it requires the listeners to try to construct the meaning from the information they are hearing. Listening skills are essential in communicative situations, which require listeners' focus and concentration at the time of participating in any dialogue (Khamprated, 2012). To successfully perform listening skills in the communicative situation, listening comprehension is necessary to construct meaning from the listening source

(Gilakjani & Sabouri, 2016). Listening comprehension can be defined as the ability of the listeners to understand the interlocutor through sense, aural organs, and the meaning of the information (Bingol et al., 2014)

Tangniam (2006) revealed that listening is one of the most important skills for Thai Airway staff, and it is essential for providing services to passengers as the failure to understand spoken language would lead to dissatisfaction with services. In the context of English language learning, Khamprated (2012) also stated that listening is the main distributor of English learning, as learners need to acquire the correct pronunciation of words through listening. Hamouda (2013) also explained that listening skills are very important when acquiring knowledge through comprehensible input. The process of learning cannot take place if the learners fail to receive input through listening. However, despite the importance of listening skills, language users still encounter hearing difficulties. The difficulties in listening comprehension discussed further in the next section.

### **2.3.2.2 Speaking skills**

One of the essential skills that play a fundamental part in communication in any language is speaking, particularly in English. Speaking is necessary for communication as we communicate with others, express our ideas, and exchange information through speaking Quershi, I.A. (2010) without speech, such a process of communication not takes place. We use speaking for communication with different purposes and in a variety of situations. The speakers need to ensure that their speech is conducted correctly and effectively to communicate well in spoken situations. Quershi, I.A. (2010) stressed the importance of speaking in the following points:

Speaking skills need to be purposively trained to prepare the speakers to carry on smooth and effective speech when taking part in any spoken communication.

Language users need to have a good command of four communicative skills: listening, speaking, reading, and writing. However, they gained some advantages if they are capable of performing speaking skills fluently because it helps the language users to express thoughts, ideas and emotional expression, in the form of words, in a meaningful way.

Speaking skills, especially effective ones, can be used to draw the attention of the audience or interlocutor and results in the achievement of personal goals. The speakers may need speaking skills for making presentations, answering job interviews, or convincing others to reach an agreement. These spoken tasks were not being successful if the speakers have a poor level of proficiency in speaking.

### **2.3.2.3 Reading skills**

Reading is another important communicative skill that we encounter in our everyday life. Chawwang (2008) claimed that reading is the most important English language skill because it is used as the main instrument to acquire knowledge and information. The information we learn today is mostly available in the form of both printed and online materials, and the English language is often the original source of those materials. Chawwang (2008) also adds that it is the skill that people are most likely to encounter in real-life as various English printed materials are available to read, while opportunities to speak, listen, and write are few. Individuals need to read in order to enlighten themselves, especially reading in English, because it is used worldwide, not only as a global language but also in the language of science, technology, and advanced research (Pangsapa, 2012). Moreover, Pangsapa (2012) also argues that reading is important for people in various careers because they can use it as the primary means of independent learning to fulfil the goals of achieving academic or professional tasks. Chantawimol (1998) studied the attitude of Thai people towards English and showed that doctors, engineers, teachers, and hotel business people need reading skills to read newspapers, academic textbooks, and journals, while students may encounter most textbooks, sources of knowledge, and information published in English.

### **2.3.2.4 Writing skills**

Writing is viewed as a difficult skill since it is an integrated skill. Indeed, various sub-skills are needed in writing (Cornbleet & Carter, 2001; Khaldieh, 2000) and it involves basic structural elements such as paragraphing, sentence structure, grammar, punctuation, and spelling. In addition, writing includes word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order and sentence structure), mechanics (punctuation, spelling, and

handwriting), and organization of ideas into a coherent and cohesive form (Clifford, 1991; Gebhard, 2000; Harris, 1969; Tyner, 1985). Therefore, to produce a piece of writing, writers must consider many elements.

People conduct written communication to express ideas, thoughts, opinions, and attitudes to others (Alfaki, 2015). Similar to other English language skills, writing is considered crucial for various careers as it is a means of communication that is related to speaking as they are both expressive. Even though the writing is believed to be less frequently used when compared with other English language skills, it is still crucial in various careers, in both academic and professional areas. Afrin (2016) views writing skills as an important part of communication for students throughout their academic life because it allows them to organize their feelings and ideas as well as to convey meaning through well-constructed text. Moreover, Park (2015) also argued that writing skills should not be disregarded for Korean naval officers to perform tasks. Writing expertise is needed for sending e-mails, messages, or other correspondence. The role of written communication in military operations is gradually increasing as it is more reliable and useful when exchanging a lot of information among many parties. In conclusion, English language communication has become an essential skill needed for Thai employees. They are required to have the ability to communicate effectively to succeed in their duty. Therefore, educators, teachers, and researchers should identify the best approach to help them to improve their English communication skills.

#### **2.4 Related studies on needs analysis for ESP**

A number of previous studies have conducted English language needs analyses in various occupational careers. These studies can be broadly categorized into two categories: research conducted in the global context and Thai context.

##### **2.4.1 Studies on needs analysis in ESP in a global context**

Fauziah, D. (2019) investigated to seek primary dilemmas of English communication occurring at Aryaduta Hotel between guests and guest service officers, and to study the needs of specific communicative skills in English language when operating with clients. The study was conducted in a form of qualitative research. Interview and questionnaires were used as a means of collecting data, and the sample of the research



were 15 employees from Front Office Department, Aryaduta Hotel, Bandung, Indonesia. The procedure of data collection consisted of three steps which were observing circumstances to understand working conditions, interviewing the selected employees to discuss communicative problems, and retrieving data through open and closed questionnaires, respectively. Based on the findings, the researcher found out that English has played an important role in hotel services, and the employees at Aryaduta Hotel are capable of communicating with clients with specific terms. However, the analysis showed that they lacked grammatical knowledge and faced mispronunciation which caused misunderstandings to guests. The staff suggested that English classes should be provided in order to enhance speaking skills and reduce the difficulties in communication with clients.

Similarly, Firharmawan, H. & Andika, A. (2019) explored to discover the needs and problems of English communication performed in hospitality industry at Meotel Hotel Kebumen in Indonesia. A quantitative form of research was adopted to investigate the issues. There were 20 experienced hotel employees participating at the site of the hotel. Questionnaires, divided into three parts: a check list, a five rating scale, and an open ended form, were given to all participants as the method of data collection. In the research procedure, the data was accumulated within one month in May 2019 and analysed by frequency, percentage, mean, and standard deviation, known as the statistical package for the social sciences (SPSS). Based on the result of questionnaires distributed, it can be seen that speaking is the most required skill, followed by listening, reading, and writing skills. Oral skill is the highest demand to smooth their routine work, such as face-to-face events. Moreover, the researcher pointed out that the needs of using English in the hotel are moderate due to the low amount of foreign tourists. Nevertheless, they are still required to have high English proficiency in specific language functions in the hospitality industry in order to provide accurate information to foreigners. Additionally, misunderstanding intonation patterns and stress was one of major problems, resulting in mispronunciation.

Moreover, Santoso, B.S. (2016) examined the demands of English used by food and beverage servers at Pepito Grand Wahid Hotel Restaurant in Indonesia. Six senior servers, who were 28-32 years old, had a diploma from Hospitality College, minimum

four years of experience, were chosen as the sample. Interview was the instrument to collect information. Transcribing and analysing data are the following process. Based on the result, it was found that speaking and listening skills are the most important. Accents and dialects are the primary obstacles which lead to miscommunication.

Likewise, Nugraheni, R. (2017) conducted to assist English teachers to provide effective English training course in hospitality field. The researcher used a qualitative form to conduct the study with R&D approach. 30 workers, such as spa trainers, spa therapists, and spa managers in Spa Department in Banyan Tree Bintan, Indonesia, were the participants. Observation and interview were the approaches to collect data. According to the interview analysis, the researcher concluded that spa therapists associated with foreign customers the most, and their English proficiency was inadequate. The sequence of treatment was introduced to guests with poor pronunciation, resulting in the malpractice of the treatment. The participants suggested English courses related to spa, such as medical health or condition, parts of the body, how to do up selling, would be beneficial.

In addition, Wettergren, S. (2015) investigated the specific information for vocational English courses to fulfill the English language needs for Hispanic workers in Houston, Texas, United States. The researchers used onsite observation and interview to compile the data to gain insight. 60 Hispanic employees at the Houston Sweet Dreams Mattress Plant voluntarily participated and completed questionnaires. Based on the findings, it showed that the workers did not perceived English as an important tool for communication as they mainly used Spanish on site. However, failing to communicate in English halted their promotion. Therefore, many employees required English for Specific Purpose course in order to be able to contribute their expertise and better the performances.

Besides, Karuthan (2015) conducted research with nurses engaged in medical tourism in Malaysia. The findings of this study have a number of important implications for Thai nurses who face problems in reading and writing nursing documents in English. Mistakes were found in grammar usagea, typographical errors, and code-switching, likely due to differences in Malay and English languages. Nurses who lacked proficiency sought support from proficient nurses when they faced challenges in

English communication. Almost all of the 21 nurses who took part in this study wanted to improve their English language skills and were interested in enrolling for an English for a nursing course with the four skills plus medical vocabulary. It was stated that any detailed course should expose learners to authentic work-related situations, and activities should be learner-centred in order for nurses to gain knowledge and be able to adapt this knowledge to their daily duties.

Finally, Wu and Chin (2010) investigated the English language needs of banking and finance professionals in Taiwan. The participants were domestic banking and finance employees and the study was conducted via questionnaires and semi-structured interviews. The results of the study revealed that the most important skill for their work is reading ability, followed by listening, speaking, and Chinese-to- English translation.

#### **2.4.2 Related studies in ESP in Thai context**

In 2019, Ruangphueng surveyed the communication needs among 54 Thai front desk staff who work in a cinema and entertainment complex. The questionnaire were used to collect the data. The results revealed that listening and speaking were the biggest problems the respondents encountered, and they were in urgent need of improving these skills. They also expressed concern about their lack of proficiency in terms of English grammar and vocabulary, which hindered them from effective communication in both spoken and written forms. Also, suggested that the company provide the staff with appropriate language training that targets the vocabulary and common phrases used in hospitality services to enable them to provide more effective customer service.

Khocharatana (2017) explored the needs and problems related to English language skills among Royal Thai Army (RTA) officers in situations where they are required to interact with foreigners. The participants were 100 officers who currently serve in the Royal Thai Army and they were purposively selected from different major components of the organization, including Command Component, Combat, and Combat Support Component, Education and Training Component, and National Development Support Component. Two main research instruments, questionnaires, and semi-structured interviews, were employed to collect both quantitative and

qualitative data. Before the development of the questionnaire, a preliminary study, which included observation and informal interviews, was conducted to gather ideas and information relevant to the needs and problems in the English language skills of army personnel. The data were then collected using a questionnaire covering the needs and problems of English language skills in targeted situations and the 'wants' and 'ways' for improving English language skills, as well as a semi-structured interview. The results revealed that listening and speaking skills were the most needed skills for RTA officers, while the listening skills were also the most challenging skill, followed by speaking skills. The study also revealed that listening was the skill that the officers 'want' to improve the most.

Chaiyapoo (2017) investigated the necessities, wants, and difficulties associated with English language use in university non-teaching staff. The subjects were 36 non-teaching staff members who were working in an international program at a Thai university. The findings showed that reading skill was rated as the most important skill for respondents at work, followed by writing, listening, and speaking skills. In terms of difficulties, the most difficult skill for the participants was English grammar use, while the least difficult skill was listening skill. A majority of the participants preferred to be provided with English skills training and the skill that they wanted to improve the most was speaking. Also, more than half of the participants preferred to study with both Thai and foreign teachers. Overall, the study found that any course provided to non-teaching staff members should be related to their actual needs in English language use. As such, these courses should focus on writing skills, as it is the skill with the largest difference between actual and required ability.

Junplord (2016) investigated the English language needs and problems of 102 Applied Thai Traditional Medicine Practitioners who worked at hospitals and clinics in Bangkok, Thailand. Participants completed a questionnaire and the findings showed that the practitioners were able to communicate in English at a moderate level. They had some problems using English, such as pronunciation and a lack of confidence. Reading and speaking were identified as the essential skills in the workplace, followed by listening, whereas writing was the least important. Practitioners were required to read information from journals and articles, speak to

foreign patients about their chief complaints and/or make general conversation, listen to personal details of patients or chief complaints, and read medical charts. The outcomes of this study can help the practitioners develop some aspects of their English skills.

Chatsungnoen (2015) explored the English language needs (both academic and occupational) of 45 students who studied at a third-year Food Science and Technology program at Agricultural University in Thailand as well as the perspectives of relevant stakeholders. Participants had a low level of English competency, including listening, reading, speaking, and writing. Reading and translation were the most desired skills in the area of academic perspectives. On the contrary, speaking and listening were ranked as a priority for the occupational aspect. Interestingly, these findings did not match to the stakeholders' views in either academic or occupation contexts.

Tiensawongchai (2015) studied the English needs of 161 employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. The research instrument in this study was a questionnaire asking about background information, needs of English skills, and the current and future situations in which they are likely to use English. The results revealed that reading was perceived as the most needed skill. Listening to different accents and dialects, responding to questions about work, reading company policy, writing e-mails, and writing reports were the current situations. Listening to general conversations, responding to questions about work, reading company policy, and writing e-mails were the situations in which employees of Panasonic Eco Solutions Steel (Thailand) Co., Ltd. are likely to use English in the future.

Chamnankit (2015) explored the English needs of receptionists at boutique hotels in Bangkok. Questionnaires were distributed to 50 front office staff working at boutique hotels in the Sukhumvit area. The questionnaire was divided into four parts: listening, speaking, reading, and writing. The findings revealed that the receptionists were able to communicate in English at a fair level but had difficulties with vocabulary or specific terms, as well as pronunciation. The most important skill was speaking in the workplace, whereas writing was the least important. As a result, the receptionists should improve their speaking skills for sending effective messages to their clients.

Polsombat (2015) investigated the English language skills needed by employees working at a Japanese company in Thailand and analyzed the language difficulties that they encounter when communicating in English at the workplace. The participants were 30 employees in the sales division at the target Japanese trading company. A questionnaire containing closed-ended questions, open-ended questions, and a 4-points Likert scale were distributed to the selected participants. It was found that most of the employees in the sales division needed speaking and listening skills for communication in their careers. Their language difficulties in each ability were mostly associated with Japanese accents, vocabulary, technical terms, word choices, grammar, and exposure to the English language. This research could help Human Resource Departments to arrange business English courses for the employees according to their needs and difficulties.

Siwayingsuwan (2015) conducted a needs analysis regarding English listening and speaking skills among tourist police officers (TPOs) with an aim to improve their English proficiency and make communication with foreign visitors more effective. The research instrument in this study was a questionnaire, including checklist questions and a Likert rating scale. The participants of this study consisted of 50 TPOs working at Suvarnabhumi Airport. The most problematic skill was speaking, followed by listening, reading, and writing, respectively. The prevalent problems were lack of speaking in English pronunciation, followed by word stress and speaking English in complete sentences.

Khakhai (2014) investigated the English language needs as well as the English language problems of Thai massage therapists working at spas in Bangkok, Thailand. The researcher combined qualitative and quantitative data in the study. Firstly, the researcher observed the respondents' workplace and working process. Secondly, a questionnaire was constructed from observed information. After that, the questionnaires were used to interview respondents. The findings of the study showed that among the four main English skills, listening and speaking were needed the most. The most problematic skills were writing, reading, listening, and speaking, respectively. Apart from the four main skills, other skills such as vocabulary, cultural

learning, pronunciation, and spelling were reasonably needed. The least needed skills appeared to be grammar and body language.

Srikanchana (2014) sought to identify the English needs of housekeepers in Hua Hin White Villa hotel focusing on necessities, problems and wants when faced with foreign customers and analyzed their training needs to determine the type of classes that they would like to attend for English language training. A semi-structured interview and questionnaire were used to collect the data. The results revealed that speaking skills were the most problematic for housekeepers, followed by listening skills, whereas reading and writing skills were considered the least significant skills for their job.

Sriurai (2013) surveyed Thai government officials' needs and problems related to English at work using a case study at the Department of Agricultural Extension. The study aimed to survey the needs and problems in the English usage of officials at the Department of Agricultural Extension (DOAE) to develop an appropriate English training course for them. Questionnaires were distributed to 500 agricultural extensionists with professional or higher levels from central and provincial officers. For the data analysis, a total of 100 completed questionnaires were returned. The outcome indicated that listening was the most necessary skill for the respondents when using English at the workplace, followed by speaking, reading and writing skills, respectively. Furthermore, listening and speaking were more problematic than reading and writing skills. This study provided the basis for creating suitable and effective English training courses.

Likewise, Prachanant (2012) explored the functions, needs, and problems concerning English language use in the tourism industry. The subjects being 40 tourism employees and a questionnaire were employed to collect the data. The findings indicated that the participants evaluated all four basic skills as needed and essential skills for their work. The most problematic skill was speaking, followed by listening, reading, and writing, respectively. The prevalent problems were lack of speaking capability with proper words and expressions, being incapable of understanding foreign accents, and inadequate knowledge of vocabulary and grammar.

Elsewhere, Pochakorn (2012) examined the needs of 7-Eleven employees in terms of necessities, lacks, wants, and problems in English use in order to improve the English use proficiency to make the communication with foreign customers much more efficient. One hundred 7-Eleven employees, who were the participants in this study, mostly worked in areas where many foreigners lived and used services. The investigation was done through questionnaires and semi-structured interviews. The findings showed that the use of English grammar to explain the features of particular types of goods and services was the most problematic. Also, it showed that the 7-Eleven employees wanted to attend English training courses to improve their speaking skills. The result of the study was expected to help develop English training courses that meet the needs of vocational students who work for 7-Eleven businesses.

Similarly, Luankanokrat (2011) conducted a needs analysis of the English communication skills of HSBC employees. A survey questionnaire was used to assess the respondents' background information, English background, the needs of English communication skills improvement, and their opinions and recommendations. The findings revealed that the participants were encountering problems with listening. Most participants were incapable of translating words and sentences and had the difficulty of remembering information when they contacted their foreign customers. Speaking competency remained an additional main problem as they could not speak with correct grammar and was unable to select the proper words. Overall, the results indicated that employees need to improve all communication skills and the company should provide efficient training to the employees focusing on each communication skill.

Finally, Charunsri (2011) studied the needs and problems of English languages skills for 60 hotel front office staff in Chinatown, Bangkok, using a questionnaire. The findings revealed that speaking was the most important skill for them, while grammar skill was the least crucial skill for the staff. In addition, this study indicated that listening skill was the most problematic skill for the participants. The most problematic activities in listening skill were listening to conversations by phone, listening to other English accents, and listening to customers' complaints. In contrast,



the other problematic skills for the participants were vocabulary skill, speaking, and writing, reading, and grammar skills, respectively.

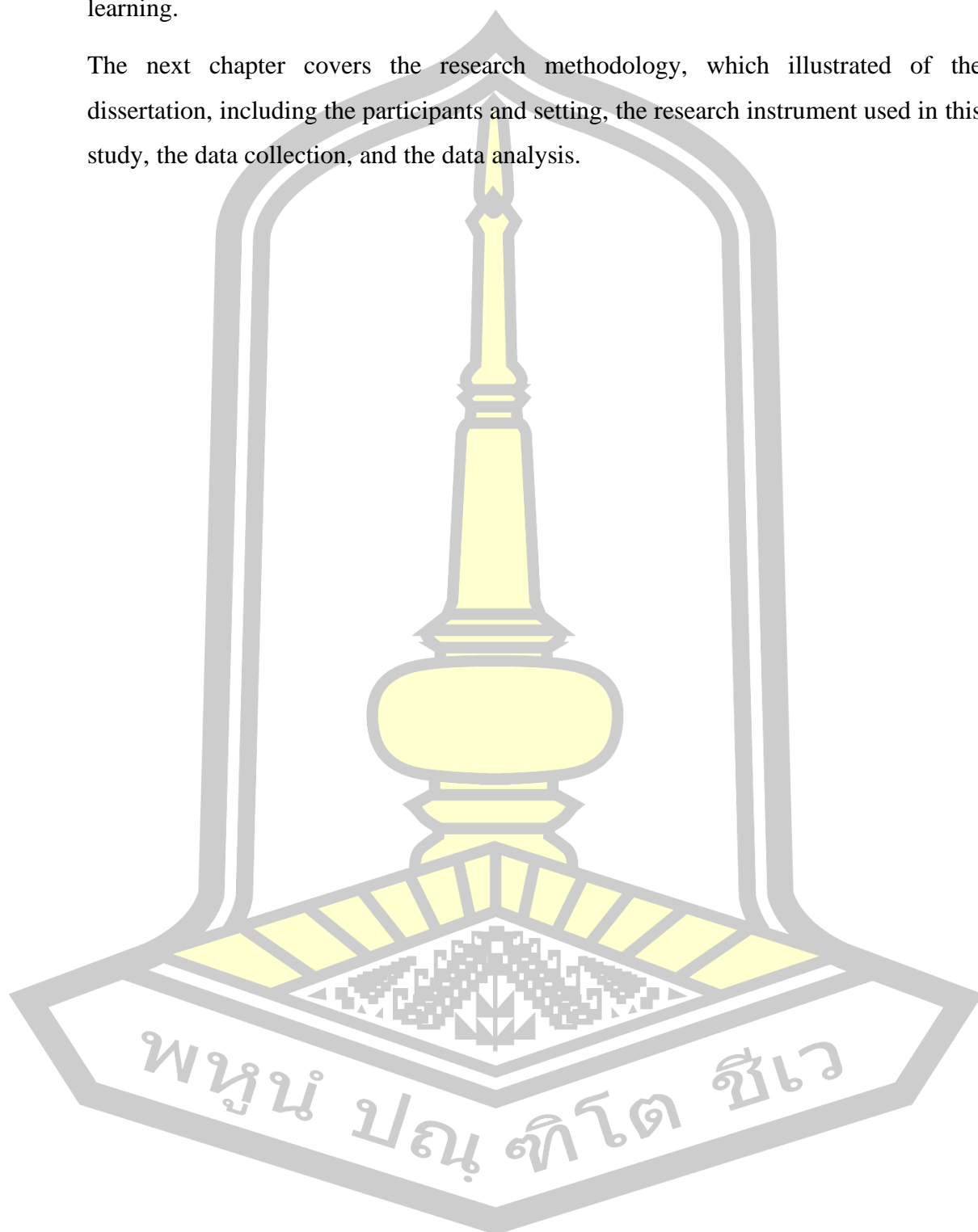
The studies aimed to investigate the needs analysis of English language skills were conducted over the globe. The findings illustrate that different occupation fields require different use of English language skills to perform at work. In terms of the research instruments employed in these previous studies, a questionnaire was the main instrument all the research studies used for collecting data. Indeed, some of the studies used a combination of data collection methods by employing interviews to support the questionnaire. Both instruments were applied in the studies in order to collect as much information as possible from the source of data. A good point of an interview is that it will gather in-depth information which researchers might not be able to get from questionnaires. Employing interviews could help the researchers gather the in-depth information necessary to compensate for lost information from incomplete responses - a weak point of using questionnaires. Also, the information from the interview could be used to cross check with the data or information collected from the questionnaires. The current study will, therefore, employ both the questionnaire and interview as instruments in order to get useful data and information for the study.

## **2.5 Summary of the chapter**

To summarize, the literature reviews here were used as a foundation to understand the area of the present study and the research problems being investigated. A number of studies have been conducted on the English language needs analysis in different occupational careers. These studies have shown that different types of professional fields require mixed use of English language skills. As such, needs analysis is a significant part of the ESP. Indeed, it is used as a basic requirement and essential for developing a guideline for a future training course to suit their needs. Likewise, a needs analysis is crucial for the current study to focus on target needs. It may help to gather information for classifying which language skills the Thai employees need to develop and clarify the values that the employees place on different language skills. The needs analysis may help trainers to define trainees' needs and communicate how

the content of the training program relates to those needs, which should encourage learning.

The next chapter covers the research methodology, which illustrated of the dissertation, including the participants and setting, the research instrument used in this study, the data collection, and the data analysis.



## CHAPTER III

### RESEARCH METHODS

This chapter describes the methodology used in the current study. It outlines the participants and setting, research instruments, data collection procedure, and data analysis.

#### 3.1 Participants and setting

The participants in this study included 324 females and males are working in Bangkok, Thailand. They had experience in learning English, but their use of English in their daily life. The participants regularly communicate and negotiate with foreign customers. The age ranges of the participants are 20-60 years old, and their mother tongue is Thai. There are 41 managers and 283 employees which consisted, 121 hotel staff, 57 food and beverage seller, 44 massage and spa employees and 102 shopping mall staff who have working experienced at least one year onward in service industry. All participants had studied English since primary school as a compulsory subject in Thai education. Yamane (1967) was using formula to calculate the sample sizes. The sample size required for this study is 316. However, the researcher decided to increase the sample size number to 324. Table 1 shows the sample size for some fixed values of precision level and confidence levels. Table 1 illustrates that the sample size for +/- 4 percent, +/-5 percent, and +/-10 percent precision levels where confidence level is 95 percent and  $P=0.5$  (Israel, 1992). In this current study, the total population is 1500 employees in the service industry. A sample size determined according to Table 1 should lie between 286 and 316 when the precision level and the confidence level are selected to be +/-5 percent and 95 percent respectively. As a result, the sample size required for this study is 316. However, the researcher decided to increase the sample size number to 324 just in case of incomplete returned questionnaires.

Table 1: Table for determining sample size

Size of Population	Sample Size (n) for Precision Level of:		
	+/-4 percent	+/-5 percent	+/-10 percent
500		222	83
1,000	385	286	91
1,500	441	316	94

The sampling techniques applied in the study was the quota sampling methods. It was employed to select participants who are known to have had experienced in using the English language at their workplace. According to Pickard (2007), quota sampling can be referred to as convenience sampling. In quota sampling, the required percentage of the entire research population is defined. Quota sampling is most frequently employed in survey research when it is impossible to list all members of the population of interest (Lunenburg and Irby, 2008).

### **3.2 Research instruments**

In this study, two research instruments were used to investigate the needs analysis of the English language for Thai employees in service industry. Specifically, a questionnaire and semi-structured interviews were used, which combines both quantitative and qualitative methods. These instruments were described in detail below.

#### **3.2.1 Questionnaires**

They are useful to obtain participants' background information, including age, gender, educational background, and the number of years studying the English language (Brown, 1995). Questionnaires also allow the collection of data from a large number of participants in a short time and are very cost-effective when compared to face-to-face interviews (Knowles, 1980). In addition, they allow people to respond without fear or embarrassment and the information collected can be summarized, analyzed, and reported easily (Knowles, 1980). For these reasons, a questionnaire was used in this research to study the language needs of the participants.

The questionnaire for the current study was adapted from (Chaiyapoo, 2017; Polsombat, 2015; Siwayingsuwan, 2015). It was written in English and then translated into Thai by the researcher to prevent language barriers. After writing all items, a complete questionnaire was sent to the research advisor for the first draft checking, and then all items in the questionnaire were reviewed by seven experts in the field of the study to conduct an Index of Item–Objective Congruence (IOC) to find content validity. The score range of IOC is from -1 to +1: -1 Incongruent, 0 Questionable, +1 Congruent. The IOC average score for questionnaire was 0.91, which is considered valid. After the process a pilot study was conducted for finding Cronbach's alpha

coefficient score in order to measure the contents reliability of the questionnaire. In this pilot study, ten participants from different components of the service industry chosen to complete the questionnaire items. The questionnaire consisted of checklist questions and a five-point Likert rating scale to explore the participants' perspectives and needs based on the needs analysis model of (Hutchinson and Waters, 1987). It was separated into four sections: 1) Participant's background information, 2) Needs of English skills for Thai employees, 3) Lacks of English skills for Thai employees in their on-site duties, and 4) Wants of English skills for Thai employees' duty in general. The details of each section are described below.

### **Part 1: Participant's background information**

This part consisted of the 8 questionnaire items which identified the participants' general background information, which included gender, age, educational background, career field, Length of work experience, the chance of using English language with foreigners, Length of learned English, the level of English proficiency.

### **Part 2: Needs of English skills for Thai employees**

The second part consisted of 4 aspects questionnaire items and there are 32 items in this part, which included a five-point Likert scale to identify the needs related to English language skills used in working situations. The participants were able to rate their needs related to listening, speaking, reading, and writing skills. The Likert scale included the following responses: Very High (5), High (4), Moderate (3), Low (2), and Very Low (1).

### **Part 3: Lacks of English skills for Thai employees in their on-site duty**

Part 3 of the questionnaire consisted of the 4 aspects questionnaire items and there are 20 items in this part which identified the insufficiencies in the English language skills of Thai employees on duty. A five-point Likert scale was used to examine the extent of the problems associated with using English while performing daily tasks. The section of the questionnaire focused on listening and speaking skills. The Likert scale was identical to that described for Part 2.

#### **Part 4: Wants of English skills for Thai employees' duty in general**

This part of the questionnaire consisted of the 10 questionnaire items which focused on the participants' suggestions and expectations regarding English skills. A five-point Likert scale was used to that described for Part 3. The participants were asked to provide information regarding the English training courses they wish their organization would provide for them.

##### **3.2.2 Semi-structured interviews**

The semi-structured interview was used to gather detailed information on the needs, lacks, and wants related to the four English language skills including speaking, listening, writing and reading. The question items for interviewing also checked by seven experts for their contents validity before launching. The interview questions scored 0.93, indicating that all items were valid. The questions are similar to those used in the questionnaire. A semi-structured interview was used in addition to the questionnaire as it is a flexible method that has the advantage of combining (Creswell, 2007) the flexibility of an open-ended interview with specific research questions. Also, this type of interview allows the interviewees to express additional opinions and comments, which may not have been captured by the questionnaire. Nevertheless, such opinions and comments are less broad and inconsistent than responses provided in unstructured interviews. As such, question items for the interview related to the question items in the questionnaire.

##### **3.4 Data collection**

First, ethical approval was obtained to conduct this study. Then, the objectives and details of the research study explained to the participants and distribute sets of a questionnaire with consent forms to the participants. Then, the questionnaires and consent forms were collected from the participants and data analyses were performed. Then, the semi-structured interview was conducted one week later to obtain more in-depth data about English needs as suggested (Long, 2005). For the semi-structured interviews, there were 10 participants were selected from each careers, including 2 hotel managers, 1 food and beverage managers, 1 food and beverage sellers, 1 massage and spa employees, 1 massage and spa managers, 2 shopping mall managers,

and 2 shopping mall staffs. The purposive sampling method was also used to select the participants to take part in the interview session. The characteristic of all the interviewees was their experiences engaging with foreign customers. The main reason to purposively select these Thai employees were that they could provide insights and useful information based on their knowledge of engagement in many kinds of activities and operations with foreigner. The interviewees who are willing to be volunteers to give more information were asked in Thai language in order to avoid misinterpretation by 10-15 minutes. The interview was recorded via a digital recorder (after asking for permission from the participants) and then transcribed and interpreted by the researcher.

### **3.5 Data analysis**

The data from the needs analysis of the English language for Thai employees in service industry was analyzed using the Statistical Analysis in the Social Sciences (SPSS) program. The data analysis was presented using percentage (%), mean ( $\bar{x}$ ), and standard deviation (S.D.) to determine the lacks and wants for Thai employees in the performance of their duties, as well as the specific English skills that the Thai employees need for their careers. Descriptive statistics was calculated as a percentage (%) for the general information and background of the participants. The percentage (%), mean ( $\bar{x}$ ), and standard deviation (S.D.) scores on the Likert scales were calculated and interpreted using Likert's (1932) criteria. A higher mean score ( $\bar{x}$ ) pointed to a greater need, lack, and want for each item on the questionnaire. Moreover, a content analysis was used for the data from the semi-structured interview. The themes were similar to the questionnaire. However, other questions and topics could arise during the interview.

### **3.6 Summary of the current study**

This research aims to explore the needs analysis of Thai employees using the English language in service industry in Thailand. It also seeks to determine the lacks and wants related to the Thai employees' duties, and the specific English skills that Thai employees require for their careers. This research involves two stages of data collection, using a questionnaire and a semi-structured interview.

## CHAPTER IV

### RESULTS

This chapter presents the results of quantitative and qualitative data analysis. First, the results on Thai employees' needs for English skills are described followed by the employees "lacks" and "wants" regarding their English language skills.

#### 4.1 English language needs of Thai employees

The current study conducted a needs analysis of the English language needs of Thai employees in the service industry using a five-point Likert scale questionnaire. The data analysis of the questionnaire was divided into the four English skills: speaking, writing, listening, and reading. Table 2 presents a summary of the English language needs for Thai employees divided into the four skills. The findings showed an average of 3.53 (70.60%) and suggest a high level, suggesting that the participants had a strong need for English skills. Specifically, participants reported that listening skills (73.84%) were needed the most, followed by speaking (72.01%), reading (69.40%) and writing skills (67.14%), respectively.

Table 2: Summary of needs for English skills for Thai employees

Skills	Mean	%	S.D.	Level	Rank
Listening	3.69	73.84	1.00	High	1
Speaking	3.60	72.01	1.02	High	2
Reading	3.47	69.40	1.00	High	3
Writing	3.35	67.14	1.07	Moderate	4
<b>Total</b>	<b>3.53</b>	<b>70.60</b>	<b>1.02</b>	<b>High</b>	

Table 3 on page 38 illustrates the sub-listening skills needed by Thai respondents in performing their duties in the target situations. Overall, the findings showed an average of 3.69 (73.84%), indicating that participants relied heavily on listening skills in the target situations and need to develop these skills. Indeed, participants reported that they had a significant need for all the sub-listening skills in the target situations. The current findings highlight the necessity of listening skills among the Thai employees.



Table 3: Listening skills

Skills	Mean	%	S.D.	Level
Listening to customers' requests	3.77	75.31	0.97	High
Listening to customers' complaints	3.76	75.25	0.96	High
Listening to customers' comments/advice	3.72	74.38	0.97	High
Listening to personal details and information	3.66	73.21	1.00	High
Listening to customers on the phone	3.55	71.05	1.08	High
<b>Total</b>	<b>3.69</b>	<b>73.84</b>	<b>1.00</b>	<b>High</b>

Table 4 shows the speaking skills required in the service industry. Overall, the findings illustrate an average of 3.60 (72.01%) and suggest a high level of needs for verbal interaction and conversational engagement with clients. Employees and employers also need speaking skills to meet customers' needs and satisfaction. The results also show that grammatical practice and pronunciation not as essential as other speaking sub-skills.

Table 4: Speaking skills

Skills	Mean	%	S.D.	Level
Inquiring about customers' needs and making decisions	3.76	75.12	0.99	High
Providing and explaining information about products and services	3.75	75.00	0.98	High
Welcoming and greeting foreign customers	3.74	74.94	0.95	High
Offering help	3.71	74.26	0.97	High
Refusing politely	3.67	73.33	0.97	High
Suggesting travel information (e.g., restaurants, traditions, tourist attractions, transportation)	3.53	70.62	1.06	High
Engaging in conversations by phone	3.49	69.75	1.13	High
Speaking politely according to grammatical rules	3.40	67.96	1.06	Moderate
Pronouncing English consonant and vowel sounds	3.35	67.10	1.05	Moderate
<b>Total</b>	<b>3.60</b>	<b>72.01</b>	<b>1.02</b>	<b>High</b>

Table 5 illustrates the reading skills needed for Thai respondents' daily tasks in providing services for foreign customers. As shown in the table, overall, participants reported that reading skills were required for these tasks with an average score of 3.47 (69.40%). This was particularly true for communication under specific circumstances, namely for e-mailing with customers (mean= 3.56). Moreover, the employees and employers are required to have sufficient reading abilities to understand general information to complete their daily tasks and commitments.

Table 5: Reading skill

Skills	Mean	%	S.D.	Level
Reading e-mails	3.56	71.23	0.97	High
Reading contracts/agreements	3.53	70.62	1.12	High
Reading news and official information issued by a company	3.50	69.94	0.98	High
Reading information from the internet	3.49	69.88	0.95	High
Reading customers' travel documents	3.46	69.20	0.97	High
Reading texts, journals, or articles related to our products	3.45	69.01	0.99	High
Reading brochures or tourism magazines and journals	3.43	68.15	0.96	High
Reading business letters and faxes	3.42	68.33	1.02	High
Reading minutes from meetings	3.41	68.27	1.07	High
<b>Total</b>	<b>3.47</b>	<b>69.40</b>	<b>1.00</b>	<b>High</b>

Table 6 on page 40 shows that, overall, the respondents have a moderate level of need for English writing skills with an average of 3.35 (67.14%). However, the writing skills required to write e-mails to customers is particularly essential (mean= 3.45, S.D. = 1.05). It can be concluded that Thai employees in the service industry have less need for writing skills than other English skills but, nevertheless, they may require writing skills to engage in specific tasks, such as writing e-mails to clients.

Table 6: Writing skills

Skills	Mean	%	S.D.	Level
Writing e-mails	3.45	68.95	1.07	High
Completing forms (e.g., application or registration forms)	3.44	68.70	1.05	High
Writing messages for customers	3.42	68.40	1.03	High
Writing contracts/agreements	3.35	66.73	1.15	Moderate
Writing business letters in appropriate formats	3.34	66.79	1.09	Moderate
Taking telephone messages	3.33	66.85	1.05	Moderate
Writing letters	3.32	66.60	1.09	Moderate
Writing presentations	3.31	66.17	1.08	Moderate
Writing daily reports	3.25	65.06	1.06	Moderate
<b>Total</b>	<b>3.35</b>	<b>67.14</b>	<b>1.07</b>	<b>Moderate</b>

#### 4.2 English skills that Thai employees lack in professional situations

Overall, the findings showed that Thai employees reported an average of 3.12 (62.34%) and suggest a moderate level, suggesting participants did not believe that they lacked the English skills needed to work in the service industry. However, Thai employees reported that writing (61.68%) was their most deficient skill, followed by speaking (62.30%), reading (62.66%) and, finally, listening abilities (62.72%).

Table 7: Summary of lacks of English skills

Skills	Mean	%	S.D.	Level	Rank
Writing	3.08	61.68	0.96	Moderate	1
Speaking	3.11	62.30	0.95	Moderate	2
Reading	3.13	62.66	0.92	Moderate	3
Listening	3.14	62.72	0.94	Moderate	4
<b>Total</b>	<b>3.12</b>	<b>62.34</b>	<b>0.94</b>	<b>Moderate</b>	

Table 8 on page 41 shows the perceived lack of writing sub-skills reported by Thai employees in the service industry. The findings showed that Thai employees reported moderate shortcomings in all sub-skills of writing, ranging between 61.12% and 64.63%, with an overall score of 3.14 (62.72%), suggesting a moderate degree of deficiency in listening ability.

Table 8: Listening skills

Skills	Mean	%	S.D.	Level
Be able to catch a word	3.23	64.63	0.88	Moderate
Understand the meaning of English vocabulary knowledge	3.21	64.20	0.92	Moderate
Understand various English accents	3.10	61.91	0.98	Moderate
Understand English idioms and slang	3.01	61.12	0.99	Moderate
<b>Total</b>	<b>3.14</b>	<b>62.72</b>	<b>0.94</b>	<b>Moderate</b>

Deficiencies on the speaking sub-skills are shown in Table 9. Overall, the findings showed an average of 3.11 (62.30%), indicating that Thai employees in the service industry believe they have moderate shortcomings in their speaking skills.

Table 9: Speaking skills

Skills	Mean	%	S.D.	Level
Understand English vocabulary knowledge	3.19	63.89	0.90	Moderate
Can speak English with foreigners face-to-face.	3.16	63.15	0.96	Moderate
Can provide advice or explain information to the customer.	3.13	62.53	0.99	Moderate
Can speak politely according to the courtesy of foreign customers.	3.10	62.10	0.96	Moderate
Understand questions but are unable to answer in English	3.07	61.36	0.94	Moderate
Can speak in a grammatically correct manner.	3.04	60.74	0.97	Moderate
<b>Total</b>	<b>3.11</b>	<b>62.30</b>	<b>0.95</b>	<b>Moderate</b>

Table 10 on page 42 shows the sub-skills related to reading in English in the participants' workplaces. The findings showed an average of 3.13 (62.66%), indicating that the participants believe that their level of English reading ability is not a problem in their workplace.

Table 10: Reading skills

Skills	Mean	%	S.D.	Level
Can understand technical vocabulary	3.20	64.07	0.90	Moderate
Can understand English vocabulary knowledge in general	3.17	63.33	0.90	Moderate
Can understand the overall meaning of written texts	3.15	62.09	0.92	Moderate
Can read messages, letters, emails, news, and official information issued by the company	3.11	62.28	0.93	Moderate
Can understand English grammar	3.09	61.73	0.92	Moderate
Can understand the sentence structure	3.08	61.67	0.93	Moderate
<b>Total</b>	<b>3.13</b>	<b>62.66</b>	<b>0.92</b>	<b>Moderate</b>

Finally, Table 11 shows the participants' perceived shortcomings related to English writing skills in the service industry. Overall, the results showed an average of 3.08 (61.98%), indicating that participants do not believe that they lack the writing skills to perform their duties.

Table 11: Writing skills

Skills	Mean	%	S.D.	Level
Can understand common English vocabulary	3.14	62.84	0.91	Moderate
Can filling in forms (e.g., application of registration forms)	3.07	61.48	0.98	Moderate
Can write a letter or Email inappropriate	3.07	61.11	1.01	Moderate
Can write grammatically correct English sentences.	3.06	61.30	0.94	Moderate
<b>Total</b>	<b>3.08</b>	<b>61.98</b>	<b>0.96</b>	<b>Moderate</b>

#### 4.3 Thai employees' "wants" regarding English language skills

These results relate to the English skills that Thai employees wish to acquire for the workplace. As shown in Table 12, the average score was 3.92 (78.30%), which indicates that Thai employees wish to have a high level of overall English skills. Specifically, the results showed that speaking and listening skills, respectively, were

the most desired skills among Thai respondents, followed by writing and reading skills, respectively.

Table 12: Preferred English skills

Skills	Mean	%	S.D.	Level	Rank
Speaking	4.15	82.96	0.86	High	1
Listening	4.08	81.67	0.87	High	2
Writing	3.74	74.81	0.89	High	3
Reading	3.69	73.77	0.96	High	4
<b>Total</b>	<b>3.92</b>	<b>78.30</b>	<b>0.94</b>	<b>High</b>	

Moreover, as shown in Table 13, 94.10% of participants would like to be provided with English skills training, with less than 6% stating that they would refuse an offer of English skills training.

Table 13: Training in English skills

Staff's desire for English training	Frequency	Percentage
Prefer to be provided with English skills training	305	94.10
Refuse the offer of English skills training	19	5.90
<b>Total (N = 324)</b>	<b>324</b>	<b>100.00</b>

Table 14 concerning English training, more than half of the participants (67.90%) preferred to be trained by the institute's English Training Unit (ETU). In comparison, 32.10% of the participants preferred financial support from the institute to study English by themselves.

Table 14: Type of English Skill Training

Style	Frequency	Percentage
Staff training by English Training Unit (ETU) of the institute	220	67.90
The institute providing financial support for staff to study English by themselves	104	32.10
<b>Total (N = 324)</b>	<b>324</b>	<b>100.00</b>

As shown in Table 15, basic English conversation (78.10%) was the preferred topic to be covered by any English training courses, followed by vocabulary (78.20%) and pronunciation (62.00%). By contrast, English grammar (45.40%) was considered the least important in their opinion.

Table 15: English training

English training	N	Frequency	Percentage
Basic English Conversation	253	253	78.10%
Vocabulary	221	221	68.20%
Pronunciation	201	201	62.00%
English grammar	147	147	45.40%
Others	6	6	1.90%

As illustrated in Table 16, most respondents recommended audiovisual material (74.70%) as the preferred teaching method in English training courses. Electronic Interactive material was also popular (60.30%), followed by audio (44.10%), print (38.40%), and visual (24.10%).

Table 16: English Material Course Preferences

Teaching material preferences			
Teaching material	N	Frequency	Percentage
Audiovisual	239	239	74.70%
Electronic Interactive	193	193	60.30%
Audio	141	141	44.10%
Print	123	123	38.40%
Visual	77	77	24.10%
Others	18	18	5.60%

Table 17 on page 45 illustrates the respondents' attitudes toward learning activities that could enhance their English skills. The top activities suggested by the respondents were dialogue practice (88.20%), followed by simulation (55.40%), language games (44.60%), role-plays (44.30%), presentation (32.80%). Group discussion (24.10%) and group work (22.30%) were the activities that participants believed to be the least useful.

Table 17: Suggested Activities

Learning Activities	N	Frequency	Percentage
Dialogue practice	285	285	88.20%
Simulation	179	179	55.40%
Language games	144	144	44.60%
Role-plays	143	143	44.30%
Presentation	106	106	32.80%
Group discussion	78	78	24.10%
Group work	72	72	22.30%
Others	5	5	1.50%

Table 18 demonstrated that participants preferred the duration of an English training course to be 120 hours of study (47.80%), followed by 60 hours (40.40%) and 30 hours (11.70%).

Table 18: The preferred duration of English training courses

Duration of English training course	N	Frequency	Percentage
120 hours	155	155	47.80%
60 hours	131	131	40.40%
30 hours	38	38	11.70%
<b>Total</b>	<b>324</b>	<b>324</b>	<b>100.00%</b>

Table 19 shows the training styles that Thai employees use to push themselves to communicate with customers. Learning activity was the most popular option to solve English language problems, followed by social media and self-learning. Classroom learning was less popular with only 25.7% of participants reporting that they used this training style to improve their English skills.

Table 19: Training style

Training style	N	Frequency	Percentage
Learning activity	196	196	60.70%
Social media (website, FB etc.)	179	179	55.40%
Self-learning	167	167	51.70%
Classroom training	83	83	25.70%
Others	5	5	1.50%



According to the results in Table 20, most of the participants preferred to study with a native speaking instructor only (49.10%), followed by studying with native and Thai instructors who share/co-teach the course (45.40%), studying with a Thai instructor only (3.10%), and studying with a non-native speaking instructor only (2.50%).

Table 20: Types of English teachers

Types of English teachers	Frequency	Percentage
Native speaking instructor only	159	49.10%
Native and Thai instructor	147	45.40%
Thai instructor only	10	3.10%
Non-native speaking instructor only	8	2.50%
<b>Total (N = 324)</b>	<b>324</b>	<b>100.00%</b>

#### 4.4 Results from the interviews

The current study investigated the needs analysis of Thai employees' English skills in the service industry. In order to get the in-depth information to see the needs of Thai employees' English skills, semi-structured interviews were conducted. There were ten participants in the interview sessions. The results in this part are divided into three topics: the needs for Thai employees' English skills, lack of English skills for Thai employees in their on-site duty, and wants for English skills for Thai employees' responsibility in general.

##### 4.4.1. Needs for English skills for Thai employees

Table 21: The summary of needs for in in-depth gathering information of interview

Participant (N=10)	English language skill			
	Listening	Speaking	Reading	Writing
Phong	✓	✓		
Kanda	✓	✓		
Nicha		✓		
Tong	✓	✓		
Sakda	✓	✓		
Anucha	✓	✓		
Kwan	✓	✓	✓	✓
Araya	✓	✓	✓	✓
Tang		✓		
Korn		✓		
<b>Total</b>	<b>7 (70%)</b>	<b>10 (100%)</b>	<b>2 (20%)</b>	<b>2 (20%)</b>

Table 21 shows that the Thai employees agreed that speaking is needed for their job followed by listening, reading and, writing, respectively. The following statements illustrate this.

(1) I use speaking and listening skills to explain to the customer about the products and whenever they need help (Phong).

(2) I use speaking and listening skills the most during my work because most clients are foreigners. I use the skill in selling products and giving information (Kanda).

(3) I use speaking skills to communicate with the customer and explain product details (Nicha).

(4) I use speaking and listening skills the most in my work. My work is about presenting and selling the products. I have to explain the information about the product and listen to the customer about their inquiries. Therefore, speaking and listening is mostly use in my work (Tong).

(5) I use speaking and listening to communicate with foreign customers when greeting, welcoming, and giving information (Sakda).

(6) As I am a front staff at the hotel, my main works tell the customers about the details of their booking, check-in and check-out time, hotel services, and payments. Therefore, speaking and listening are English skills that I mostly use in my work (Anucha).

(7) I mostly use speaking and listening skills when contacting the customer and giving information. Also, I use reading and writing skills when replying to customers' emails (Kwan).

(8) My work duties include giving information, providing hotel services, and replying to customers' emails. Therefore, I use all four English skills; speaking, listening, writing, and reading (Araya).

(9) I use speaking skills to negotiate and service the customers (Tang).

(10) I use speaking to telling the customers to change their positions during the massage course (Korn).

#### 4.4.2. Lacks of English skills for Thai employees in their on-site duty

Table 22: The summary of lacks for in in-depth gathering information of interview

Participant (N=10)	English language skill			
	Listening	Speaking	Reading	Writing
Phong	✓			✓
Kanda	✓			✓
Nicha	✓			
Tong				✓
Sakda				✓
Anucha	✓	✓		
Kwan				✓
Araya		✓		✓
Tang	✓			✓
Korn	✓	✓		
<b>Total</b>	6 (60%)	3 (30%)		7 (70%)

According to the interviews, it was found that the participants ranked writing skill to be the most problem skill followed by, listening skill, speaking skill, and reading skill, respectively. Some selected statements are shown below.

(11) I often feel nervous when I have to communicate with non-English speakers, such as Russian and Midden Eastern. I feel that their accents are quite hard to catch up. But, for me writing skill is the most lacking because of grammar (Phong).

(12) The most scarce skill is writing skill followed by listening skill because I always feel nervous whenever I communicate with Arabian, Chinese, Nepalese and Malaysian customers because their accents confuse me. I also feel nervous when the customers use scientific, technical terms in their inquiries about the diamond and gemstone (Kanda).

(13) I often feel nervous when communicating with Japanese and European customers. Their accents are quite difficult to catch up, especially the Japanese-English accent. They have an ending sound, and that confused me (Nicha).

(14) I got a problem whenever I have to write an informal style because I rarely use it (Tong).

(15) Writing is always difficult for me to write a good email with a little knowledge of grammar and vocabulary and I end up using around 10 minutes in writing a simple email (Sakda).

(16) I did not know the words to use when I spoke due to my vocabulary limitations. Also, I did not understand when I listened to their request. Therefore, I struggled to respond to customers' needs, leading to communication problems (Anucha).

(17) I got a writing skills problem because I cannot correctly spell several words and vocabulary. It is also concerned with word selection, which should be appropriate for the context (Kwan).

(18) The most difficult skill for me is writing skill because it involves grammar use, so I am not so confident. Beside, speaking skills, it is difficult because sometimes I just forgot the words (Araya).

(19) The most difficult skill is writing skills followed by listening skills, especially for non-native foreigners. It is quite difficult to understand (Tang).

(20) I cannot understand customers when they speak very long sentences. And I could not catch some words, so I cannot produce a sentence back (Korn).

#### 4.4.3. Wants for English skills for Thai employees' responsibility in general

Table 23: The summary of wants for in in-depth gathering information of interview

Participant (N=10)	English language skill			
	Listening	Speaking	Reading	Writing
Phong	✓	✓		
Kanda	✓	✓		✓
Nicha	✓	✓		
Tong	✓	✓		
Sakda				✓
Anucha	✓	✓		
Kwan	✓	✓		
Araya		✓		✓
Tang				✓
Korn		✓		
<b>Total</b>	6 (60%)	8 (80%)		4 (40%)

Table 23 illustrates the participants strongly agreed that English skills. The findings showed that speaking was the most preferred in their work, followed by listening, writing, and reading. Some selected statements are shown below.

(21) I think essential English skills in my work are speaking and listening. I have to listen carefully when the clients are asking for information and help. Also, I have to speak English when explaining the products in my shop to the clients (Phong).

(22) English skills that are mostly use in my work are speaking and listening. I use them to explain to the customer about the product and selling. I sometimes use writing skills to communicate with overseas customers through WhatsApp Application (Kanda).

(23) Obviously, as my work is a front staff, speaking and listening skills are essential in my work (Nicha).

(24) Speaking and listening are mostly used in my work. I use it to explain to the customer about hotel services (Tong).

(25) I would like to have the training, particularly Email writing and responding and formal business writing (Sakda).

(26) Yes, I would like to study was about speaking, listening, and basic conversation. I found it really useful for us whose work is related to English. Therefore, I would like to have English language training (Anucha).

(27) The content from the training should be able to apply to the job. The course should allow the participants to practice speaking and listening skills in several daily life situations (Kwan).

(28) The course should focus on speaking skills by building sentences related to several situations. Also, to practice writing emails (Araya).

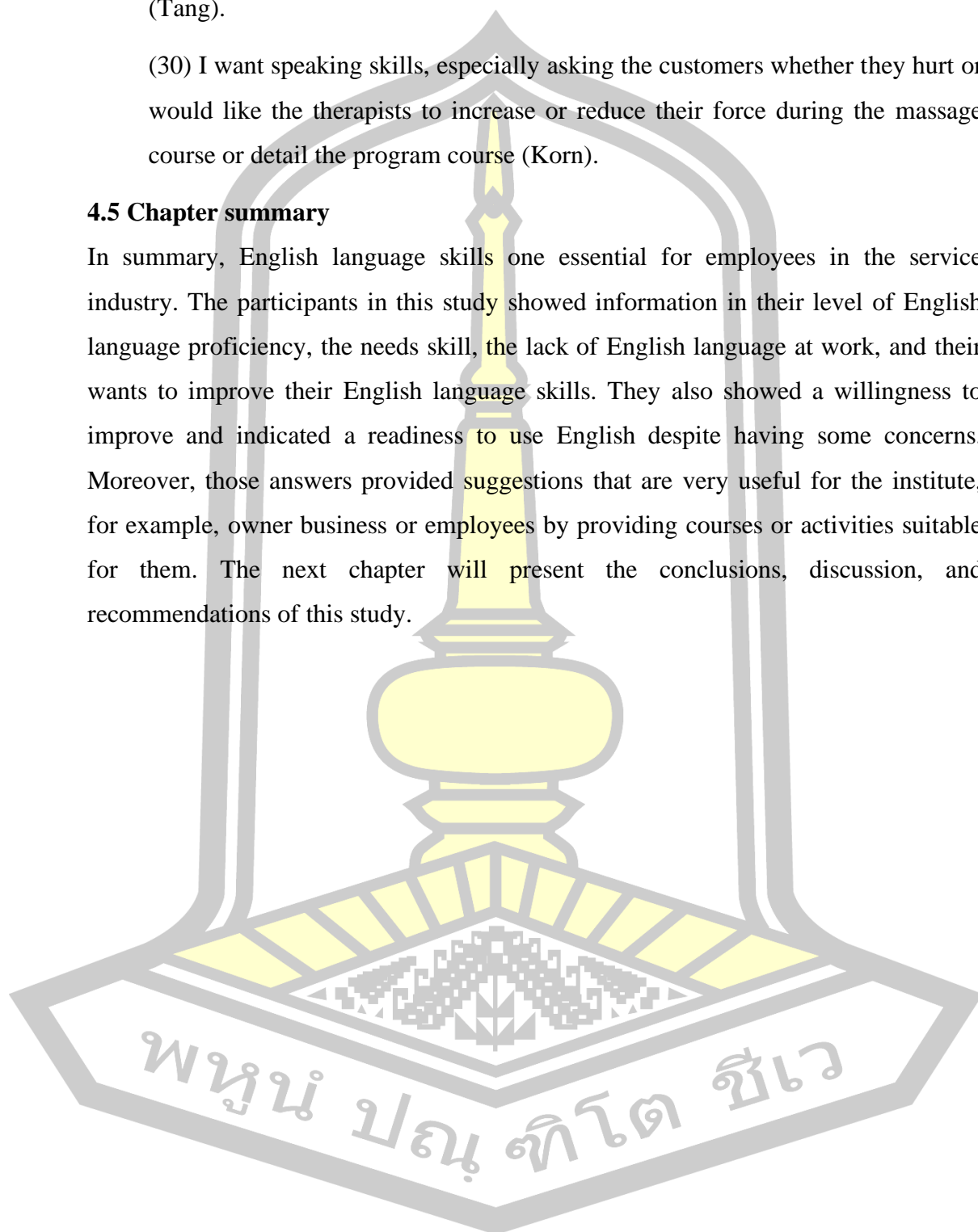
(29) I want the training to focus on writing skills. It might be more effective when compared to other skills. I want the lecturers to teach about which words to choose and which word is right or wrong. Sometimes, I think it is correct, but actually, it is not. They can then tell us how to use it correctly to remember to

use it correctly. I think it should be a writing skill. It can be applied to the job (Tang).

(30) I want speaking skills, especially asking the customers whether they hurt or would like the therapists to increase or reduce their force during the massage course or detail the program course (Korn).

#### **4.5 Chapter summary**

In summary, English language skills are essential for employees in the service industry. The participants in this study showed information in their level of English language proficiency, the needs skill, the lack of English language at work, and their wants to improve their English language skills. They also showed a willingness to improve and indicated a readiness to use English despite having some concerns. Moreover, those answers provided suggestions that are very useful for the institute, for example, owner business or employees by providing courses or activities suitable for them. The next chapter will present the conclusions, discussion, and recommendations of this study.



## CHAPTER V

### DISCUSSION AND CONCLUSION

This chapter will first present an overview of the study and the results. These results will then be discussed in relation to the current literature and the limitations of the study as well as recommendations for further research will also be provided.

#### 5.1 English language needs of Thai employees

Overall, the quantitative data and the content analysis of the qualitative data showed that Thai employees in the service industry had a high level of English language needs. Listening was the most sought-after skill, followed by speaking, reading and writing, respectively. This may be because service providers are often required to communicate with customers. Indeed, those who work in the service industry must listen to their customers. They must answer customers questions and provide accurate information. Such communication also requires adequate speaking skills, which is perhaps why speaking was the second most required skill of Thai employees. Moreover, the employees must also use their speaking skills to greet and welcome their customer and provide information about their products. This finding is consistent with previous studies reporting that speaking was the most needed skill for housekeeper employees and Thai receptionists in a hotel (Chetsadanuwat, 2018; Chumtong, 2014; Srikanchana, 2014) as well as other studies showing that satisfactory customer service relies predominately on speaking and listening skills (Khakhai, 2014; Polsombat, 2015; Surapan, 2014). Interestingly, Chiablaem (2020) and Pochakorn (2012) studied Thai massage employees and 7-Eleven employees, respectively, and found that apart from the four main English skills, another highly needed skill was pronunciation.

The following interview excerpts illustrate the importance of speaking and listening skills for Thai employees:

"I use speaking and listening skills the most during my work because most clients are foreigners. I use the skill in selling products and giving information" (Kanda).

"I use speaking and listening skills the most in my work. My work is about presenting and selling the products. I have to explain the information about the product and listen

to the customer about their inquiries. Therefore, speaking and listening is mostly use in my work" (Tong).

"I mostly use speaking and listening skills when contacting the customer and giving information. Also, I use reading and writing skills when replying to customers' emails" (Kwan).

The interview excerpts above also support the close link between listening and speaking skills (Celik & Yavuz, 2015; Demir, 2017; Khakhai, 2014; Polosombat, 2015; Santoso, 2016; Suparan, 2014; Tongvivat, 2008; Yhouyhen, 2008) and their importance within the service industry workforce. Listening and speaking are fundamental communication functions; listening involves comprehension, while speaking allows us to express our needs and desires. As such, listening and speaking are inextricably linked and are challenging to separate (Celik & Yavuz, 2015; Chetsadanuwat, 2018; Khakhai, 2014; Polsombat, 2015; Santoso, 2016; Surapan, 2014).

To summarize, the current findings revealed the necessity of listening and speaking skills in service industries. Service providers needed listening comprehension skills and verbal rhetoric to communicate with their potential customers and meet the demands of their target situations. While reading and writing skills were also reported to be 'necessary', they were considered 'less important' for work duties compared to listening and speaking skills.

## **5.2 Lack of English language knowledge in Thai service industry employees**

The quantitative findings indicated that the participants' English language knowledge was lacking to a reasonable extent. Writing was the weakest skill followed by speaking, reading and listening skills, respectively. The lack of writing ability in Thai service industry employees could be related to the nature of their work duties. That is, those who work in service industries (e.g., shopping centers, massage parlors or hotels) scarcely use English writing for their daily communication. Instead, they primarily use oral communication. The qualitative data analysis also supports the quantitative results and further suggests that the participants lack of writing skill might be because they infrequently use English writing in their duties. Indeed, some participants noted that they rarely write to their customers and that they have limited



knowledge of vocabulary and grammar. The participants also reported that they lacked confidence in their writing skills, which may contribute to their lack of ability. The following excerpts support this claim:

“For me writing skill is the most lacking because of grammar” (Phong)

“I got a problem whenever I have to write an informal style because I rarely use it” (Tong)

“ Writing is always difficult for me to write a good email with a little knowledge of grammar and vocabulary and I end up using around 10 minutes in writing a simple email” (Sakda).

“I got a writing skills problem because I cannot correctly spell several words and vocabulary. It is also concerned with word selection, which should be appropriate for the context” (Kwan)

“The most difficult skill for me is writing skill because it involves grammar use, so I am not so confident” (Araya)

Thai service industry employees also reported a lack of speaking and listening skills. This might be due to vocabulary inadequacy, especially inadequate knowledge of colloquialisms and idiomatic expressions, which may result from insufficient exposure to technical words in target situations. Indeed, the participants reported that their English studies at university did not actually equip them with such knowledge:

“I did not have much chance of using specialized words in the hotel or tourism industry before I entered this career. I would say that English courses at my university did not prepare me for my actual responsibilities” (Kwan).

“I did not know the words to use when I spoke due to my vocabulary limitations. Also, I did not understand when I listened to their request. Therefore, I struggled to respond to customers' needs, leading to communication problems” (Anucha).

“I cannot understand customers when they speak very long sentences. And I could not catch some words, so I cannot produce a sentence back” (Korn).

“I often feel nervous when I have to communicate with non-English speakers, such as Russian and Midden Eastern. I feel that their accents are quite hard to catch up” (Phong).

"I always feel nervous whenever I communicate with Arabian, Chinese, Nepalese and Malaysian customers because their accents confuse me. I also feel nervous when the customers use scientific, technical terms in their inquiries about the diamond and gemstone" (Kanda).

The participants reported that reading was their third weakest skill. The nature of work duties might also explain these results as most service employees rarely use their reading skills and instead communicate verbally.

Overall, the results indicate that Thai employees working in the service industry still lack English language skills but this may be due to their target work situations. Khamkeaw (2009) also reported that metropolitan police working at the counter service of one police station in Bangkok had difficulties using basic English expressions and perceiving various foreign accents. Unfamiliarity with foreigners' intonation, accents, and a lack of vocabulary knowledge are some of the factors that hinder effective communication among Thai workers in many fields of businesses (Fahmongkolchai, 2011; Karachedee, 2017). Moreover, Chamnankit (2015), who conducted research with receptionists at boutique hotels, revealed that pronouncing consonant and vowel sounds was an obstacle for the receptionists.

Therefore, consistent with previous studies, the current results demonstrate that listening and speaking skills were the main communication problems among Thai employees working in the service industry.

### **5.3 Service industry employees' wants related to their English language knowledge**

As shown in the quantitative and qualitative data, Thai employees want to have an overall high English level. Specifically, the results showed that speaking and listening skills were the most desired skills among Thai respondents, followed by writing and reading skills, respectively. This desire to enhance their speaking skills may be explained by the popularity of the tourism industry in Thailand where employees have many opportunities to use English when communicating with foreigners. Indeed, English is highly essential to service providers as they often need to deal with enquiries from foreign tourists. This finding supports previous findings that service providers are often required to engage in face-to-face oral communication in their

routine work (Khakhai, 2014; Srikanchana, 2014). In addition, Chamnankit (2015) and Srisawat (2015) also found that speaking was the most desired skill among employees, and other studies have shown that the ability to identify and comprehend spoken information is crucial in the service industry (Khakhai, 2014; Surapan, 2014). The current findings confirmed that Thai employees in the service industry need a high level of English proficiency to optimize their performance with foreign patrons. Enhanced verbal communication skills are particularly useful in the service industry as strong listening skills and speaking ability are required to avoid confusion and master daily tasks. Interestingly, while the participants reported that they were most lacking in writing skills (followed by reading, speaking, and listening skills), which is perhaps because they seldom use writing in their working situation. However, despite this weakness in writing, the participants reported that they most wanted to improve their speaking and listening skills, followed by their writing and reading skills. Again, this likely reflects the need for each of these skills when communicating with their customers. This suggests that there is perhaps an inverse relationship between the skills that are lacking in the participants and the skills they wish to improve.

The excerpts below illustrated that the skills participants wanted to improve the most were speaking and listening:

“I think essential English skills in my work are speaking and listening. I have to listen carefully when the clients are asking for information and help. Also, I have to speak English when explaining the products in my shop to the clients” (Phong).

“English skills that are mostly use in my work are speaking and listening. I use them to explain to the customer about the product and selling. I sometimes use writing skills to communicate with overseas customers through WhatsApp Application” (Kanda).

“I would like to study was about speaking, listening, and basic conversation. I found it really useful for us whose work is related to English. Therefore, I would like to have English language training” (Anucha).

“The content from the training should be able to apply to the job. The course should allow the participants to practice speaking and listening skills in several daily life situations” (Kwan).

After speaking and listening, reading was listed as the third most used skill. This may be because employees must search for and read tourist information when foreign tourists require more in-depth information about tourist attractions. Moreover, tourism employees must read the information that foreign customers often request, such as the price and characteristics of souvenirs, foods, and facilities. Polsombat (2015) also found that, out of the four major English language skills, reading was ranked third when participants were asked which skills that they want to improve. Compared with the other three skills, writing was viewed as the least important by the employees in the current study. This is perhaps because the employees rarely use writing in their daily duties. These findings are consistent with previous studies which found that writing was ranked as less important than the other skills and lesser than oral communication (Chamnankit, 2015; Chumtong, 2014; Firharmawan, H. & Andika, A., 2019; Junplord, 2016; Khakhai, 2014; Khocharatana, 2017; Siwayingsuwan, 2015).

#### **5.4 Pedagogical implications**

This result offers useful and insightful information or guidelines for researchers, English for curriculum developers, and teachers to understand basic needs and problems which Thai employees in different working positions such as managers and employees currently have. This will be a primary source of information that helps the course designers or teachers create practical English lessons and learn ESP courses materials. Moreover, this study is also beneficial for business owners or institutions where a well-planning course for training their employees leads to a better understanding of the actual needs and lacks that Thai employees encounter when using English in working situations. Therefore, the finding shown that the course or the training should be based on four skills (reading, writing, listening, and speaking skills) which are important and essential skills for their works. Also, the course or the training should focus on the speaking, together with the listening, which is necessary at work. They could be inset while practicing other skills and activities that might help to decrease boredom while learning them.

In terms of listening skill, the Thai employees should be provided with chances to practice listening to customers' requests, complaints, comments/advice These are the

important and necessary aspects of listening skill for the Thai employees as they have to hear these topics about personal details and information. Moreover, the Thai employees should be provided with chances to practice listening to various English accents as unfamiliar accents are one of the several obstacles or problems for the Thai employees. They have to deal with customers from various countries: Vietnam, Myanmar, Japan, Bhutan, India, Sri Lanka, Germany and so on. Therefore, to practice by listening to several accents in several conversations with different topics would help them to get familiar with, and to be able to understand, what the customers say.

For speaking skill, the course or the training should focus on how to providing and explaining information about products and services as these are the important and necessities aspects for speaking skill for the Thai employees. In addition, they should be trained to know the way how to often asked and discussed by customers, welcoming and greeting foreign customers, offering help, refusing politely, suggesting travel information (e.g., restaurants, traditions, tourist attractions, transportation) and engaging in conversations by phone.

In terms of reading skill, they should be provided with various kinds of authentic reading tasks which are related to their jobs and which they are required to read at work, for example, many kinds of e-mails, contracts/agreements, news and official information issued by a company, information from the internet, customers' travel documents, texts, journals, or articles related to our products, brochures or tourism magazines and journals and business letters and faxes. Reading authentic materials could be a better way to help them to improve reading skill. Also, this could help to decrease the stress and help to get to the essentials of the task when they have to read the real reading tasks in their jobs.

For writing skill, the Thai employees should be provided with some practice in writing various tasks related to their jobs, especially writing emails and letters, as these were rated by the Thai employees as important aspects for writing skill for their jobs. The course or the training should focus on format and vocabulary for each kind of email and letter, which are the essential parts in writing different kinds of email or letter.

In terms of the characteristic and the pattern of the course or the training, the Thai employees suggested that the training styles that Thai employees use to push themselves to communicate with customers could be learning activity. This might be enhancing their English skills by dialogue practice and simulation activity. In addition, there should be several kinds of activities to help the Thai employees practice their English skills. Moreover, the Thai employees suggested that there should be some evaluation; hence, after the classroom or doing the activities, there should be an evaluation to see if there is any improvement. Also, evaluation can help to motivate them to learn, as the evaluation or test could show them “what they have learnt over a term or semester and can sometimes lead to students developing a holistic view of the subject which had not previously been apparent” (Eadie, 2004). Furthermore, English material course should provide audiovisual material and electronic interactive as the preferred teaching method in English training courses. In terms of time to study, most of the Thai employees suggested that they preferred the duration of an English training course to be 120 hours of study.

For the teachers, the Thai employees preferred to study with both Thai and foreign teachers; therefore, they should be a combination of both Thai and foreign teachers as they each have their own advantages. The Thai teachers can help to explain and answer questions from students or explain when they need some explanations in detail. On the other hand, the foreign teachers can help them in terms of listening skill. Also, foreign teachers can be a role model for them in terms of speaking and pronunciation skills.

To conclude, any course or training for the Thai employees should be well organized and arranged. Also, they should be provided with appropriate work-related content in the course, as well as the classroom or training atmosphere grouping learners with the same level of English proficiency in the training class. In addition, the teachers should not be only Thai teachers or only foreign teachers. As each have their own advantages, then they can complement the other. Hence, to combine both kinds of teacher is of greater benefit for learners. The proper elements in the training course will more effectively help to train the Thai employees and thus improve their English

### **5.5 Conclusion**

The current study indicated that, overall, Thai service industry employees have a strong need for English language skills. Specifically, Thai service industry employees reported listening was the most required skill, followed by speaking, reading and, finally, writing. Furthermore, the findings showed that participants were lacking in several skills, which is likely because they have few opportunities to use some skills in the target situations. Concerning English language needs, Thai employees in the service industry, including hotels, shopping centers and massage parlors, reported that they needed to improve their speaking and listening the most, followed by their reading and writing skills, which were reported as ‘necessary’ but ‘less important’ for their responsibilities in the service industry. The present results indicate that additional professional training in English may be required to increase the English skills of service employees to allow them to fulfill their duties in the target situations.

### **5.6 Limitation of the study**

The current study investigated the English languages needs, wants and lacks of Thai employees in the service industry. The data in this study was collected during the COVID-19 pandemic, which limited the distribution of the questionnaire to employees in the tourism sector. As such, the number of participants was lower than anticipated. Moreover, the data relies on the subjective opinions of the participants rather than the objective measures. Therefore, the results reflect how the staff view their English skills rather than their actual skills. Indeed, some participants may have underestimated their skill level whereas others may have overestimated their English proficiency.

### **5.6 Recommendations for future studies**

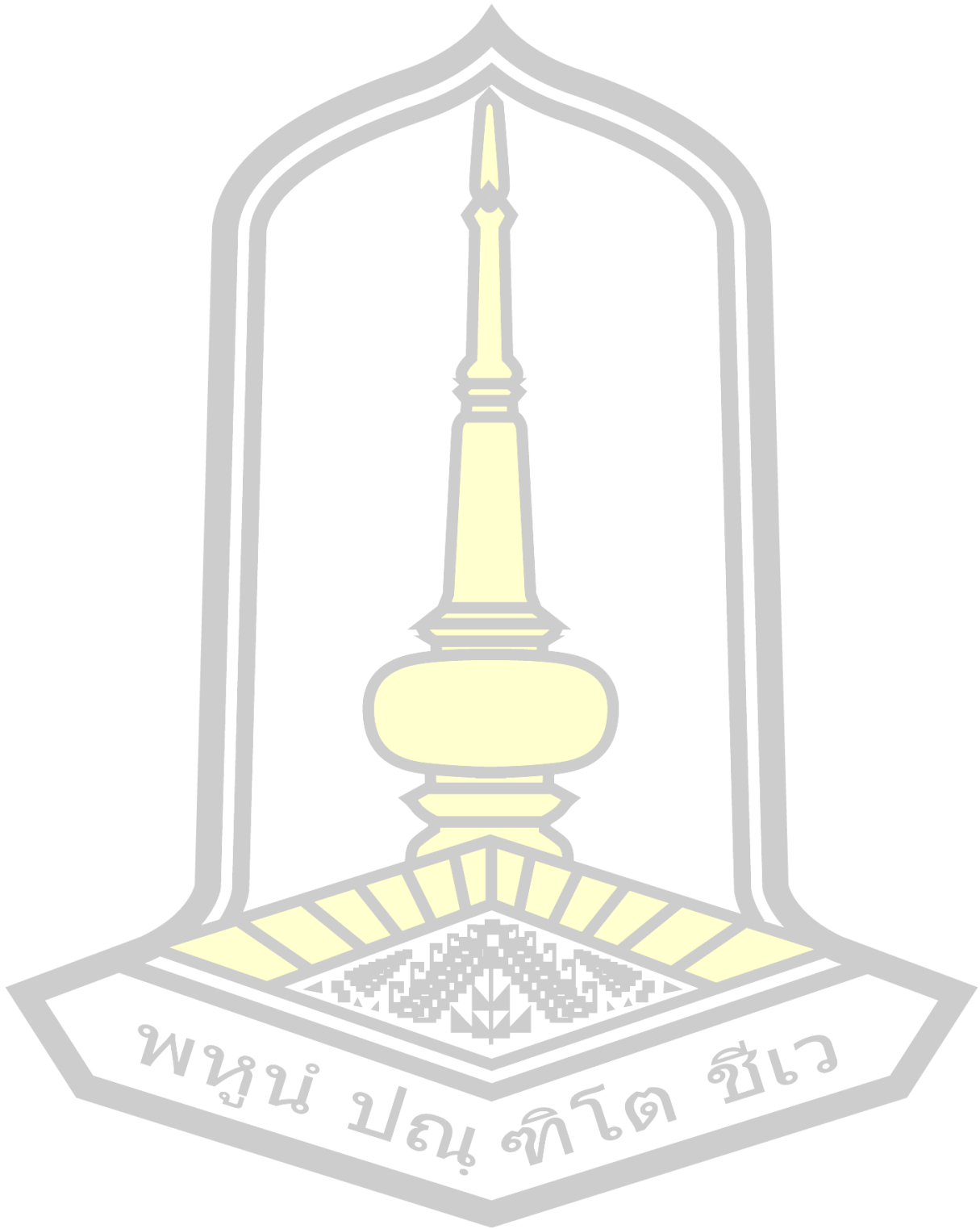
Additional research is required to further analyze the English needs and abilities of service industry employees and their requirements to improving their English skills in order to meet the specific demands of the service industry. Moreover, future studies may wish to increase the number of participants and include different locations (e.g., north, east, south). This would provide a better representation of the precise needs, abilities, and wants of Thai service employees.

Future studies may also incorporate other careers; for example, marketers, business people and media persons, and may collect data from different sources, including service providers, foreign customers, and stakeholders. It is also recommended that future studies use observations to corroborate any subjective reports and to further explore the complexity of internal factors, individual learning habits or style, and intrinsic motivation. Moreover, a language proficiency test should be used to identify the gap between the language proficiency of the participants and their language needs in target situations.





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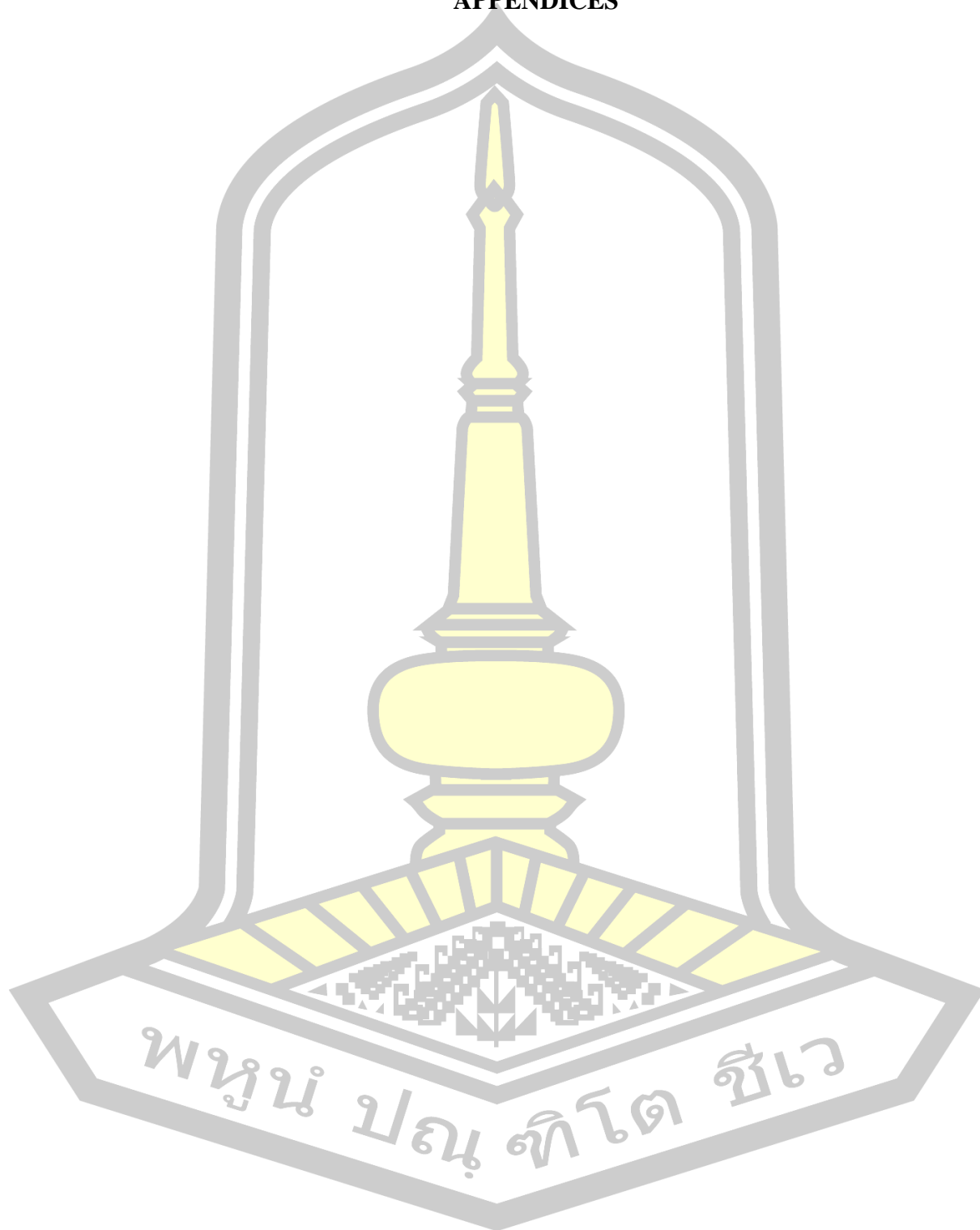
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พหุ ประถมศึกษา

APPENDICES



## Appendix A Questionnaire

### Needs Analysis of the English language for Thai employees in Service industry in Thailand

This study is a part of a research project which is in partial fulfillment of the requirements for Master of Education program in English Language Teaching, Mahasarakham University. The purpose of this questionnaire is to investigate the Needs Analysis of the English language for Thai employees in Service industry in Thailand. Please kindly complete all items in this questionnaire and note that your answers will be kept confidential and used only for academic purpose.

**The questionnaire is divided into four parts as follows.**

Part 1: Participant's background information

Part 2: Needs of English skills for Thai employees

Part 3: Lacks of English skills for Thai employees in their on-site duty

Part 4: Wants of English skills for Thai employees' duty in general

#### **Part 1:** Participant's background information

**Instruction:** Please read each question carefully, put a checkmark (✓) or fill in the blank that corresponds to your personal information.

##### 1. Gender

Male

Female

##### 2. Age

20 – 30 year-old

31 – 40 year-old

41 – 50 year-old

51 – 60 year-old

##### 3. Your highest level of education

High school certificate

Vocational Certificate/ High Vocational Certificate

Bachelor's Degree

Master's degree

Other (please specify).....

4. Which career field have you been serving?

- Hotel staff
- Food and beverage seller
- Massage and spa employees
- Shopping mall staff

5. How many years have you been working in current job?

- Less than 1 year       1-5 years       6-10 years
- 11-15 years       More than 15 years

6. How often is your chance of using English skills to participate in talks with foreigners?

- Always       Most of the time       Sometimes
- Rarely       Never

7. How many years have you learned English?

- Less than 5 years       11-15 years
- 5-10 years       More than 15 years

8. Based on your opinion, what is your level of English proficiency when you use it for communication?

8.1 Listening skill

- Very high       High       Moderate       Low       Very low

8.2 Speaking skill

- Very high       High       Moderate       Low       Very low

8.3 Reading skill

- Very high       High       Moderate       Low       Very low

8.4 Writing skill

- Very high       High       Moderate       Low       Very low

Have you ever done anything to help improve your English skills?

- Yes       No

Are you willing to be the interviewee?

- Yes       No

**Part 2: Needs of English skills for Thai employees**

**Instructions:** The questions in this part aim to investigate needs of English for your job.

Please rate a degree of needs by ticking (✓) in each item provided

The criteria used in scoring are as follows:

5 = Very High      4 = High      3 = Moderate  
2 = Low              1 = Very Low

No.	Needs of English skills for Thai employees	1	2	3	4	5
1	<b>Listening skills</b>					
	1.1 Listening to customers' requests.					
	1.2 Listening to customers' complaints					
	1.3 Listening to customers' comments/advice					
	1.4 Listening to personal details and information					
	1.5 Listening to customers English conversations on the phone					
2	<b>Speaking Skill</b>					
	2.1 Welcoming and greeting foreign customers					
	2.2 Inquiring about customers' need and decision					
	2.3 Providing and explaining information about product detail and service					
	2.4 Offering assistance					
	2.5 Refusing politely					
	2.6 Pronouncing English consonant and vowel sounds					
	2.7 Speaking politely according to grammatical					
	2.8 Engaging in conversations by phone					
2.9 Suggesting travel information (e.g., restaurants, traditions, tourist attractions, transportation, etc.)						



No.	Needs of English skills for Thai employees	1	2	3	4	5
3	<b>Reading Skill</b>					
	3.1 Reading customers' travel documents					
	3.2 Reading business letter and faxes					
	3.3 Reading information from the internet					
	3.4 Reading E-mail					
	3.5 Reading brochures or tourism magazines and journals					
	3.6 Reading minutes of meeting					
	3.7 Reading news and official information issued by company					
	3.8 Reading texts, journals or articles related to our products					
	3.9 Reading contracts/ agreements					
4	<b>Writing Skill</b>					
	4.1 Writing business letters in appropriate formats					
	4.2 Writing daily reports					
	4.3 Writing messages for customers					
	4.4 Taking telephone message					
	4.5 Writing E-mails					
	4.6 Writing letters					
	4.7 Writing presentations					
	4.8 Writing contracts/ agreements					
	4.9 Filling in forms (e.g., application of registration forms)					

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**Part 3:** Lacks of English skills for Thai employees in their on-site duty

**Instructions:** The questions in this part aim to investigate lacks of English for your job.

Please rate a degree of needs by ticking (✓) in each item provided

The criteria used in scoring are as follows:

5 = Very High      4 = High      3 = Moderate  
2 = Low              1 = Very Low

No.	Lacks of English skills for Thai employees in their on-site duty	1	2	3	4	5
<b>Listening skills</b>						
1	1.1 Be able to catch a word					
	1.2 Understand the meaning of English vocabulary knowledge					
	1.3 Be able to understand various English accents					
	1.4 Understand English idioms and slang					
<b>Speaking Skill</b>						
2	2.1 Can understand the English vocabulary knowledge					
	2.2 Can speak English with foreigners face-to-face.					
	2.3 Can provide advice or explain information to the customer.					
	2.4 Can speak grammatically correct.					
	2.5 Can speak politely according to the courtesy of foreign customers.					
	2.6 Understand the question but unable to answer in English					
<b>Reading Skill</b>						
3	3.1 Understand the English vocabulary knowledge in general					
	3.2 Understand the vocabulary knowledge in technical terms					
	3.3 Can understand English grammar					
	3.4 Understand the sentence structure					

No.	Lacks of English skills for Thai employees in their on-site duty	1	2	3	4	5
	3.5 Can read messages, letters, e-mails News and official information issued by the Company					
	3.6 Can understand the meaning when reading the overall body.					
	<b>Writing Skill</b>					
4	4.1 Can understand common English vocabulary					
	4.2 Can write grammatically correct English sentences.					
	4.3 Filling in forms (e.g., application of registration forms)					
	4.4 Can write a letter or email in appropriate.					

**Part 4:** Wants of English skills for Thai employees' duty in general

**Instruction:** Please tick (✓) in the boxes which best describe your opinion.

The criteria used in scoring are as follows:

5 = strongly agree      4 = agree      3 = somewhat agree

2 = disagree      1 = strongly disagree

Levels of 'wants' to improve English language skills		1	2	3	4	5
1	The course should emphasize on listening					
2	The course should emphasize on speaking					
3	The course should emphasize on reading					
4	The course should emphasize on writing					

5. What kind of English training courses would you like to study further in order to meet your needs? (You can choose more than one.)

- Vocabulary       Basic English Conversation  
 Pronunciation       English grammar  
 Others (please specify).....

6. What kind of teaching materials would you prefer to use in order to improve your English listening and speaking skills? (You can choose more than one.)

- Print (English textbooks, handouts, study guides, manuals, journals)
- Audio (cassettes, microphone, podcast,)
- Visual (charts, real objects, photographs, transparencies)
- Audiovisual (slides, tapes, films, filmstrips, television, video, multimedia)
- Electronic Interactive (computers, graphing calculators, tablets)
- Others (please specify).....

7. What kind of learning activities would you prefer in order to improve your English listening and speaking skills? (You can choose more than one.)

- Group work       Dialogue practice       Role-plays       Group discussion
- Language games       Presentation       Simulation
- Others (please specify).....

8. How long should an English training course be?

- 120 hours       60 hours
- 30 hours       Others (please specify).....

9. What is your preference training style?

- Class room training       Learning activity
- Social media (website, FB etc.)       Self learning
- Others (please specify).....

10. Teacher preference?

- A native speaking instructor only
- A Thai instructor only
- A native and Thai instructor share/co-teach the course

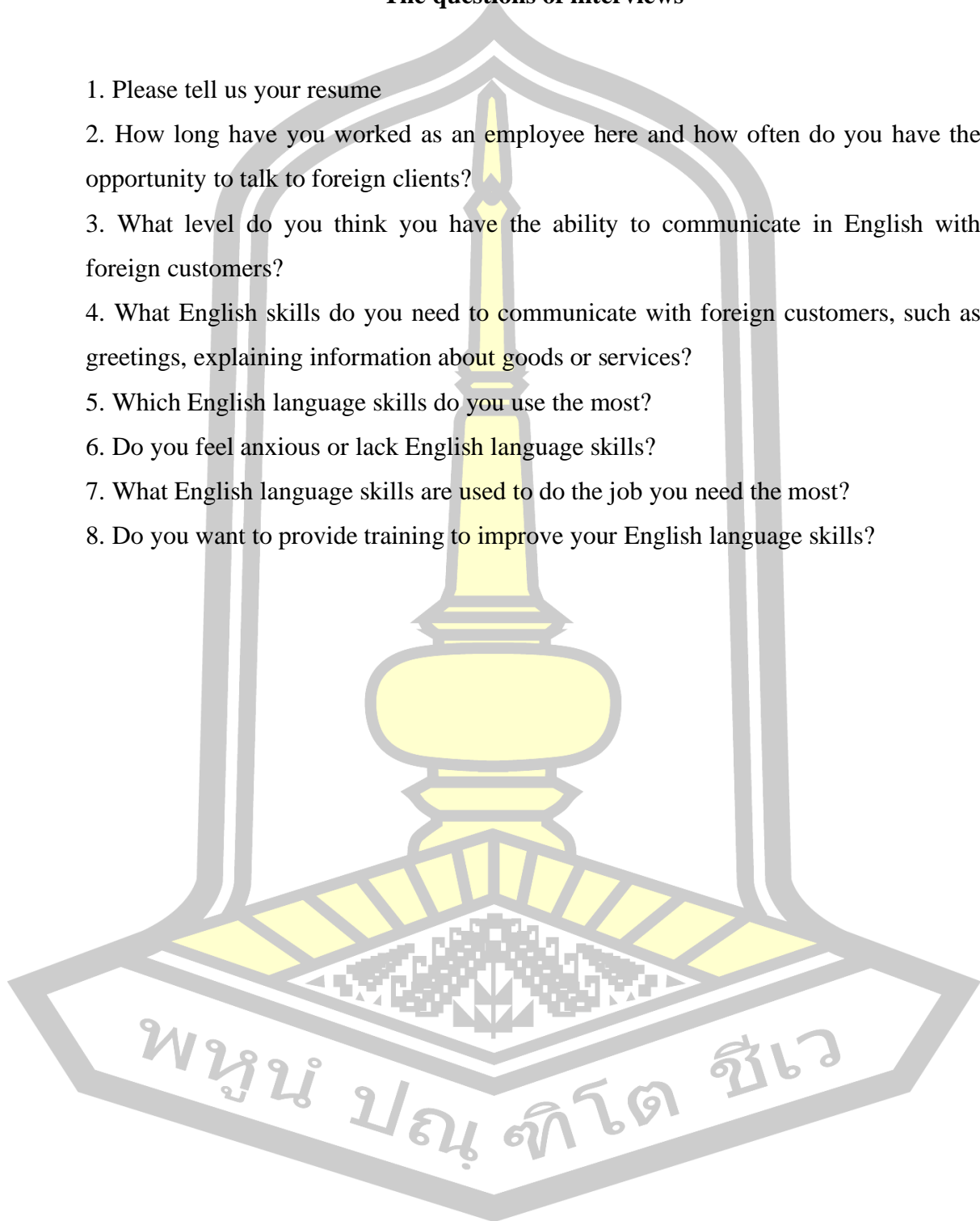
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**Thank you for your time to fill in this questionnaire**

## Appendix B

### The questions of interviews

1. Please tell us your resume
2. How long have you worked as an employee here and how often do you have the opportunity to talk to foreign clients?
3. What level do you think you have the ability to communicate in English with foreign customers?
4. What English skills do you need to communicate with foreign customers, such as greetings, explaining information about goods or services?
5. Which English language skills do you use the most?
6. Do you feel anxious or lack English language skills?
7. What English language skills are used to do the job you need the most?
8. Do you want to provide training to improve your English language skills?



## Appendix C

แบบสอบถามการวิเคราะห์ความต้องการภาษาอังกฤษสำหรับพนักงานไทยในอุตสาหกรรมบริการในประเทศไทย

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ มหาวิทยาลัยมหาสารคาม แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการภาษาอังกฤษของพนักงานในอุตสาหกรรมบริการของไทย กรุณาตอบคำถามให้ครบถ้วน ผู้ทำวิจัยจะเก็บข้อมูลของท่านไว้เป็นความลับและจะใช้ข้อมูลเหล่านี้เพื่อจุดประสงค์ทางการศึกษาเท่านั้น

แบบสอบถามแบ่งออกเป็น 4 ส่วนต่อไปนี้

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ทักษะภาษาอังกฤษที่จำเป็นสำหรับพนักงานไทยในอุตสาหกรรมบริการในประเทศไทย

ส่วนที่ 3 ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารในการปฏิบัติหน้าที่ของพนักงานไทยในอุตสาหกรรมบริการในประเทศไทย

ส่วนที่ 4 ความต้องการทักษะภาษาอังกฤษสำหรับพนักงานไทยในอุตสาหกรรมบริการในประเทศไทย โดยทั่วไป

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาอ่านคำถามโดยละเอียด ทำเครื่องหมายหรือเติมข้อความ ✓ ลงในช่องว่างให้ตรงกับข้อมูลของท่าน

หัวหน้า/ผู้จัดการ

พนักงาน

1. เพศ

ชาย

หญิง

2. อายุ

20 – 30 ปี

31 – 40 ปี

41 – 50 ปี

51 – 60 ปี

3. ระดับการศึกษาสูงสุด

มัธยมศึกษา

ปริญญาโท

อาชีวศึกษา

ปริญญาตรี



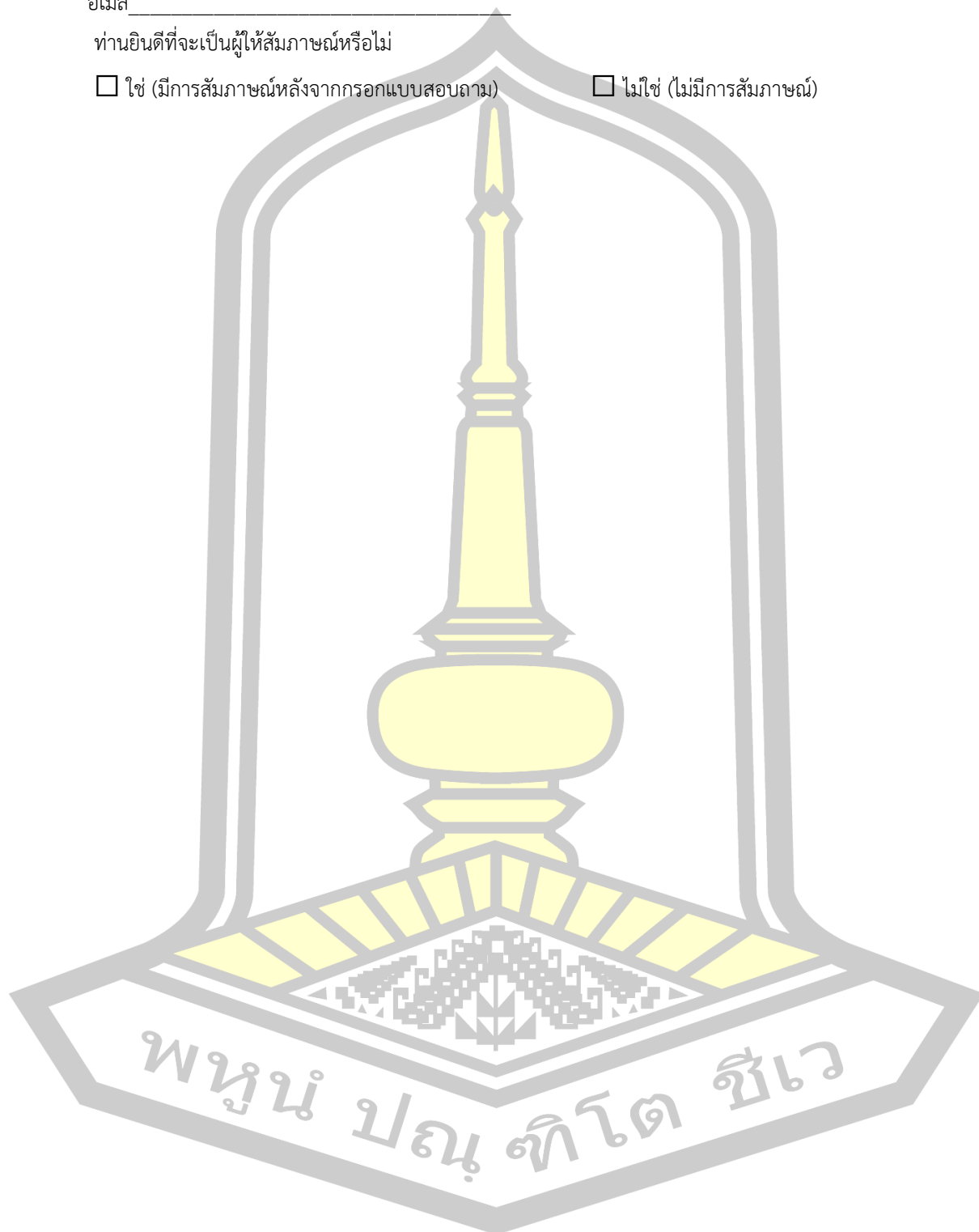
เบอร์ติดต่อ \_\_\_\_\_

อีเมล \_\_\_\_\_

ท่านยินดีที่จะเป็นผู้ให้สัมภาษณ์หรือไม่

ใช่ (มีการสัมภาษณ์หลังจากกรอกแบบสอบถาม)

ไม่ใช่ (ไม่มีการสัมภาษณ์)





ส่วนที่ 2 ทักษะภาษาอังกฤษที่จำเป็นสำหรับพนักงานไทยในอุตสาหกรรมบริการในประเทศไทย

คำชี้แจง คำถามในส่วนนี้มีวัตถุประสงค์เพื่อตรวจสอบความต้องการภาษาอังกฤษสำหรับงานของคุณ โปรดให้

ระดับความต้องการโดยเติมเครื่องหมาย  ในแต่ละรายการที่ระบุ

เกณฑ์ที่ใช้ในการให้คะแนนมีดังนี้

5 = สูงมาก

4 = สูง

3 = ปานกลาง

2 = ต่ำ

1 = ต่ำมาก

ข้อ	ความต้องการทักษะภาษาอังกฤษที่จำเป็นสำหรับพนักงานไทยในอุตสาหกรรมบริการในประเทศไทย	1	2	3	4	5
1.	<b>ทักษะการฟังภาษาอังกฤษ</b>					
	1.1 การฟังความต้องการของลูกค้า					
	1.2 การฟังปัญหาหรือความไม่พอใจของลูกค้า					
	1.3 การฟังข้อเสนอแนะในการบริการของลูกค้า					
	1.4 การฟังรายละเอียดต่าง ๆ และข้อมูลส่วนตัวของลูกค้า					
	1.5 การฟังสนทนาภาษาอังกฤษทางโทรศัพท์					
2.	<b>ทักษะการพูดภาษาอังกฤษ</b>					
	2.1 การพูดต้อนรับและทักทายลูกค้า					
	2.2 การพูดสอบถามความต้องการของลูกค้า					
	2.3 การอธิบายข้อมูลเกี่ยวกับรายละเอียดสินค้าและบริการ					
	2.4 การพูดให้ความช่วยเหลือ					
	2.5 การพูดปฏิเสธอย่างสุภาพ					
	2.6 การพูดออกเสียงถูกต้องตามหลักไวยากรณ์					
	2.7 การพูดอย่างสุภาพตามหลักไวยากรณ์					

ชื่อ	ความต้องการทักษะภาษาอังกฤษที่จำเป็นสำหรับ พนักงานไทยในอุตสาหกรรมบริการในประเทศไทย	1	2	3	4	5
	2.8 การพูดสนทนาทางโทรศัพท์					
	2.9 การแนะนำข้อมูลการท่องเที่ยว เช่นร้านอาหาร ประเพณีสถานที่ท่องเที่ยวการคมนาคม ฯลฯ					
3.	<b>ทักษะการอ่านภาษาอังกฤษ</b>					
	3.1 การอ่านเอกสารการเดินทางของลูกค้า					
	3.2 การอ่านจดหมายธุรกิจและแฟกซ์					
	3.3 การอ่านข้อมูลจากอินเทอร์เน็ต					
	3.4 การอ่านอีเมลล์					
	3.5 การอ่านโบรชัวร์หรือนิตยสารและวารสารด้านการ ท่องเที่ยว, สินค้า					
	3.6 การอ่านรายงานการประชุม					
	3.7 การอ่านประกาศที่ออกโดยองค์กรที่ท่านทำงานของท่าน					
	3.8 การอ่านบทความที่เกี่ยวข้องกับการท่องเที่ยวหรือ ผลิตภัณฑ์					
	3.9 การอ่านสัญญา / ข้อตกลง					
4.	<b>ทักษะการเขียนภาษาอังกฤษ</b>					
	4.1 การเขียนจดหมายธุรกิจ					
	4.2 การเขียนรายงานประจำวัน					
	4.3 การเขียนข้อความให้กับลูกค้า					
	4.4 การเขียนข้อความเพื่อการโฆษณาประชาสัมพันธ์					

ข้อ	ความต้องการทักษะภาษาอังกฤษที่จำเป็นสำหรับ พนักงานไทยในอุตสาหกรรมบริการในประเทศไทย	1	2	3	4	5
	4.5 การเขียนอีเมลล์					
	4.6 การเขียนจดหมาย					
	4.7 การเขียนการนำเสนอ					
	4.8 การเขียนสัญญา / ข้อตกลง					
	4.9 การกรอกแบบฟอร์ม เช่น การสมัครแบบฟอร์มการ ลงทะเบียน					

ส่วนที่ 3 ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารในการปฏิบัติหน้าที่ของพนักงานไทยใน  
อุตสาหกรรมบริการในประเทศไทย

คำชี้แจง คำถามในส่วนนี้มีวัตถุประสงค์เพื่อตรวจสอบความขาดทักษะภาษาอังกฤษสำหรับพนักงานไทยใน  
การทำงานในหน้าที่ของคุณ โปรดให้ระดับความต้องการโดยเติมเครื่องหมาย ✓ ในแต่ละรายการที่ระบุ  
เกณฑ์ที่ใช้ในการให้คะแนนมีดังนี้

5 = สูงมาก

4 = สูง

3 = ปานกลาง

2 = ต่ำ

1 = ต่ำมาก

ข้อ	ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารใน การปฏิบัติหน้าที่ของพนักงานไทยในอุตสาหกรรมบริการ ในประเทศไทย	1	2	3	4	5
1.	ความสามารถในการฟัง					
	1.1 สามารถจับใจความภาษาอังกฤษของคู่สนทนา					
	1.2 สามารถเข้าใจคำศัพท์ภาษาอังกฤษของคู่สนทนา					
	1.3 สามารถเข้าใจภาษาอังกฤษสำเนียงที่หลากหลาย					

ข้อ	ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารใน การปฏิบัติหน้าที่ของพนักงานไทยในอุตสาหกรรมบริการ ในประเทศไทย	1	2	3	4	5
	1.4 สามารถเข้าใจสำนวนและคำแสลงภาษาอังกฤษ					
2.	<b>ความสามารถในการพูด</b>					
	2.1 สามารถเข้าใจคำศัพท์ภาษาอังกฤษของคู่สนทนา					
	2.2 สามารถพูดสนทนาภาษาอังกฤษกับชาวต่างชาติได้ตัว ต่อตัว					
	2.3 สามารถให้คำแนะนำหรืออธิบายข้อมูลต่างๆให้แก่ ลูกค้าได้					
	2.4 สามารถพูดออกเสียงถูกต้องตามหลักไวยากรณ์					
	2.5 สามารถพูดอย่างสุภาพได้ถูกต้องตามมารยาทกับลูกค้า ชาวต่างชาติ					
	2.6 สามารถเข้าใจคำถาม แต่ไม่สามารถพูดสนทนาโต้ตอบ กลับเป็นภาษาอังกฤษได้					

	<b>ความสามารถในการอ่าน</b>					
3.	3.1 สามารถเข้าใจคำศัพท์ภาษาอังกฤษของคู่สนทนา					
	3.2 สามารถเข้าใจเกี่ยวกับคำศัพท์ภาษาอังกฤษเฉพาะที่ใช้ ในงาน					
	3.3 สามารถเข้าใจเรื่องไวยากรณ์ภาษาอังกฤษ					
	3.4 สามารถเข้าใจโครงสร้างประโยคภาษาอังกฤษ					
	3.5 สามารถเข้าใจเมื่ออ่านข้อความ จดหมาย อีเมลล์					

ข้อ	ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารใน การปฏิบัติหน้าที่ของพนักงานไทยในอุตสาหกรรมบริการ ในประเทศไทย	1	2	3	4	5
	ข่าวสารและข้อมูลทางการที่ออกโดย บริษัท					
	3.6 สามารถเข้าใจความหมาย เมื่ออ่านเนื้อความโดยรวม					
4.	ความสามารถในการเขียน					
	4.1 สามารถเข้าใจเกี่ยวกับคำศัพท์ภาษาอังกฤษทั่วไป					
	4.2 สามารถเขียนประโยคภาษาอังกฤษที่ถูกต้องตามหลัก ไวยากรณ์ได้					
	4.3 สามารถกรอกแบบฟอร์มหรือเอกสารต่าง ๆ เป็น ภาษาอังกฤษได้					
	4.4 สามารถเขียนจดหมาย หรือ อีเมลได้ถูกต้อง					

ส่วนที่ 4 ความต้องการทักษะภาษาอังกฤษสำหรับพนักงานไทยในอุตสาหกรรมบริการในประเทศไทยโดยทั่วไป

คำชี้แจง กรุณาเติมเครื่องหมาย ✓ ในช่องที่อธิบายความคิดเห็นของคุณได้ดีที่สุด หรือเติมค่าในช่องว่างตามความคิดเห็นของท่าน

1. ท่านต้องการใช้ภาษาอังกฤษในสถานการณ์ใดบ้าง

.....

.....

2. ท่านต้องการให้มีการจัดฝึกอบรมพัฒนาการใช้ภาษาอังกฤษหรือไม่

ต้องการ       ไม่ต้องการ

3. ถ้ามีการจัดฝึกอบรมพัฒนาการใช้ภาษาอังกฤษรูปแบบของการจัดอบรมแบบใดที่ท่านพึงพอใจ

การจัดฝึกอบรมให้พนักงานโดย English Training Unit of the Institute (ETU)

องค์กรให้การสนับสนุนแก่พนักงานเพื่อไปเรียนภาษาอังกฤษด้วยตัวเอง

4. โปรดเรียงลำดับความต้องการเพื่อพัฒนาทักษะภาษาอังกฤษในสายงานของท่านต่อไปนี้

เกณฑ์ที่ใช้ในการให้คะแนนมีดังนี้

5 = มากที่สุด      4 = มาก      3 = ปานกลาง

2 = น้อย      1 = น้อยที่สุด

โปรดเรียงลำดับความต้องการเพื่อพัฒนาทักษะภาษาอังกฤษ		1	2	3	4	5
1	ทักษะการฟัง					
2	ทักษะการพูด					
3	ทักษะการอ่าน					
4	ทักษะการเขียน					

5. หลักสูตรฝึกอบรมภาษาอังกฤษประเภทใดที่คุณต้องการศึกษาเพิ่มเติมเพื่อให้ตรงกับความต้องการของคุณ (คุณสามารถเลือกได้มากกว่าหนึ่งข้อ)

คำศัพท์

บทสนทนาภาษาอังกฤษพื้นฐาน

การออกเสียง

ไวยากรณ์ภาษาอังกฤษ

อื่น ๆ (โปรดระบุ) .....

6. คุณต้องการใช้สื่อการสอนประเภทใดเพื่อพัฒนาทักษะการฟัง, การพูด, การอ่านและการเขียนภาษาอังกฤษของคุณ (คุณสามารถเลือกได้มากกว่าหนึ่ง)

สิ่งพิมพ์, ตำรา, แผ่นพับ, คู่มือการศึกษา

เทปเสียง, ไมโครโฟน, พอดแคสต์

แผนภูมิภาพ, วัตถุจริง, รูปถ่าย, แผ่นใส

ภาพและเสียงภาพนิ่ง, ภาพยนตร์, วิดีโอ, มัลติมีเดีย

คอมพิวเตอร์อิเล็กทรอนิกส์โต้ตอบ, แท็บเล็ต

อื่น ๆ (โปรดระบุ) .....

7. กิจกรรมการเรียนรู้ประเภทใดที่คุณต้องการเพื่อพัฒนาทักษะการฟัง ,การพูด, การอ่านและการเขียนภาษาอังกฤษ  
ของคุณ (เลือกได้มากกว่า 1 ข้อ)

- งานกลุ่ม       ฟังสนทนา       บทบาทสมมติ       อภิปรายกลุ่ม
- เกมภาษา       การนำเสนอ       จำลองสถานการณ์       อื่น ๆ (โปรดระบุ) .....

8. ท่านต้องการให้หลักสูตรการอบรมภาษาอังกฤษมีระยะเวลาานเท่าไรต่อหลักสูตร

- 120 ชั่วโมง       60 ชั่วโมง       30 ชั่วโมง       อื่น ๆ (โปรดระบุ) .....

9.รูปแบบการเรียนภาษาอังกฤษที่ท่านชอบ

- เรียนในชั้นเรียน       เรียนผ่านกิจกรรม       เรียนผ่านสื่อออนไลน์ เช่น เว็บไซต์ เฟสบุ๊ก คลิป

ฯลฯ)

- การเรียนรู้ด้วยตนเอง       อื่น ๆ (โปรดระบุ) .....

10. ในการเรียนภาษาอังกฤษ ท่านต้องการเรียนกับผู้สอนแบบใดมากที่สุด

- ผู้สอนคนไทยเท่านั้น
- ผู้สอนชาวต่างชาติ (เจ้าของภาษา)
- ผู้สอนชาวต่างชาติ (ไม่ใช่เจ้าของภาษา)
- ผู้สอนเจ้าของภาษาและคนไทยร่วมสอนหลักสูตร

ขอบคุณสำหรับการเสียสละเวลาอันมีค่าของท่านในการตอบแบบสอบถามชุดนี้

พูน ปรณ ทิโต ชีเว

## Appendix D

### คำถามสัมภาษณ์

1. บอกประวัติส่วนตัวของท่านโดยสังเขป
2. ท่านทำงานเป็นพนักงานที่นี่ มาเป็นระยะเวลาานานเท่าใด และมีโอกาสได้พูดคุยกับลูกค้าที่เป็นชาวต่างชาติ บ่อยแค่ไหนในการทำงาน
3. ท่านคิดว่าท่านมีความสามารถในการสื่อสารภาษาอังกฤษกับลูกค้าชาวต่างชาติอยู่ในระดับใด เพราะอะไร
4. ทักษะภาษาอังกฤษที่ท่านต้องใช้สื่อสารกับลูกค้าที่เป็นชาวต่างชาติมีอะไรบ้าง เช่น พูดทักทาย, อธิบาย ข้อมูลเกี่ยวกับการสินค้าหรือบริการฯ
5. ท่านใช้ทักษะภาษาอังกฤษในการทำงานด้านใดมากที่สุด เพราะอะไร โปรดอธิบาย
6. ท่านรู้สึกกังวลใจหรือขาดทักษะภาษาอังกฤษในเรื่องใด เพราะอะไร โปรดอธิบาย
7. ทักษะภาษาอังกฤษด้านใดที่ใช้ในการทำงานที่ท่านต้องการมากที่สุด เพราะอะไร โปรดอธิบาย
8. ท่านต้องการให้มีการจัดฝึกอบรมพัฒนาการใช้ทักษะภาษาอังกฤษหรือไม่ เพราะอะไร





**Appendix E**  
**Valid Index of Item Objective Congruence (IOC) of Questionnaire**

Item	Expert							Total	IOC	results
	1	2	3	4	5	6	7			
1	1	1	1	1	1	1	1	7	1.00	valid
2	1	1	1	1	1	1	1	7	1.00	valid
3	1	1	1	1	1	1	1	7	1.00	valid
4	1	1	1	0	1	1	1	6	0.86	valid
5	1	1	1	1	1	1	1	7	1.00	valid
6	0	1	1	1	1	1	0	5	0.71	valid
7	1	1	1	1	1	1	1	7	1.00	valid
8	1	0	1	1	1	1	1	6	0.86	valid
9	1	1	1	1	1	1	1	7	1.00	valid
10	1	1	1	1	1	1	1	7	1.00	valid
11	1	1	1	1	1	1	1	7	1.00	valid
12	1	1	1	0	1	1	1	6	0.86	valid
13	0	1	1	1	1	1	1	6	0.86	valid
14	1	1	1	1	1	1	1	7	1.00	valid
15	1	1	1	1	1	1	1	7	1.00	valid
16	1	1	1	1	1	1	1	7	1.00	valid
17	1	1	1	-1	1	1	1	5	0.71	valid
18	1	1	1	1	1	1	0	6	0.86	valid
19	1	1	1	0	1	1	1	6	0.86	valid
20	1	1	1	-1	1	1	1	5	0.71	valid
21	0	1	1	1	1	1	1	6	0.86	valid
22	1	1	1	1	1	1	1	7	1.00	valid
23	1	0	1	1	1	1	1	6	0.86	valid
24	1	1	1	0	1	1	1	6	0.86	valid
25	1	1	1	1	1	1	1	7	1.00	valid
26	1	1	1	1	1	1	1	7	1.00	valid
27	1	1	1	1	1	1	1	7	1.00	valid
28	1	1	1	0	1	1	1	6	0.86	valid
29	1	1	1	0	1	1	1	6	0.86	valid
30	1	0	1	1	1	1	1	6	0.86	valid

Item	Expert							Total	IOC	results
	1	2	3	4	5	6	7			
31	1	1	1	0	1	1	1	6	0.86	valid
32	1	1	1	-1	1	1	1	5	0.71	valid
33	1	1	1	1	1	1	1	7	1.00	valid
34	1	1	1	1	1	1	0	6	0.86	valid
35	1	1	1	1	1	1	1	7	1.00	valid
36	1	1	1	1	1	1	1	7	1.00	valid
37	1	1	1	1	1	1	1	7	1.00	valid
38	1	1	1	0	1	1	1	6	0.86	valid
39	1	1	1	-1	1	1	1	5	0.71	valid
40	1	1	1	1	1	1	1	7	1.00	valid
41	1	1	1	1	1	1	1	7	1.00	valid
42	1	1	1	1	0	1	1	6	0.86	valid
43	1	1	1	1	1	1	1	7	1.00	valid
44	1	1	1	1	1	1	1	7	1.00	valid
45	1	1	1	1	1	1	1	7	1.00	valid
46	1	1	1	1	1	1	1	7	1.00	valid
47	1	1	1	1	1	1	1	7	1.00	valid
48	1	1	1	0	1	1	1	6	0.86	valid
49	1	1	1	0	1	1	1	6	0.86	valid
50	1	1	1	0	1	1	1	6	0.86	valid
51	1	1	1	0	1	1	1	6	0.86	valid
52	1	1	1	0	1	1	1	6	0.86	valid
53	1	0	1	0	1	1	1	5	0.71	valid
54	1	1	1	0	1	1	1	6	0.86	valid
55	1	1	1	0	1	1	1	6	0.86	valid
56	1	0	1	1	1	1	1	6	0.86	valid
57	1	1	1	1	1	1	1	7	1.00	valid
58	1	1	1	1	1	1	1	7	1.00	valid
59	1	0	1	1	1	1	1	6	0.86	valid
60	1	1	1	1	1	1	1	7	1.00	valid
	0.95	0.90	1	0.60	0.98	1	0.95	7	0.91	valid

**Appendix F**  
**Valid Index of Item Objective Congruence (IOC) of Interview**

Item	Expert							Total	IOC	results
	1	2	3	4	5	6	7			
1	1	1	1	1	1	1	1	7	1.00	valid
2	1	1	0	0	1	1	1	5	0.71	valid
3	1	1	1	1	1	1	1	7	1.00	valid
4	1	1	1	1	1	1	1	7	1.00	valid
5	1	1	1	0	1	1	1	6	0.86	valid
6	1	1	1	0	1	1	1	6	0.86	valid
7	1	1	1	1	1	1	1	7	1.00	valid
8	1	1	1	1	1	1	1	7	1.00	valid
	1	1	0.88	0.66	1	1	1	7	0.93	valid

**Discrimination and Reliability of Questionnaire**

Item	Discrimination ( $r_{xy}$ )	Item	Discrimination ( $r_{xy}$ )	Item	Discrimination ( $r_{xy}$ )
1	0.44	21	0.80	41	0.25
2	0.39	22	0.81	42	0.31
3	0.45	23	0.77	43	0.31
4	0.44	24	0.81	44	0.35
5	0.77	25	0.81	45	0.32
6	0.77	26	0.82	46	0.31
7	0.77	27	0.82	47	0.29
8	0.77	28	0.84	48	0.28
9	0.82	29	0.80	49	0.37
10	0.75	30	0.84	50	0.40
11	0.81	31	0.82	51	0.35
12	0.82	32	0.82	52	0.34

Item	Discrimination ( $r_{xy}$ )	Item	Discrimination ( $r_{xy}$ )	Item	Discrimination ( $r_{xy}$ )
13	0.80	33	0.81	53	0.32
14	0.80	34	0.80	54	0.28
15	0.77	35	0.82	55	0.38
16	0.81	36	0.80	56	0.33
17	0.86	37	0.25	57	0.36
18	0.80	38	0.29	58	0.36
19	0.80	39	0.35	59	0.22
20	0.81	40	0.38	60	0.22

### Reliability of Questionnaire

#### Reliability Statistics

Cronbach's Alpha	N of Items
.97	60



## BIOGRAPHY

<b>NAME</b>	Sudarat Kaewkunha
<b>DATE OF BIRTH</b>	October 27, 1994
<b>PLACE OF BIRTH</b>	Sisaket, Thailand
<b>ADDRESS</b>	112 Moo 1, Si, Khunhan District, Sisaket Province, 33150
<b>POSITION</b>	English Teacher
<b>PLACE OF WORK</b>	Ban Pongkok School, Sisaket
<b>EDUCATION</b>	Srinagarindra The Princess Mother School, Sisaket (2013) Bachelor of Education in English, Mahasarakham Rajabhat University (March 2018) Master of Education in English Language Teaching (M.Ed in ELT), Mahasarakham University (2021)

