

## CHAPTER FOUR

### RESULTS

This chapter reports the results of the needs analysis survey which could be divided into two main parts based on the methods of gathering the data. The first part analyses the questionnaire which is divided into four sub-parts and the second part looks at the interviews which came after the questionnaire distribution to reveal deeper explanation to the questions listed in the questionnaire.

#### 4.1 THE QUESTIONNAIRE RESULTS

##### 4.1.1 GENERAL BACKGROUND OF THE SUBJECTS

*Tablet 1. General Background of the Subjects*

The General Backgrounds	Frequency	Percentage
<b>1. Gender</b>		
Female	4	50.00%
Male	4	50.00%
Total	8	100.00%
<b>2. Age ( years old )</b>		
Below 25	0	0.00%
26 - 35	6	75.00%
36 - 45	2	25.00%
Above 45	0	0.00%
Total	8	100.00%
<b>3. Accumulative years of working experience</b>		
Less than 1	0	0.00%
1 - 5	1	12.50%
6 - 10	5	62.50%
More than 10	2	25.00%
Total	8	100.00%
<b>4. Highest education attainment</b>		
Vocational school	0	0.00%
Undergraduate degree	1	12.50%
Graduate degree	7	87.50%
Higher than graduate degree	0	0.00%

*(Table continued)*

*(Continued)*

**Tablet 1. General Background of the Subjects**

The General Backgrounds		Frequency	Percentage
Total		8	100.00%
5. Accumulative time spent on learning English ( years)			
Less than 10		3	37.50%
10 - 15		1	12.50%
16 - 20		4	50.00%
More than 21		0	0.00%
Total		8	100.00%

Table 1 shows general background of the subjects. Half of the subjects were male and the other half were female; therefore, the number of male subjects was four persons and female was four persons as well. There were six subjects fell into the age interval of 26 to 35 years old and the other two subjects were in the age interval of 36 to 45 years old. The subjects mostly had accumulated years of working experience at the interval of six to ten years, two of them had more than ten years working experience and the other one subject had working experience in the interval of one to five years. Most of the subjects possessed a graduate degree (7 persons) and there was only one of them who had an undergraduate degree. Three subjects reported spending less than ten years in learning English, one person spent 10 to 15 years and the rest of the subjects, or four persons, had spent 16 to 20 years already in learning English.

## 4.1.2 ENGLISH BACKGROUND OF THE SUBJECTS

*Table 2. English Background of the Subjects*

The English Backgrounds	Frequency	Percentage
1. Have you majored in English or taken English as a minor in school?		
Yes	1	12.50%
No	7	87.50%
Total	8	100.00%
2. Have you taken English courses or other curriculums in an English speaking country?		
Yes	5	62.50%
No	3	37.50%
Total	8	100.00%
3. Have you stayed in an English speaking country for more than one year?		
Yes	4	50.00%
No	4	50.00%
Total	8	100.00%
4. Is English necessary in performing your work in duty?		
Yes	8	100.00%
No	0	0.00%
Total	8	100.00%
5. Do you normally use English in your work place?		
Yes	8	100.00%
No	0	0.00%
Total	8	100.00%
6. Is it often for you to use English in your work place?		
Yes	7	87.50%
No	1	12.50%
Total	8	100.00%
7. Do you usually use English to communicate with foreigners?		
Yes	8	100.00%
No	0	0.00%
Total	8	100.00%
8. Is your English proficiency enough to perform your work		

*(Table continued)*

*(Continued)*

**Table 2. English Background of the Subjects**

<b>The English Backgrounds</b>	<b>Frequency</b>	<b>Percentage</b>
at your present position?		
Yes	2	25.00%
No	6	75.00%
Total	8	100.00%
9. Do want to extend your English education?		
Yes	8	100.00%
No	0	0.00%
Total	8	100.00%

Table 2 displays data on the English background of the subjects, which is derived from the questionnaire.

There were seven subjects rejected taking English as a major when they were in school; therefore, there was only one subject working in the department who had taken English major in school. Five subjects reported that they had taken English courses or other curriculums in English countries; however, there were only four or half of them who had stayed in English speaking countries for more than a year.

In performing their work, all of them accepted that English was necessary and it was normally used in their work place. Seven out of eight subjects reported that English was often used in the office and the entire group of them usually used English to communicate with foreigners. However, there were six of the subjects who felt that their English proficiency was not enough to perform the work in their current positions. The last question of this part of the questionnaire revealed that all of the subjects still wanted to continue learning English to improve their proficiency.

4.1.3 NEEDS AND REASONS OF ENGLISH SKILLS IMPROVEMENT  
TO FULFILL WORKING EFFECTIVITY

*Table 3. Needs and Reasons of English Skills Improvement to Fulfill Work Requirement*

The Skills and Reasons	Head Counts			
	Mostly Agree	Agree	Disagree	Mostly Disagree
1. Which are the English language skills that you perceive necessary for work requirement?				
1.1 Speaking	7	1	0	0
1.2 Listening	7	0	1	0
1.3 reading	6	1	0	1
1.4 writing	6	1	1	0
2. Which English language skill do you perceive that you do naturally and easy to be understood?				
2.1 Speaking	0	5	3	0
2.2 Listening	1	4	3	0
2.3 reading	2	5	0	1
2.4 writing	1	6	1	0
3. The speaking skill				
3.1 Speaking skill is used frequently in performing your tasks.	1	5	2	0
3.2 Speaking skill partially facilitates your works.	3	4	1	0
3.3 Speaking skill partially assists making others better understand you and your works.	5	2	1	0
3.4 Speaking skill partially assists you to complete your works and to get ahead in your career.	3	4	1	0
4. The listening skill				
4.1 Listening skill is used frequently in performing your tasks.	2	6	0	0
4.2 Listening skill partially facilitates your works.	3	5	0	0
4.3 Listening skill partially assists making others better understand you and your works.	6	2	0	0
4.4 Listening skill partially assists you to complete your works and to get ahead in your career.	3	5	0	0
5. The reading skill				
5.1 Reading skill is used frequently in performing your tasks.	7	1	0	0

*(Table continued)*

*(Continued)***Table 3. Needs and Reasons of English Skills Improvement to Fulfill Work Requirement**

The Skills and Reasons	Head Counts			
	Mostly Agree	Agree	Disagree	Mostly Disagree
5.2 Reading skill partially facilitates your works.	6	2	0	0
5.3 Reading skill partially assists making others better understand you and your works.	4	4	0	0
5.4 Reading skill partially assists you to complete your works and to get ahead in your career.	2	6	0	0
<b>6. The writing skill</b>				
6.1 Writing skill is used frequently in performing your tasks.	7	1	0	0
6.2 Writing skill partially facilitates your works.	7	1	0	0
6.3 Writing skill partially assists making others better understand you and your works.	6	2	0	0
6.4 Writing skill partially assists you to complete your works and to get ahead in your career.	4	4	0	0

Table 3 presents the perceived needs and reasons for English skills improvement to fulfill the work requirements of the subjects. Of all the four skills of English language, seven persons out of the subjects perceived listening and speaking skills were the most necessary skills that it took in order to meet with their work requirements. Nevertheless, reading and writing skills followed closely with the number of the subjects at six persons.

The subjects mostly agreed to the question asking if they perform each language skill naturally and understandably. The results showed that reading and writing together with listening and speaking had more than half of the subjects answered “agree” and that reflected satisfaction with the fluency of their language skills.

Most subjects agreed that speaking skill partially assisted making others to better understand them and their works. Whereas, the other reasons to justify speaking skill improvement were mostly rated at “agree” and there were also some subjects who

disagreed with the reasons to improve their speaking skill, but the number was only five rating for every reason counted altogether.

The reasons to improve listening skill were rated greater than those of the speaking skill. All subjects agreed to the reasons to improve listening skill and the most rated ranking was “agree” followed by “mostly agree” with no subjects giving their rating to disagreement at all. The results showed that listening skill was felt important to their work and had all the reasons to justify its usefulness to improve the skill.

The subjects rated the reasons to improve reading skill greater than what they rated in the listening skill. The most common rating fell into “mostly agree” ranking, the next highest total rating was for “agree” and there was no subjects rated disagreeing to those reasons. Most reasons involving reading skill were rated “mostly agree” excepting the reason that reading partially assists them to complete the tasks and get ahead in their career which was rated only at “agree”.

Writing skills had the most rating to justify its usefulness of the skill improvement. The skill was rated the most in all reasons that fulfill their work requirements. Most reasons were rated “mostly agree” and the following rating was at “agree”. Writing was the skill that had the most rating from the subjects compared to other skills and the result also showed that the subjects perceived writing was the most needed skill to improve with no subjects disagreeing.

Listening, reading and writing had the consensus in the agreement rating of the reasons to justify the need of the skills improvement. The results showed that there was no subject disagreed to the improvement of listening, reading and writing skills. Also the head counts of the disagreement rating were all zero which reflected the demand of the skills improvement were positive.

#### 4.1.4 NEEDS OF ENGLISH IMPROVEMENT TO FUNCTION EFFECTIVELY ON DUTIES

The interpretation of the ranking scale is as below:-.

Scale value	Frequency percentage	Description
4	76-100%	Always
3	51-75%	Usually
2	26-50%	Sometimes
1	0-25 %	Hardly ever

**Table 4: Needs of English Improvement to Function Effectively on Work Duties**

The Functions	Head Counts			
	Most Frequently	Frequently	Occasionally	Hardly Ever
1. The English functions related to speaking skill.				
1.1 You use English for speaking through telephone.	0	2	4	2
1.2 You use English to talk in meetings or group discussions.	1	3	3	1
1.3 You use English to speak in business negotiation with customers and other parties.	1	2	2	3
1.4 You use English to talk in greeting and socialization with people.	1	2	4	1
2. The English functions related to listening skill.				
2.1 You use English to listen to meetings or listen to take minute of meetings.	0	4	3	1
2.2 You use English to listen to customers' requests in order to provide them tailor made services.	0	2	4	2
2.3 You use English to receive orders from your supervisor.	0	2	4	2
2.4 You use English to listen to ideas of colleagues	0	2	2	4
2.5 You use English to listen to news that would benefit your work.	1	2	4	1
3. The English functions related to reading skill.				
3.1 You use English to read commands of computer soft ware and get the use out of	5	3	0	0

*(Table continued)*

(Continued)

**Table 4: Needs of English Improvement to Function Effectively on Work Duties**

The Functions	Head Counts			
	Most Frequently	Frequently	Occasionally	Hardly Ever
them.				
3.2 You use English to read business documents ex. Invoices, receipts, etc.?	4	2	2	0
3.3 You use English to read business letters and memos to communicate inside and outside your company.	6	1	1	0
3.4 You use English to read business reports ex. Financial reports?	4	1	2	1
<b>4. The English functions related to writing skill.</b>				
4.1 You use English to correspond emails with customers or other parties.	7	1	0	0
4.2 You use English to write messages persuading customers for the purpose of services offering.	5	1	1	1
4.3 You use English to write letter or memos to set understandings between people in and out of the firm.	5	2	1	0
4.4 You use English to write reports ex. The department performance reports?	5	3	0	0

Table 4 illustrates the perceived needs of English functions that facilitated the subjects in performing their work. Concerning all the functions related to speaking skill, the subjects rated those functions mostly as “occasionally” with the total number of 13. The following ranking of all the functions was “frequently” at the number of nine totally. There were seven rating for “hardly ever” and the total rating suggested that the subjects tended to perceive that all the functions related to speaking skills were occasionally in use.

The English functions related to listening skill were rated the least important out of the four skills by considering the average mean of the rating score. The total number seemed to be large because there was another one function added to the skill giving extra eight rating scores to the skill. The rating mostly fell into “occasionally”

with the number of 17. There were in total 12 ratings for “frequently” and ten ratings for “hardly ever” giving the average ranking of the functions closest to “occasionally”.

The English functions involved with reading skill were rated more frequent than the ones of the speaking skill. The ranking mostly fell into “most frequently” followed by “occasionally” and “hardly ever” respectively. The total rating yielded the result that the functions related to reading skill were used most frequently.

The English functions under writing skill were rated mostly as “most frequently” with the total number of 22 rating scores. The most rated function was writing for email correspondence and the other functions were rated equally at the “most frequently” ranking. The overall rating suggested that the functions related to writing took place most frequently in their working environment.

#### 4.2 THE IN-DEPTH INTERVIEWS

Three of the subjects were interviewed to explain further the data collected from the questionnaires and the interview results revealed that the subjects disagreed that speaking skill was perceived the most important of all the four language skills. However, they all thought that speaking had a lot for them to improve and that was why speaking was rated the most important skill compared to others. The subjects also agreed that writing skill was employed the most in real usage because the customers at the level they were dealing with were Thais and spoke Thai; whereas, the entire written and printed documents made in the office must be in English. The interviewees also reported that once there were foreigners participated in group discussions, even if there was only one of them, the language used in the discussions must be English. And this was the reason that contributed to the rating score making English in group discussions rated the most in the functions related to speaking skill. The use of English on telephone conversations was rejected since the customers who usually communicated through telephone were Thais; thus, telephone conversations were the least rated function compared to others.

The interviewees agreed that listening in group discussions was used most frequently the same way as it was with the most rated speaking function. The

interviewees justified that listening was greatly related to speaking; hence, the listening usage would likely to go the same direction with speaking functions. The average rating score of listening functions was the least in frequent usage compared to all the four skills which was agreed by the interviewees. The reason given was that listening was their strongest skill and the use of the skill happened effortlessly.

The most rated function related to reading was reading commands of computer soft ware to get the use out of them which the interviewees disagreed with. They informed the interviewer that the most common reading document was logistic requirements from their customers which usually were between twenty pages and a hundred or two hundred pages. The requirements were to be read thoroughly in order to find solutions and make logistic proposals to offer services to those customers. The least common function of reading skill was reading financial statements since they were not relevant to their work at all.

The interviewees agreed that writing functions on average were the most rated in the frequency of use compared to others. The reason was that all the documents made in their department had to be in English. It was different from speaking and listening which sometimes occurred in Thai depending on the persons they were communicating with. The top rated writing function was email correspondence and the interviewees also added that proposal writing to be offered to customers was also a vital part of their work. The proposals contained logistic solutions which were the service that the department sold to customers and the customers would decide to buy the service based on those logistic proposals.

The interviewees reported that they wanted to learn business writing in a more professional way than they currently did. They also wanted to learn writing in a natural way using colloquial expressions, tones and moods of language, and polite ways to turn down customers' requests, for instance.

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