

**NEEDS ANALYSIS FOR ENGLISH COMMUNICATION SKILLS
OF EMPLOYEES AT HSBC IN THAILAND**

SIRIKANYA LUANKANOKRAT

Advisor: Associate Professor Kamolrat Jaratrasamee

**A RESEARCH PAPER SUBMITTED IN PARTIAL FULFILLMENT OF
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IN
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LANGUAGE INSTITUTE, THAMMASAT UNIVERSITY
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With the Compliments

ABSTRACT

This study of “Needs Analysis for English Communication Skills of Employees at HSBC in Thailand” was conducted to analyze specific English communication skills required by the employees, to investigate the needs of the employees on English communication in their careers, and to determine the English training needs to improve English communication skills.

The research instrument used in the survey is a questionnaire consisting of five parts: background information of the respondent, English background of the respondent, the necessity of using English communication skills in their career, the needs of English communication skills improvement, and the respondent’s opinions and suggestions.

The sample group used in this research consisted of 150 Thai employees working at HSBC. The questionnaire was distributed to the employees of the departments that were the most relevant to this study during December 2010, and the data were collected and analyzed by using SPSS.

The results of the study indicated that every language skill: listening, speaking, reading, and writing were problems faced by Thai employees at HSBC, especially the listening skill. The most necessary skill that the respondents used in their career was reading and the least essential skill was speaking. Therefore, the respondents need to improve all communication skills. The organization should provide the employees the training courses focusing on all communication skills and the content of the subject that makes them more efficient and productive.

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CHAPTER ONE

INTRODUCTION

This chapter includes the background, objectives, definition of terms, scope, significance and the organization of the study.

1.1 BACKGROUND

Language is a communication tool that is important and necessary. The language that people use the most is English and people all over the world recognize English as a global language because English influences people in many countries where local people use English as their mother tongue and their second or foreign language.

“Modern English, sometimes described as the first global lingua franca, is the dominant language or the required international language of communications, science, business, aviation, entertainment, radio, and diplomacy.” (*English Language*, n.d.).

Crystal (1997) reports that there are about 450,000,000 people all over the world using English as their mother language, approximately 350,000,000 people use English as their second language and from 100 million to as high as one billion people use English as their second language. English is used as a formal and informal language in 100 countries. It is widely used by people of different nations and different cultures to communicate with one another. English is also used in books, news and information, international businesses, sciences and technology, diplomacy, music, and many other fields. Two-thirds of scientists write their work in English. Three-fourths of letters all over the world are written in English. Eighty percent of electronic sources are in English. In 120 countries, radio stations that use the English language have more than 150,000,000 listeners. Over 50,000,000 students start learning English when they are at primary schools and 80,000,000 students start at secondary schools. This shows that English is the global language and is used worldwide more than other languages.

There are three main categories of English speakers; those who speak it as their first language; those who regard English as their second language or additional

language; and those who learn English as a foreign language or international language.

The knowledge of English has become a requirement in many fields, occupations and professions. Over a billion people speak English at least a basic level. In Thailand, English has been accepted as an international or foreign language. It is widely used as a means of communication in different professional and vocational fields. The success in careers depends more or less on the capacity of English. Many kinds of business such as tourism, airlines and financial institutions in the world also use English as a medium of communication. A lot of international financial institutions located in Thailand require native people who are fluent in the international language; English. Since there are both native and foreign customers, employees who have the proficiency in both native and foreign languages are needed. If foreign customers want to use banking services, they will think of international financial institutions first because of the communication perception. In this regard, communication is a factor to a service's success.

Worapol Promigabutr (วโรป พรหมิกบุตร, 2534, น.13) stated that communication in society is a two-way conveyance that gives the opportunity for a sender and a recipient to respond and give feedback to each other. The four skills: listening, speaking, reading and writing are necessary for effective communication in any languages. However, speaking seems to be the most important skill required for communication (Zaremba, 2006). The process of communication may include simple conversations in general aspects of daily life or more complicated communications for each career.

The Hong Kong and Shanghai Banking Corporation (HSBC) was initially opened for business in Thailand in 1888 and has served Thai people for 12 decades. It was the first commercial bank in Thailand. Although HSBC has operated for a long time in Thailand, the proficiency in English of the employees is still an occurring problem. Communication is very important to all organizations as well as HSBC in Thailand. A business cannot provide a good service if it does not communicate efficiently in English. Customers may go elsewhere if they are not satisfied with the service. This directly affects the reputation and stability of the organization. People in

international business continually encounter problems in communication. Misunderstanding and distortion of messages usually becomes the problem between the native and non-native communicators.

1.2 STATEMENT OF THE PROBLEM

This study aims to answer the following questions:

1.2.1 How can the employees at HSBC solve communication barriers efficiently and increase customers' satisfaction?

1.2.2 What instruments can the international organization use to measure whether their employees should be trained?

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are as follows:

1.3.1. To analyze specific English communication skills required by the employees

1.3.2. To investigate the needs of the employees on English communication in their career

1.3.3. To examine the problems between the employees and customers

1.3.4. To determine the English training needs to improve English communication skills

1.4 DEFINITION OF TERMS

The definition of the terms of this study is as follows:

HSBC stands for The Hong Kong and Shanghai Corporation which is an international financial institute. There are many branches of HSBC all over the world including Thailand.

HSS stands for HSBC Securities Services, a department that provides comprehensive global, regional and domestic securities services to corporate and institutional clients.

SD-CAC stands for Service Delivery department, Branch Operation unit which is the department responsible for customers' opening service accounts for both personal and corporate banking.

- SD-CDA** stands for Service Delivery department, Credit Administration unit which is the department responsible for the corporate loans and agreements.
- SD-DOP** stands for Service Delivery department, Domestic Operation unit which is the department responsible for processing customer's instruction by performing through various systems; Cheque Outsourcing, Upcountry Cheque and Payment Express Services.
- SD-IOP** stands for Service Delivery department, International Operation unit which is the department responsible for processing customer's instructions including many types of payment; Bahtnet; Cashier's Orders; Telegraphic Transfers; Demand Drafts and inward payments from overseas.
- SD-PFS** stands for Service Delivery department, Personal Financial Service unit which is the department responsible for personal credit cards.
- TELLER** refers to a worker who is responsible for walk-in customers or for providing one-stop service to customers.

1.5 SCOPE OF THE STUDY

This research concentrates on the employees' needs on English for communication at HSBC in Thailand in order to determine the factors that enhance the proficiency of their language skills. The sampling in the study will be 150 employees who work in the departments that relate to this study.

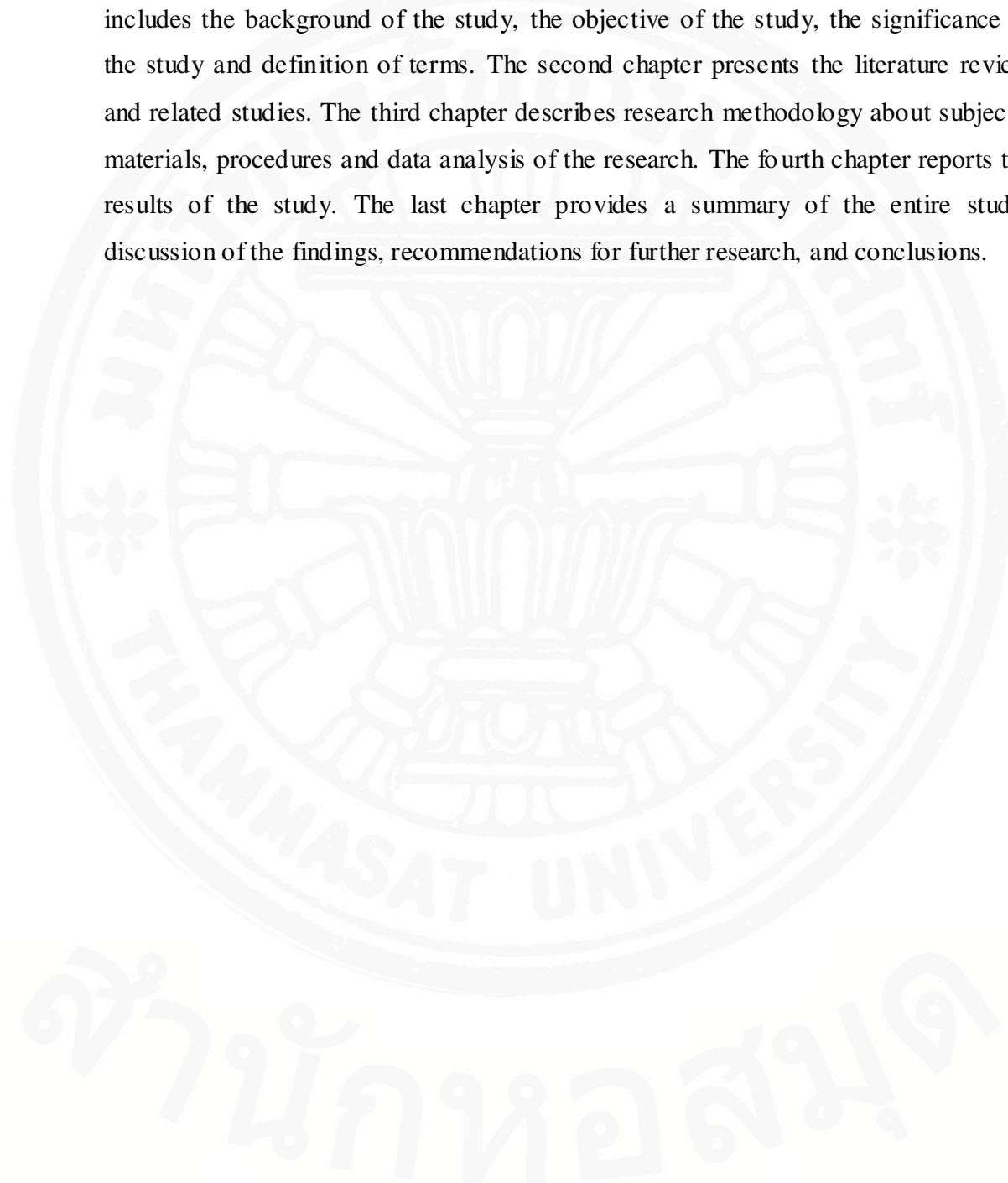
1.6 SIGNIFICANCE OF THE STUDY

1.6.1 The findings will be beneficial for the HR department or management to recruit new hires with the required proficient English skill.

1.6.2 The study may be advantageous to service improvement for all employees of HSBC in Thailand.

1.7 ORGANIZATION OF THE STUDY

The study of “Needs Analysis for English Communication Skills of Employees at HSBC in Thailand” is divided into five chapters. The first chapter includes the background of the study, the objective of the study, the significance of the study and definition of terms. The second chapter presents the literature review and related studies. The third chapter describes research methodology about subjects, materials, procedures and data analysis of the research. The fourth chapter reports the results of the study. The last chapter provides a summary of the entire study, discussion of the findings, recommendations for further research, and conclusions.



CHAPTER TWO

REVIEW OF LITERATURE

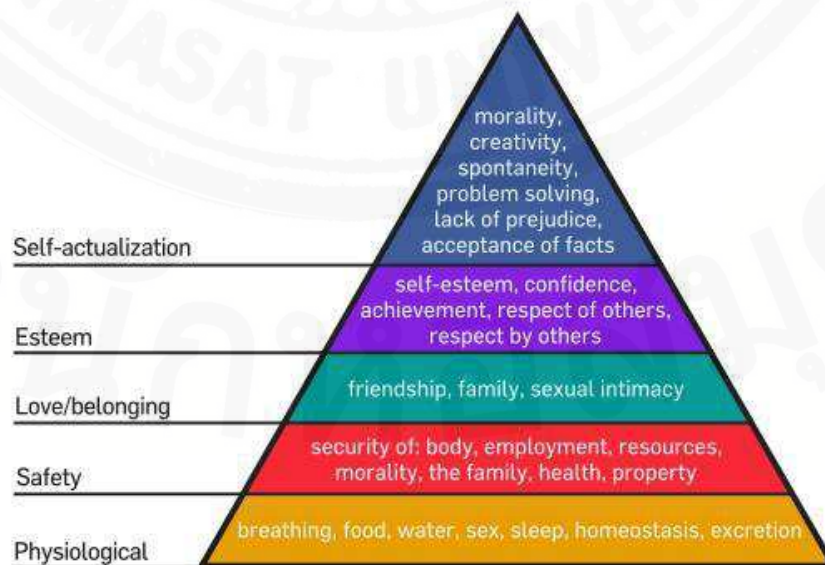
This chapter reviews the literature in six main areas along with a summary: (1) Needs, (2) Needs Analysis, (3) Communication, (4) Languages Barriers, (5) Cultural Intelligence, and (6) Relevant Research.

2.1 NEEDS

There are many definitions of needs, but this study shows the needs that concern the expectation of the learners toward the training for improving their English communication skills.

Maslow (1954) attempted to integrate a large body of research related to human motivation. He generally focused separately on biology, achievement, or power to explain what energizes, directs, and sustains human behavior. He set a hierarchy of human needs based on two groups; deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. (See *Figure 1.*)

Figure 1. Maslow's Hierarchy of Needs



According to Figure 1, the four of the lowest needs are the basic needs that humans have to meet before achieving other needs in higher levels. Two of growth needs, esteem and self-actualization needs, are related to this study.

For esteem need, all people have a need to be respected, to have self-esteem and to have self-respect. Esteem presents the human desire to be accepted and valued by others. At this level of need, it can be divided into two categories, the lower one and the higher one. The needs for status, recognition, fame, prestige and attention are the lower esteem needs and the needs for self-respect, strength, competence, mastery, self-confident, independence and freedom can be defined as the higher one.

For self-actualization need, this level of need concerns what a person's full potential is and realizing that potential. It is the desire to become more and more what one is, to become everything that one is capable of becoming and the greatest achievement.

Employees who want to achieve their goals should have their basic levels of needs met before meeting their higher needs or strong desires for finding their self-fulfillment from their study or work.

Needs refers to what the students themselves would like to gain from the language course. This implies that students may have personal aims in addition to or even in opposition to the requirements of their jobs (Robinson, 1991).

Nadler (1989) stated that a need for training is usually defined as the difference between a goal or what is expected and what actually exists. There is no need unless somebody feels a lack of some kind. He classified needs into three types.

1. State Needs

These needs arise directly without the previous event. It is possible to identify exactly what a person should do and therefore to give a specific indication of the need of somebody who is doing that job.

2. Implied Needs

This kind of need is not specifically stated but seems to arise from the situation. If somebody is being considered for a promotion, there is at least an implied need for some learning so that the individual will perform effectively when placed on the new job. For the person with an existing job, the implied need can arise from a

change in process, technology, or materials. Implied needs can also arise when a new worker enters an existing department.

3. Felt Needs

There is almost universal agreement that learning takes place much more effectively when the learner feels the need to learn. The Stated and Implied Needs flow from the individual. When a person wants to perform better and the gap between performance and expectation is clear, that is a felt need.

One problem of determining employees' needs is more likely to satisfy *wants* than *needs*. Wants are legitimate, but will not meet the target indicated earlier of improving job performance. Needs are directly related to job performance, now or in the identifiable future.

2.2 NEEDS ANALYSIS

Needs Analysis have been defined in several ways as follows:

Needs Analysis is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program. It may focus either on the general parameters of a language program as well as societal expectations or on specific needs (Richard & Rogers, 1986).

Needs Analysis is the use of surveys to identify both specific problems experienced by a target group, usually by comparing what exists with what would be preferred, and potential solutions to those problems (Lawrence et al., 1991).

Needs Analysis is an investigation, in light of specification of the tasks. A learner or group of learners will be required to perform in the target language needed to be learnt in order to bring about proficiency in these particular tasks. The results of needs analysis can be used to determine suitable teaching techniques (Brumfit & Roberts, 1987).

Michalak and Yager (1979) stated that Needs Analysis is conducted to identify the cause of the problem. Needs Analysis will be useful for the development of a training program or a total management development system.

2.3 COMMUNICATION

Good communication skills are essential for successful personal and business relationships. Communication is the process of people sharing thoughts, ideas and feelings with each other in commonly understandable ways. It is the exchange of useful messages that serve the readers' needs, which make their exact meaning clear and enable them to share information with one another. In the basic model of communication, some basic elements of the communication process are encoding and decoding. Encoding is the process of putting message into the form in which it is communicated; whereas, decoding is the process by which the receiver interprets the precise meaning. Therefore, the encoder and the decoder have to share the same frame of reference which includes the same code or language, educational background, race, attitudes, some experiences and much more in order to successfully communicate (Hamilton, & Parker, 1997).

There are about 126 different definitions of communication. The definitions of communication tend to emphasize one of two different concerns. The earliest definitions originated from the scientific study of the information-based view. Because it was derived from behavioral perspectives, communication was seen as behavior, the intentional act of getting information from one person to another person. In contrast, later definitions originated from the phenomenological study of how communication produces meaning and leads to developing effective interpersonal relationships; thus, representing a meaning based view. Though proponents of the meaning-based view did not deny the characteristics of communication advocated by the information-based view, they argued that communication was more than the intentional attempt to get a message from a source to a receiver. Communication was also seen as a process of attributing meaning to people's actions and developing a relationship between people (Dance & Larson, 1976).

Human communication occurs on the intrapersonal, interpersonal, and public levels. Intrapersonal communication takes place within the person and is sometimes referred to as personal or cognitive communication. It encompasses such activities as thought-processing, personal decision making, and determination of self-concept. Interpersonal communication refers to communication that takes place between two persons who establish a communicative relationship. Forms of interpersonal

communication include conversations, interviews, and small group discussion. Public communication is characterized by a speaker sending a message to an audience. Public communication may be direct, such as a face to face message delivered by a speaker to an audience; or indirect, such as a message relayed by radio or television.

Berko et al. (1995) defined *communication* as a conscious or unconscious, intentional or unintentional process in which feelings and ideas are expressed as verbal or nonverbal messages; sent, received and comprehended. It has also been explained as “who says what, in what channel, to whom, with what effect.” This process can be accidental having no intent, expressive resulting from the emotional state of the person or rhetorical resulting from specific goals of the communicator.

2.4 LANGUAGE BARRIERS

Communication is very important to all organizations. A business cannot provide a good service if it does not communicate effectively and efficiently. A misinterpreted message can create costly delays; a poorly written report can lead to a wrong decision; confusing instructions can cause injury, the destruction of expensive equipment or the loss of an important customer. Communication errors are often expensive. English has come to be seen as one of the resources that businesses need to manage efficiently if they are to maximize competitive advantage in the market place (Erreygers & Jacobs, 2006).

Wishom (2004) stated that there are a number of things that can be a communication barrier. The most common communication barriers are poor grammar, mispronouncing words, using words incorrectly, misreading body language, and cultural differences.

The choice of words influences the quality of communication. Some words can be interpreted in different ways by different people. It is quite possible that two people will not attribute the same meaning to the same word depending on its usage. This becomes the language barrier. People always use the accurate and understandable words.

Differences in background may be one of the most difficult communication barriers to overcome. Age, gender, education, social status, economic position, temperament, religion, popularity and political belief can separate one person from

another and make understanding difficult. The barriers related to differing backgrounds can be overcome by avoiding over exposing your culture or background.

Blundel (1998) mentioned about the communication barriers that technology is not the real cause of communication errors. Humans are behind communication failures because of both human barriers which include physiological factors, psychological factors, social factors, cultural and political and technological barriers including technical failure, choosing an inappropriate channel and failing to use it effectively. He stated a three part solution, which is considering the receiver, thinking clearly, and delivering skillfully, in order to overcome the barriers. Therefore, the code that is used to transfer the message is important.

English is used for communicating with foreigners at the workplace because English is accepted as the medium of international communications in four skills; speaking, listening, reading, and writing. At the workplace, the act of communication can take place in various situations. The problems of communication in English can occur. The miscommunication between native and non-native speakers may be caused by a different interpretation of the sentence caused by the way of thinking and expressing ideas.

When communication barriers are eliminated, better relationships emerge. When positive conversation skills are developed, relationships grow. Relationships are primarily based on how we talk to each other and build bridges of understanding. Removing barriers to communication is one of the easiest ways to improve communication. Removing these barriers starts with an understanding of a communication model. Knowing the common barriers of communication is the first step to minimize their impact.

2.5 CULTURAL INTELLIGENCE

Culture plays an important role in intercultural communication. Communication and culture have a direct link. Furthermore, communication is directly influenced by culture. People share an ability to create common understanding and cooperation between them from different cultural background. Elisabeth (2007) stated that cultural intelligence is a concept for bridging and benefiting from cultural differences and is used for providing new insight into the

social skill and mental frameworks which can help solve cultural differences. Cultural intelligence is defined as the ability to make oneself understood and the ability to create a situation with good collaboration where cultural differences have an impact on communication. There are three dimensions that are related to the classical division between emotion, cognitive and action.

1. Emotional

This relates to the emotion or the feeling of the situation and the motivation to create solutions. Feelings are something about beliefs, notions and attitudes which are based on internal values, such as fairness or respect. This refers to attitudes towards differences and involves the capacity or courage to allow oneself to be changed during the intercultural situation. This dimension is called intercultural engagement. Our motivation comes from both external and internal drivers. These drivers can determine how much of an investment we are prepared to make in any situation.

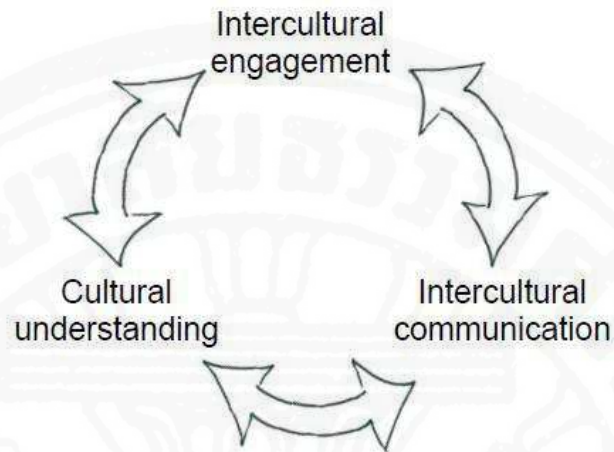
2. Cognitive

It is reason and the ability to develop mental structures which help us to understand the encounter, to think about what will happen and to make judgments. It includes the understanding oneself as a cultural being as well as understanding people with different cultural backgrounds. This dimension needs knowledge about what culture is as well as knowledge about the characteristics of our own culture and the others culture. It is called the cultural understanding.

3. Action

It relates to the activity and communication during the cultural encounter; what people do in this encounter. Various types of interpersonal communication such as listening, questioning, summarizing, agreeing or disagreeing as well as skills which create relationships in general are included. This dimension is called the intercultural communication.

Figure 2. Cultural intelligence



Cultural intelligence involves a combination of the three dimensions. None of them can stand alone. These three dimensions are all equally important and also influence each other. Knowledge about some differences between yours and the other person's culture can enable you to plan an event so that you have the best chance of enabling the communication to run smoothly. The customs and norms of other cultures will be easily understood and help to prevent misunderstanding.

2.6 RELEVANT RESEARCH

Prapasiri Srisitanon (2009) studied intercultural communication problems of Thai employees at Precious Public Company Limited. The objectives of the study were to identify what problems Thai employees in the organization encounter, to explore the cause of the problems and the attitude of Thai staff towards their foreign colleagues and to measure the effectiveness of communication in the company. The respondents were 100 Thai employees. The results indicated that language skill ranked as the major problem faced by Thai employees. The skills that they thought were the biggest obstacles were writing, followed by reading, speaking and listening, when they communicated with their foreign colleagues. The cause of the problem was the inability to use correct grammar, technical words, idiomatic expressions, slang and unfamiliarity with pronunciation.

Saravadee Sangsook (2007) studied the needs of employees for English communication in their careers at Bangkok Produce Merchandising Public Company Limited. The study focused on English skills that the employees would like to improve in order to create a definite plan for their English communication development in the future. The respondents were 125 employees from 4 departments. The results showed that most respondents need English communication in their careers. Speaking was the most necessary skill in their careers. Most respondents would like to improve speaking skill at the highest degree and they agreed that training can help them improve English communication.

Panrattana Chenaksara (2005) conducted a research on “Needs Analysis for English Communication Skills of Thai Airways International Cabin Crew.” The study explored the English communication skills problems of Thai Airways International cabin crew and analyzed the English training needs for English communication skills improvement. The respondents were 330 cabin crews. The results showed that listening and speaking skills were perceived as their problem. The major course of the listening problem was accent, especially Australian and Indian accents. English being a second language of the cabin crew was the main cause of the speaking problem. Cabin crew need English training courses every 6 months for 3 consecutive days. The class size should be 7-12 trainees.

CHAPTER THREE

METHODOLOGY

This chapter describes: (1) the subjects, (2) the materials, (3) the procedures used in the collection and analysis of the data, and (4) the data analysis.

3.1 SUBJECTS

This research study aimed to examine needs for English communication skill of employees at HSBC in Thailand. The main participants were selected by using the non-probability sampling quota method. The subjects were equally selected to get the total of 150 samples. These office workers were full-time employees working at HSBC in Thailand in the Lumpini area.

3.2 MATERIALS

The research instrument in the study was the questionnaire. Closed-ended questions, the Likert Scale and open-ended questions were contained in the questionnaire for measuring needs for English communication skills of the employees. The questionnaire was divided into five parts as follows:

Part I: Background information of the respondents

This part was designed to find out the general background information of the respondents such as age, gender, status, education level, income per month, working position and the period of working experience by using closed-ended questions.

Part II: Respondents' English background

This part included nine closed-ended questions and was designed to find out respondents' English background, frequency of using English in career and to explore the English skill problems of the respondents.

Part III: The necessity of English communication skills

This part included the Likert Scale to explore the necessity of using English communication skills of the respondents in their career. The rating in this part was based on 5-point Likert Scale. The responses were calculated as follows:

Most necessary	=	5 points
Very necessary	=	4 points
Moderately necessary	=	3 points
Slightly necessary	=	2 points
Least necessary	=	1 point

Part IV: Needs of English communication skills

This part comprised six closed-end questions about their needs of English communication in their careers.

Part V: Respondents' opinions and suggestions

The last part was designed to explore the respondents' opinions and suggestions regarding the improvement the respondents expected from the organization.

3.3 PROCEDURES

3.3.1. Research Design

The study aimed to explore needs of employees at HSBC in Thailand by using a survey and a questionnaire as the research instruments and also found out what English communication skill the employees need to improve the most.

3.3.2. Data Collection

The 200 questionnaires were randomly distributed to HSBC employees in the departments that were the most relevant to this study during December 2010. The relevant departments were HSS, SD-CAC, SD-CDA, SD-DOP, SD-IOP, SD-PFS and Teller. The samples were asked to fill in the questionnaires and return them within December 2010. 161 questionnaires were returned to the researcher and there were 150 questionnaires that could be used and analyzed in this study.

3.4 DATA ANALYSIS

After the questionnaires were collected, the data were described and analyzed by using the Statistical Package for Social Sciences (SPSS) program version 12.0. Then the data were presented and explained in a descriptive table by using percentage, frequency, mean and standard deviation. The result will be described and summarized in the next chapter.

CHAPTER FOUR

RESULTS

In this chapter, the data analysis was made by using the Statistical Package for Social Sciences (SPSS) version 12.0 to calculate the frequency, percentage, mean and standard deviation (SD).

4.1 BACKGROUND INFORMATION OF RESPONDENTS

The first part of the questionnaire sought the background information concerning gender, age, status, education, income, working position, department, and the period of working in the company. All information was displayed in the form of frequency and percentage of the respondents as follows:

Table 1. Gender

Gender	Frequency	Percentage
Female	114	76.0
Male	36	24.0
Total	150	100.0

As shown in Table 1, the 114 respondents were female (76.0%) and the rest were 36 males (36%).

Table 2. Age

Age	Frequency	Percentage
20-30 years old	83	55.3
31-40 years old	48	32.0
More than 40 years old	19	12.7
Total	150	100.0

According to Table 2, most of the respondents had the age group of 20-30 years old (55.3%), followed by 31-40 years old (32.0%) and more than 40 years old (12.7%).

Table 3. Marital Status

Status	Frequency	Percentage
Single	113	75.3
Married	37	24.7
Total	150	100.0

As shown in Table 3, about 75.3% of the respondents were single and the rest 24.7% were married.

Table 4. Education Level

Education	Frequency	Percentage
High school	1	0.7
Bachelor's Degree	112	74.7
Master's Degree	37	24.7
Total	150	100.0

According to Table 4, most of the respondents graduated with a Bachelor's Degree (74.7%), followed by Master's Degree (24.7%) and high school (0.7%).

Table 5. Income

Income	Frequency	Percentage
Below 10,000 baht	11	7.3
10,000-20,000 baht	34	22.7
20,001-30,000 baht	57	38.0
30,001-40,000 baht	24	16.0
40,001-50,000 baht	14	9.3
More than 50,000 baht	10	6.7
Total	150	100.0

As shown in Table 5, 38.0% of the respondents earned 20,001-30,000 baht per month while 22.7% of them earned 10,000-20,000 baht per month. 16.0% earned 30,001-40,000 baht per month and 9.3% earned 40,001-50,000 baht per month. 7.3%

earned below 10,000 baht per month. Only 6.7% earned more than 50,000 baht per month.

Table 6. Working Pposition

Working position	Frequency	Percentage
Staff/Officer	110	73.3
Team leader	28	18.7
Department Manager	10	6.7
Others	2	1.3
Total	150	100.0

According to Table 6, most of the respondents were working as staff/officer (73.3%), followed by team leader (18.7%), department manager (6.7%) and others (1.3%).

Table 7. Department

Department	Frequency	Percentage
HSS	22	14.7
SD-CAC	15	10.0
SD-CDA	20	13.3
SD-DOP	17	11.3
SD-IOP	43	28.7
SD-PFS	20	13.3
Teller	13	8.7
Total	150	100.0

As shown in Table 7, 28.7% of the respondents were working in SD-IOP while 14.7% were working in HSS department. Two groups of the respondents were working in SD-CDA and SD-PFS (13.3%). 11.3% of the respondents were working in SD-DOP, followed by SD-CAC (10.0%) and the rest of the respondents were tellers (8.7%).

Table 8. Period of Working in the Company

Period of working in the company	Frequency	Percentage
Less than 1 year	18	12.0
1-5 years	63	42.0
6-10 years	32	21.3
11-15 years	17	11.3
16-20 years	13	8.7
More than 20 years	7	4.7
Total	150	100.0

According to Table 8, most of the respondents (42.0%) have worked for 1-5 years in the company, followed by 6-10 years (21.3%), less than 1 year (12.0%), 11-15 years (11.3%), 16-20 years (8.7%) and more than 20 years (4.7%).

4.2 ENGLISH BACKGROUND

The second part of the questionnaire sought the English background. All information was displayed in the form of frequency and percentage of the respondents as follows:

Table 9. English Background Besides the Formal Education

English Background	Frequency	Percentage
Yes	124	82.7
No	26	17.3
Total	150	100.0

As shown in Table 9, 82.7% of the respondents used to study English besides the formal education while 17.3% of the respondents have never studied English besides the formal education.

Table 10. Sources That the Respondents Study English Besides the Formal Education

Sources besides the formal education	Frequency	Percentage
Institutes in Thailand	93	75.0
Institutes outside Thailand	6	4.8
Media	20	16.1
Foreign friends	2	1.6
Others	3	2.4
Total	124	100.0

According to Table 10, most of the respondents studied English outside the formal education from institutes in Thailand (75.0%), followed by media (16.1%), institutes outside Thailand (4.8%), others (2.4%) such as in-house training courses from the organization, tutors and foreign friends (1.6%).

Table 11. English Proficiency

English proficiency	Frequency	Percentage
Very good	6	4.0
Good	42	28.0
Fair	88	58.7
Poor	12	8.0
Very poor	2	1.3
Total	150	100.0

As shown in Table 11, 58.7% of the respondents rated their English proficiency as fair, followed by good (28.0%), while the respondents rates their English proficiency as very good (4%) and very poor (1.6%) respectively.

Table 12. The Frequency of Using English in Career

Frequency of using English in career / week	Frequency	Percentage
Never	5	3.3
10%	17	11.3
20%	23	15.3
30%	9	6.0
40%	34	22.7
More than 50%	62	41.3
Total	150	100.0

According to Table 12, most of the respondents used English in their career more than 50% per week (41.3%), followed by 40% per week (22.7%), while 15.3% of the respondents used English 20% per week, 11.3% used 10% per week and only 6.0% used 30% per week. There were 3.3% of the respondents who have never used English in their career.

Table 13. The English Level in Career

English levels	Frequency	Percentage
Basic	11	7.3
Pre-intermediate	28	18.7
Intermediate	95	63.3
Pre-advanced	11	7.3
Advanced	5	3.3
Total	150	100.0

According to Table 13, most of the respondents used intermediate English level in their career (63.3%), followed by pre-intermediate English level (18.7%), basic English level (7.3%), pre-advanced English level (7.3%) and advanced English level (3.3%).

Table 14. The Problems of Their English Skill

Problems of English skills	Frequency	Percentage
Listening	60	40.0
Speaking	45	30.0
Reading	5	3.3
Writing	40	26.7
Total	150	100.0

According to Table 14, most of the respondents thought their listening skill is the most serious problem (40.0%), followed by speaking (30.0%), writing (26.7%) and reading (3.3%).

Table 15. The Causes of Listening Problem

Listening problems	Frequency	Percentage
Unfamiliar with the foreigners' accent and pronunciation	92	61.3
Unable to understand technical terms	68	45.3
Unable to remember the entire information	70	46.6
Unable to understand slang, idiomatic expressions, or colloquialisms	66	44.0
Unable to catch words or conversations	45	30.0
Incapable of translating words or sentences	30	20.0
Others	-	-

Note. Choose more than one (n=150)

According to Table 15, most of the respondents thought that the unfamiliarity with the foreigners' accent and pronunciation was the most serious problem in listening in their career (61.3%), followed by the inability to understand technical terms (45.3%), the inability to remember the entire information (46.6%), the inability to understand slang, idiomatic expressions, or colloquialisms (44.0%), the inability to catch words or conversations (30.0%), and the incapability of translating words or sentences (20.0%).

Table 16. The Causes of Speaking Problem

Speaking problems	Frequency	Percentage
Unable to speak with correct grammar	78	52.0
Unable to choose the right words	71	47.3
Nervous when speaking English	67	44.7
Unable to present the information in sequence	49	32.7
Unable to pronounce accurately	43	28.7
Others	-	-

Note. Choose more than one (n=150)

According to Table 16, most of the respondents thought that the inability to use correct grammar was the worst speaking problem in their career (52.0%), followed by the inability to choose the right words (47.3%), being nervous when speaking English (44.7%), the inability to present the information in sequence (32.7%), and the inability to pronounce accurately (28.7%).

Table 17. The Causes of Reading Problem

Reading problems	Frequency	Percentage
Unable to understand words, technical terms, slang, idiomatic expressions or colloquialisms	89	59.3
Unable to understand due to the grammatical weakness	63	42.0
Unable to understand various meanings of words or idioms	52	34.7
Unable to understand complicated messages	37	24.7
Others	-	-

Note. Choose more than one (n=150)

According to Table 17, most of the respondents thought the inability to understand words, technical terms, slang, idiomatic expressions or colloquialisms was the main reading problem in their career (59.3%), followed by the inability to understand due to the grammatical weakness (42.0%), the inability to understand

various meanings of words or idioms (34.7%), and the inability to understand complicated messages (24.7%).

Table 18. The Causes of Writing Problem

Writing problems	Frequency	Percentage
Unable to compose the sentences according to the intention	92	61.3
Unable to use the correct writing format	71	47.3
Unable to use the right words or idiomatic expressions	63	42.0
Unable to convey the message according to the intention	36	24.0
Unable to use the correct grammar	26	17.3
Others	2	1.3

Note. Choose more than one (n=150)

According to Table 18, most of the respondents thought the inability to compose the sentences according to the intention was the main writing problem in their careers (61.3%), followed by the inability to use the correct writing format (47.3%), the inability to use the right words or idiomatic expressions (42.0%), and the inability to convey the messages according to the intention (24.0%), the inability to use the correct grammar (17.3%).

4.3 THE NECESSITY OF ENGLISH COMMUNICATION SKILL

The third part searched for the respondents' necessity of English communication skills. Closed-ended question with the Likert 5-point scale were used to measure the degree of attitude with the components. The findings were shown in the form of frequency distribution, mean and statistic deviation (SD).

Table 19. The Necessity of English Communication Skills

Necessity	Level of necessity					\bar{X}	S.D.	Level of necessity
	Most necessary	Very necessary	Moderately necessary	Slightly necessary	Least necessary			
19. Listening skill	20 (13.3)	62 (41.3)	52 (34.7)	14 (9.3)	2 (1.3)	3.56	0.89	Very necessary
20. Speaking skill	12 (8.0)	59 (39.3)	53 (35.3)	23 (15.3)	3 (2.0)	3.36	0.91	Moderately necessary
21. Reading skill	39 (26.0)	68 (45.3)	41 (27.3)	2 (1.3)	-	3.96	0.77	Very Necessary
22. Writing skill	26 (17.3)	60 (40.0)	51 (34.0)	11 (7.3)	2 (1.3)	3.65	0.90	Very necessary
23. Answering the phone in English	16 (10.7)	51 (34.0)	48 (32.0)	26 (17.3)	9 (6.0)	3.26	1.06	Moderately necessary
24. Sending e-mails in English	46 (30.7)	57 (38.0)	36 (24.0)	8 (5.3)	3 (2.0)	3.90	0.97	Very necessary
25. Drafting letters in English	16 (10.7)	37 (24.7)	51 (34.0)	28 (18.7)	18 (12.0)	3.03	1.16	Moderately necessary
26. Reading English documents	45 (30.0)	62 (41.3)	41 (27.3)	2 (1.3)	-	4.00	0.79	Very necessary
27. Writing reports in English	13 (8.7)	39 (26.0)	55 (36.7)	37 (24.7)	6 (4.0)	3.11	1.00	Moderately necessary
28. Meetings in English	8 (5.3)	27 (18.0)	55 (36.7)	43 (28.7)	17 (11.3)	2.77	1.04	Moderately necessary
29. Talking with customers	18 (12.0)	40 (26.7)	42 (28.0)	42 (28.0)	8 (5.3)	3.12	1.11	Moderately necessary
30. Using English in your career	22 (14.7)	76 (50.7)	47 (31.3)	5 (3.3)	-	3.77	0.74	Very necessary

From Table 19, most of the respondents thought English was very necessary in their career ($\bar{x}=3.77$). In addition, it was found that they used English in reading

documents the most ($\bar{x}=4.00$), followed by sending e-mails ($\bar{x}=3.90$). Nevertheless, meetings in English was necessary the least ($\bar{x}=2.77$). Reading is the most necessary skill for the respondents ($\bar{x}=3.96$) and speaking skill was the least one ($\bar{x}=3.96$).

4.4 NEEDS OF ENGLISH COMMUNICATION SKILL

The fourth part of the questionnaire sought the needs of English communication skill. All information was displayed in the form of frequency and percentage of the respondents as follows:

Table 20. Parts of Listening Skill That Need Improvement

Parts of listening skill	Frequency	Percentage
Pronunciation	76	50.7
Comprehension	71	47.3
Vocabulary	68	45.3
Grammar	45	30.0
Others	-	-

Note. Choose more than one (n=150)

According to Table 20, about 50.7% of the respondents would like to improve their listening skill in pronunciation, followed by 47.3% in comprehension. The rest of the respondents would like to improve in vocabulary (45.3%) and grammar (30.0%) respectively.

Table 21. Parts of Speaking Skill That Need Improvement

Parts of speaking skill	Frequency	Percentage
Fluency	99	66.0
Grammar	60	40.0
Pronunciation	56	37.3
Vocabulary	55	36.7
Others	-	-

Note. Choose more than one (n=150)

As shown in Table 21, most of the respondents would like to improve their speaking skill in fluency (66.0%), followed by grammar (40.0%), pronunciation (37.3%) and vocabulary (36.7%).

Table 22. Parts of Reading Skill That Need Improvement

Part	Frequency	Percentage
Interpretation	86	57.30
Vocabulary	72	48.00
Comprehension	59	39.30
Grammar	29	19.30
Others	-	-

Note. Choose more than one (n=150)

According to Table 22, most of the respondents would like to improve their reading skill in interpretation (57.3%), followed by vocabulary (48.0%) and the rest of the respondents would like to improve in comprehension (39.3%), and grammar (19.3%) respectively.

Table 23. Parts of Writing Skill That Need Improvement

Part	Frequency	Percentage
Grammar	98	65.3
Writing format	73	48.7
Writing style	61	40.7
Vocabulary	56	37.3
Others	-	-

Note. Choose more than one (n=150)

As shown in Table 23, most of the respondents would like to improve their writing skill in grammar (65.3%), followed by writing format (48.7%), writing style (40.7%) and vocabulary (37.3%).

Table 24. The Factors That Affect English Usage in the Organization

The factors	Frequency	Percentage
Using English documents	127	84.7
Contacting with foreign companies	90	60.0
Having foreigners in the workplace	81	54.0
Others	-	-

Note. Choose more than one (n=150)

According to Table 24, most of the respondents thought using English documents was the factor that affected English usage in the organization the most (84.7%), followed by contacting with foreign companies (60.0%), and having foreigners in the workplace (54.0%).

Table 25 The Contribution of the Company for the Respondents to Improve Their English Communication

The contribution of the company	Frequency	Percentage
Using English in work	97	64.7
In-house training	88	58.7
Taking English courses at a language institute	68	45.3
Training abroad	39	26.0
Others	3	2.0

Note. Choose more than one (n=150)

As shown in Table 25, most of the respondents thought the company helped them improve their English communication by using English in work (64.7%), followed by in-house training (58.7%), taking English courses at a language institute (45.3%), training abroad (26.0%) and others (2.0%) such as providing an annual English exam for the employees.

The findings of the study will be summarized and discussed in the next chapter.

CHAPTER FIVE

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions, (4) conclusions, and (5) recommendations for further research.

5.1 SUMMARY OF THE STUDY

This research aimed to explore needs for English communication skills of employees at The Hong Kong and Shanghai Banking Corporation in Thailand and analyzed specific English skills required by the employees for the effective communication in the organization.

5.1.1 Objectives of the study

In this study, the objectives were to analyze specific English communication skills required by the employees, to investigate the needs of the employees on English communication in their career, to examine the problems between the employees and customers, and to determine the English training needs to improve English communication skills.

5.1.2 Subjects, Materials, and Procedures

The subjects of the study were 150 employees hired on a monthly basis in the departments that were the most relevant to this study at The Hong Kong and Shanghai Banking Corporation in Thailand.

The study applied convenient sampling. The questionnaire was used as the instrument of this study and consisted of five parts. The first part was about the background information of the respondents such as gender, age, educational background, position and working experience. The second part was designed to investigate the respondents' English background. The third part included the Likert Scale to explore the necessity of using English communication skills of the respondents in their career. The fourth part comprised closed-ended questions about their needs of English communication in their careers and the last part was designed to explore the respondents' opinions and suggestions regarding the improvement the respondents expected from the organization.

The study was conducted in a survey research with convenient sampling. The questionnaires were distributed to 150 employees of HSBC in Thailand. SPSS program version 12.0 was applied for data analysis. The findings of the research are presented and explained in a descriptive table by using percentages, frequency and mean.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 The Respondent's Background Information

The results revealed that most of the respondents were female (76%), aged between 20-30 years old (55.3%). Most of their status was single (75.3) and they had Bachelor's degrees (74.7). The majority of them had an average income of 20,001-30,000 baht per month. Most of the respondents worked as staff/officer (73.3) and had been working with the company for 1-5 years (42.0%).

5.2.2 The Respondents' English Background

The majority of the respondents used to study English other than formal education (82.7%) from the institutes in Thailand (75.0). In addition, 60.5% of the respondents rated their English proficiency at a fair level. Only 1.6% of the respondents rated their skill at a very poor level. Furthermore, most of the respondents used English in their career more than 50% per week (41.3%) at intermediate level (63.3%). The English skill that was the problem of the respondents the most was the listening skill (40.0%) and reading skill was the least (3.3%). The four English skills the respondents thought may cause communication problems in their career are as follows:

- Listening Problems

From the findings, the respondents felt that the unfamiliarity with foreign accents and pronunciation was the major difficulty that caused their English communication problem. The second problem was that they were unable to understand technical terms and unable to remember the entire information. The respondents thought that they were incapable of translating words and sentences the most.

- Speaking Problems

The overall results showed that the respondents were unable to speak with correct grammar as well as unable to choose the right words, and they were nervous when speaking English. However, the incapability to pronounce accurately was the least speaking problem for them.

- Reading Problems

The study indicated that most respondents felt that they could not understand the whole text correctly because of the technical terms, slang, idiomatic expressions and grammar difficulty and they were sometimes confused by the words that had various meanings.

- Writing Problems

The majority of the respondents faced the writing problem because they were unable to compose sentences according to their intention. Moreover, they thought that it was difficult to use the correct writing format and the right words or idiomatic expressions in their writing.

5.2.3 The Necessity of English Communication Skill

In this study, the respondents thought English was very necessary in their career. Reading skill is the most necessary English skill and the speaking skill is the least necessary. The two forms of English communication used in their careers the most were reading documents and sending e-mails while they used English in meetings the least.

5.2.4 Needs of English Communication Skill

For listening skill, slightly over half of the respondents strongly agreed that they would like to improve the pronunciation aspect the most. Moreover, comprehension as well as vocabulary was the aspect that they would like to improve. For speaking skill, the top two aspects that the respondents would like to improve the most were fluency and grammar. For the reading skill, the respondents would like to improve interpretation and vocabulary aspects. For the last communication skill, writing, they would like to improve grammar the most followed by the writing format in order to increase their efficiency in communication.

5.3 DISCUSSION

This section concerns needs for English communication skill and communication problems of the employees in order to improve their efficiency in communication.

5.3.1 The findings showed that even though many of them had a lot of working experiences for 1-5 years, they still encountered the listening problems because they were unfamiliar with the foreigners' accent and pronunciation. HSBC is a renowned international financial institute that has operated for a long time and has many branches around the world. It attracts more foreign customers than local banks, so the employees face lots of customers who come from everywhere for the service.

5.3.2 The majority of respondents (52.0) thought that a cause of their speaking problem was that they were unable to speak with correct grammar as well as they were unable to choose the right words, and nervous when speaking English. This also seemed to be a problem of every non-native speaker. Some were so worried about correct grammar usage that they could not speak fluently and smoothly. Others thought that if they spoke only in words or phrases, it did not look professional, without realizing that it was also successful communication. Various meanings and definitions of words were other problems. It is possible that someone can misunderstand or interpret the words differently since people have different frames of reference (Hamilton & Parker, 1997) and vocabulary knowledge limitations. The best way to improve and expand knowledge in order to increase efficient speaking skill is to practice more and more.

5.3.3 The overall results showed that reading was the most necessary skill of the respondents to use in their career. They could not understand the whole text, technical terms, slang and idiom expressions correctly due to vocabulary knowledge limitation. People who could understand or interpret any technical terms or idioms expression often used them in their daily life or in their career. Knowledge and familiarity are the best ways to solve this problem.

5.3.4 Communication barriers always occur in international business. This also happened at HSBC. The respondents encountered the problems of English communication skill usage and also needed to improve their skills. For listening skill, they thought pronunciation was the first thing to improve, followed by their fluency in

speaking English. For reading skill, interpretation was the problem that the respondents would like to improve, and for writing skill, the respondents needed to improve their grammar usage. Therefore, the company should provide the training courses focusing on all communication skills and the content that makes their employees more efficient and productive. Moreover, the respondents thought that using English in the organization would also help them improve their communication skills the most, as well as in-house training and taking English course at a language institute. At present, most of the employees of HSBC in Thailand are Thai people. The organization often encourages their employees to use English as the main language used in the organization, especially sending internal and external e-mails.

5.4 CONCLUSION

The following conclusion can be drawn from the discussion above.

5.4.1 The unfamiliarity of the foreigners' accent and pronunciation was considered as the most serious problem of listening skill. Listening skill was the English communication skill that Thai employees at HSBC in Thailand thought was the most serious problem. Even though the majority of them had dealt with foreigners for many years, corresponding to the period of their working experience, it seemed that it was difficult to get familiar with their customers' foreign accent and pronunciation.

5.4.2 The inability to use correct grammar in communication seemed to be a problem of Thai employees at HSBC in Thailand. However, because they learned English as their foreign language, not as their mother tongue, the unfamiliarity of grammar usage usually occurred and they spoke nervously.

5.4.3 Reading was the communication skill that the respondents used the most in their career. Even though most of the respondents used English in communication more than 50% per week, it seemed that they still faced the problems in their communication and also needed improvement from the organization.

5.4.4 The improvement of communication skill is needed for employees at HSBC in Thailand. Using English in the organization can encourage the employees to improve their communication skills. In addition, they thought that in-house training and taking English courses at a language institute can be beneficial to them as well.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 The research concerned the needs of English communication skills of the employees at HSBC in Thailand and its results were only from the 150 Thai employees of the departments that are relevant to this study. There are many departments that should be researched and it would be very useful if the future researches focus on the problems of communication skills that the foreigners working in Thailand faced.

5.5.2 The methods of improving English communication skills should be implemented to find out whether it helps the employees or not.

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15. What are the listening problems you have in your career? (More than one answer is allowed.)

- Unfamiliar with the foreigners' accents and pronunciation
- Incapable of translating words or sentences
- Unable to catch the words or conversations
- Unable to understand slang, idiomatic expressions, or colloquialisms
- Unable to understand technical terms
- Unable to remember the entire information
- Others (Please specify

16. What are the speaking problems you have in your career? (More than one answer is allowed.)

- Unable to pronounce accurately
- Unable to speak with correct grammar
- Unable to choose the right words
- Nervous when speaking English
- Unable to present the information in the correct sequence
- Others (Please specify

17. What are the reading problems you have in your career? (More than one answer is allowed.)

- Unable to understand words, technical terms, slang, idiomatic expressions or colloquialisms
- Unable to understand complicated messages
- Unable to understand due to the grammatical weakness
- Unable to understand various meaning of words or idioms
- Others (Please specify

18. What are the writing problems you have in your career? (More than one answer is allowed.)

- Unable to use the right words or idiomatic expressions
- Unable to convey the messages according to the intention
- Unable to compose the sentences according to the intention
- Unable to use the correct writing format
- Unable to use the correct grammar
- Others (Please specify

Part III: Necessity of English Communication Skills

Instructions: Please mark ✓ in the of the answer that you think is most suitable to you.

Necessity of English Communication Skill	Most necessary	Very necessary	Moderately necessary	Slightly necessary	Least necessary
19. Listening skill					
20. Speaking skill					
21. Reading skill					
22. Writing skill					
23. Answering the phone in English					
24. Sending e-mails in English					
25. Drafting letters in English					
26. Reading English documents					
27. Writing reports in English					
28. Meetings in English					
29. Talking with customers in English					
30. Using English in your career					

Part IV: Needs of English communication skills

Instructions: Please mark ✓ in the of the answer that you think is most suitable or fill in the space provided.

31. In your opinion, which part of listening skill would you like to improve? (More than one answer is allowed.)

- Grammar Vocabulary
 Comprehension Pronunciation
 Others (Please specify)

32. In your opinion, which part of speaking skill would you like to improve? (More than one answer is allowed.)
- Grammar
 - Vocabulary
 - Fluency
 - Pronunciation
 - Others (Please specify
33. In your opinion, which part of reading skill would you like to improve? (More than one answer is allowed.)
- Grammar
 - Vocabulary
 - Comprehension
 - Interpretation
 - Others (Please specify
34. In your opinion, which part of writing skill would you like to improve? (More than one answer is allowed.)
- Grammar
 - Vocabulary
 - Writing format
 - Writing style
 - Others (Please specify
35. In your opinion, what affects English usage in the organization? (More than one answer is allowed.)
- Having foreigners in your workplace
 - Contacting with foreign companies
 - Using English documents
 - Others (Please specify
36. In your opinion, how can the company help you improve your English communication? (More than one answer is allowed.)
- Using English in work
 - In-house training
 - Taking English courses at a language institute
 - Training abroad
 - Others (Please specify

Part IV: Opinions and suggestions of the respondents

Thank you for your kind assistance.



สำนักหอสมุด

APPENDIX B
Questionnaire in Thai

ความต้องการในการสื่อสารภาษาอังกฤษของพนักงานธนาคารเอชเอสบีซี ประเทศไทย

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยาระเบียบวิธีวิจัยซึ่งเป็นส่วนหนึ่งของวิทยานิพนธ์ หลักสูตรปริญญาโท สาขาภาษาอังกฤษเพื่ออาชีพ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ โดยมีจุดมุ่งหมายเพื่อศึกษาความต้องการในการสื่อสารภาษาอังกฤษในการทำงานของพนักงานธนาคารเอชเอสบีซี ประเทศไทย ทั้งนี้คำตอบของท่านจะช่วยให้วัตถุประสงค์ในการศึกษาท่านนั้นและจะเก็บเป็นความลับ คำตอบของท่านมีส่วนช่วยให้การศึกษาครั้งนี้สำเร็จลุล่วง จึงขอขอบคุณมา ณ โอกาสนี้

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดทำเครื่องหมาย ใน ซึ่งตรงกับความคิดเห็นของท่านมากที่สุด หรือเติมข้อความใน

ช่องว่าง

- | | | | |
|-------------------|--|--|---------------------------------|
| 1. เพศ | <input type="radio"/> หญิง | <input type="radio"/> ชาย | |
| 2. อายุ | <input type="radio"/> น้อยกว่า 20 ปี | <input type="radio"/> 21-30 ปี | |
| | <input type="radio"/> 31-40 ปี | <input type="radio"/> มากกว่า 40 ปี | |
| 3. สถานภาพการสมรส | <input type="radio"/> โสด | <input type="radio"/> สมรส | |
| | <input type="radio"/> อื่นๆ (โปรดระบุ _____) | | |
| 4. ระดับการศึกษา | <input type="radio"/> มัธยมปลาย/ปวช. | <input type="radio"/> ปวส. | <input type="radio"/> ปริญญาตรี |
| | <input type="radio"/> ปริญญาโท | <input type="radio"/> อื่นๆ (โปรดระบุ _____) | |
| 5. รายได้ต่อเดือน | <input type="radio"/> น้อยกว่า 10,000 บาท | <input type="radio"/> 10,000-20,000 บาท | |
| | <input type="radio"/> 20,001-30,000 บาท | <input type="radio"/> 30,001-40,000 บาท | |
| | <input type="radio"/> 40,001-50,000 บาท | <input type="radio"/> มากกว่า 50,000 บาท | |

6. ตำแหน่ง พนักงาน หัวหน้าทีม ผู้จัดการแผนก
 อื่นๆ (โปรดระบุ _____)
7. แผนก SD-CAC SD-CDA SD-DOP
 SD_IOP SD_PFS HSS
 TELLER
8. ระยะเวลาที่ทำงานในบริษัท น้อยกว่า 1 ปี 1-5 ปี 6-10 ปี
 11-15 ปี 16-20 ปี มากกว่า 20 ปี

ส่วนที่ 2: ข้อมูลพื้นฐานทางภาษาอังกฤษของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ใน ซึ่งตรงกับความคิดเห็นของท่านมากที่สุด หรือเติมข้อความใน

ช่องว่าง

9. ท่านเคยศึกษาเพิ่มพูนความรู้ด้านภาษาอังกฤษหรือไม่
 เคย ไม่เคย (กรุณาข้ามไปยังข้อที่ 11)
10. ท่านเคยศึกษาเพิ่มพูนความรู้ด้านภาษาอังกฤษจากที่ใด
 ศึกษาในสถาบันภายในประเทศ ศึกษาในสถาบันต่างประเทศ
 ศึกษาจากสื่อต่างๆ ศึกษาจากเพื่อนต่างชาติ
 อื่นๆ (โปรดระบุ _____)
11. ท่านคิดว่าความรู้ทางภาษาอังกฤษของท่านอยู่ในระดับใด
 ดีมาก ดี พอใช้
 อ่อน อ่อนมาก
12. ท่านใช้ภาษาอังกฤษในการทำงานบ่อยเพียงใด
 ไม่เคยใช้ภาษาอังกฤษเลย เฉลี่ย 10% ต่อสัปดาห์
 เฉลี่ย 20% ต่อสัปดาห์ เฉลี่ย 30% ต่อสัปดาห์
 เฉลี่ย 40% ต่อสัปดาห์ เฉลี่ยมากกว่า 50% ต่อสัปดาห์

13. ระดับความยาก – ง่ายของการใช้ภาษาอังกฤษในการทำงานของท่านอยู่ในขั้นใด

- ขั้นเริ่มต้น เกือบขั้นกลาง ขั้นกลาง
 เกือบขั้นสูง ขั้นสูง

14. ท่านคิดว่าท่านมีปัญหาในการใช้ภาษาอังกฤษทักษะใดมากที่สุด

- การฟัง การพูด
 การอ่าน การเขียน

15. ในด้านทักษะการฟัง ท่านมีปัญหาใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

- ไม่คุ้นเคยสำเนียงการออกเสียง
 ไม่สามารถแปลความหมายของคำหรือประโยคได้
 ไม่สามารถจับใจความคำหรือประโยคได้
 ไม่สามารถเข้าใจศัพท์แสลงหรือสำนวนภาษา
 ไม่สามารถเข้าใจคำศัพท์เฉพาะ
 ไม่สามารถจดจำข้อมูลที่ฟังมาได้ครบถ้วน
 อื่นๆ (โปรดระบุ _____)

16. ในด้านทักษะการพูด ท่านมีปัญหาใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

- ไม่สามารถออกเสียงได้อย่างถูกต้อง
 ไม่สามารถพูดได้อย่างถูกต้องตามไวยากรณ์
 ไม่สามารถเลือกใช้คำศัพท์ที่ถูกต้องและเหมาะสม
 รู้สึกประหม่าเมื่อต้องพูดภาษาอังกฤษ
 ไม่สามารถลำดับข้อมูลที่จะพูดได้ถูกต้อง
 อื่นๆ (โปรดระบุ _____)

17. ในด้านทักษะการอ่าน ท่านมีปัญหาใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

- ไม่รู้จักความหมายของคำศัพท์หรือสำนวนภาษา
- อ่านแล้วจับใจความสำคัญไม่ได้
- ไม่แม่นยำการใช้ไวยากรณ์ทำให้เข้าใจความหมายคลาดเคลื่อน
- สับสนในการใช้คำศัพท์ที่มีความหมายมากกว่าหนึ่งความหมาย
- อื่นๆ (โปรดระบุ _____)

18. ในด้านทักษะการเขียน ท่านมีปัญหาใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

- ไม่สามารถเลือกใช้คำศัพท์หรือสำนวนที่เหมาะสม
- เขียนสื่อความหมายไม่ชัดเจนตามต้องการ
- ไม่แม่นยำด้านไวยากรณ์
- ไม่แน่ใจหลักการเขียนภาษาอังกฤษที่ถูกต้อง
- ไม่สามารถเรียบเรียงประโยคหรือลำดับที่ต้องการสื่อสารได้
- อื่นๆ (โปรดระบุ _____)

ส่วนที่ 3: ความจำเป็นในการใช้ภาษาอังกฤษในที่ทำงาน

คำชี้แจง: โปรดทำเครื่องหมาย ในช่อง ที่ตรงกับความคิดเห็นของท่านมากที่สุด

ความจำเป็นในการใช้ภาษาอังกฤษ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
19. ทักษะด้านการฟัง					
20. ทักษะด้านการพูด					
21. ทักษะด้านการอ่าน					
22. ทักษะด้านการเขียน					
23. การใช้ภาษาอังกฤษในการ ได้ตอบทางโทรศัพท์					
24. การใช้ภาษาอังกฤษในการ ได้ตอบ e-mail					

ความจำเป็นในการใช้ภาษาอังกฤษ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
25. การใช้ภาษาอังกฤษในการเขียนจดหมายโต้ตอบกับลูกค้า					
26. การใช้ภาษาอังกฤษในการอ่านเอกสาร					
27. การใช้ภาษาอังกฤษในการเขียนรายงาน					
28. การใช้ภาษาอังกฤษในการประชุม					
29. การใช้ภาษาอังกฤษในการสนทนากับลูกค้า					
30. ระดับความจำเป็นในการใช้ภาษาอังกฤษในที่ทำงาน					

ส่วนที่ 4: ความต้องการพัฒนาทักษะภาษาอังกฤษเพื่อใช้ในการสื่อสารของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดทำเครื่องหมาย ใน ซึ่งตรงกับความคิดเห็นของท่านมากที่สุด หรือเติมข้อความใน

ช่องว่าง

31. ในด้านทักษะการฟัง ท่านคิดว่าต้องปรับปรุงในด้านใด (ตอบได้มากกว่า 1 ข้อ)

- ไวยากรณ์ คำศัพท์ ความเข้าใจ
 สำเนียง อื่นๆ (โปรดระบุ _____)

32. ในด้านทักษะการพูด ท่านคิดว่าต้องปรับปรุงในด้านใด (ตอบได้มากกว่า 1 ข้อ)

- ไวยากรณ์ คำศัพท์ ความคล่อง
 สำเนียง อื่นๆ (โปรดระบุ _____)

33. ในด้านทักษะการอ่าน ท่านคิดว่าต้องปรับปรุงในด้านใด (ตอบได้มากกว่า 1 ข้อ)

- ไวยากรณ์ คำศัพท์ การจับใจความ
 การตีความ อื่นๆ (โปรดระบุ _____)

34. ในด้านทักษะการเขียน ท่านคิดว่าต้องปรับปรุงในด้านใด (ตอบได้มากกว่า 1 ข้อ)

- ไวยากรณ์ คำศัพท์ รูปแบบการเขียน
 ความสละสลวย อื่นๆ (โปรดระบุ _____)

35. ท่านคิดว่าปัจจัยใดมีผลต่อการใช้ภาษาอังกฤษในองค์กร (ตอบได้มากกว่า 1 ข้อ)

- มีชาวต่างประเทศทำงานด้วย บริษัทที่ติดต่อเป็นบริษัทต่างชาติ
 การใช้เอกสารเป็นภาษาอังกฤษ
 อื่นๆ (โปรดระบุ _____)

36. ท่านคิดว่าองค์กรสามารถช่วยท่านพัฒนาทักษะในการสื่อสารทางภาษาอังกฤษได้อย่างไรบ้าง (ตอบได้มากกว่า 1 ข้อ)

- การใช้ภาษาอังกฤษในที่ทำงาน การจัดฝึกอบรมในบริษัท
 การส่งไปเรียนภาษาในโรงเรียนสอนภาษา การส่งไปอบรมในต่างประเทศ
 อื่น ๆ (โปรดระบุ _____)

ส่วนที่ 5: ความคิดเห็น หรือข้อเสนอแนะของผู้ตอบแบบสอบถามเพิ่มเติม

ขอขอบคุณในความร่วมมือของท่านเป็นอย่างสูง