

**NEEDS ANALYSIS OF ENGLISH LANGUAGE SKILLS FOR
PROFESSIONAL NURSE: THE CONTEXT OF ASEAN
ECONOMIC COMMUNITY**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(LANGUAGE AND CULTURE FOR COMMUNICATION
AND DEVELOPMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2016**

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ECONOMIC COMMUNITY**



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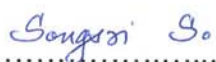
was submitted to the Faculty of Graduate Studies, Mahidol University
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ACKNOWLEDGEMENTS

The thesis research was supported by the National Research Council of Thailand (NRCT) through the Graduate Student Scholarship (year 2558). It was my first research scholarship and it greatly assisted my research.

First of all, I would like to acknowledge my major advisor, Dr. Sumittra Suraratdecha and my co-advisor, Assoc. Prof. Dr. Songsri Soranastaporn who always gave me knowledge, guidance, and valuable comments. They wisely advised me on how to solve any problems that arose throughout this research. Moreover, their encouragement pushed me to continue and complete this work.

My extended gratitude goes to Assoc. Prof. Dr. Chamaipak Tayjanant, chairperson and the external committee from Kasetsart University, whose comments were very useful for my thesis writing.

I am grateful to all my instructors at Research Institute for Languages and Cultures of Asia at Mahidol University who taught me the theory and guided my practical efforts. Furthermore, I would like to thank my friends in the same academic year who always stand beside me.

I sincerely acknowledge all my research participants who offered the essential information that formed the findings of this study. I hope the results will be helpful to them and all those related to the research respondents.

Thanks go to my family and also everyone who supported me to finish this academic study. Your help and support will always be appreciated

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NEEDS ANALYSIS OF ENGLISH LANGUAGE SKILLS FOR PROFESSIONAL
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ABSTRACT

The theories of Needs Analysis and English for Specific Purposes were applied for this study to explore the English language skills problems and needs of professional nurses and to investigate their wants regarding English courses for nursing with a view of AEC. This study was a mixed methods research. The research participants were 346 professional nurses who work at public hospitals in Bangkok under the Ministry of Education and the Thai Red Cross Society, three administrators of nursing administration offices, and six foreign patients from the research area. Questionnaire and interviews were adopted as the instruments to gather data for this study. The questionnaire was analyzed by descriptive statistics. The findings of this study revealed that: (1) nurses confronted English language problems with general English and ESP for listening, speaking, writing, and pronunciation; (2) nurses recognized the needs for English proficiency with a view to AEC. All English skills were strongly needed; and (3) English courses for nursing were insufficient. Finally, the results of this study were essential for curriculum planners and course designers to design content for nursing English courses with a view of AEC.

KEY WORDS: NEEDS ANALYSIS / ENGLISH FOR SPECIFIC PURPOSES (ESP)
/ ENGLISH SKILLS FOR NURSING / AEC CONTEXT

103 pages

การวิเคราะห์ความต้องการจำเป็นของทักษะภาษาอังกฤษสำหรับพยาบาลวิชาชีพในบริบทประชาคมเศรษฐกิจอาเซียน

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บทคัดย่อ

การศึกษาวิจัยในครั้งนี้ใช้ทฤษฎีการวิเคราะห์ความต้องการจำเป็นและภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ เพื่อศึกษาปัญหาและความต้องการจำเป็นของทักษะภาษาอังกฤษสำหรับอาชีพพยาบาล รวมทั้งศึกษาความต้องการในรายวิชาภาษาอังกฤษของหลักสูตรพยาบาลศาสตรบัณฑิตในบริบทของประชาคมเศรษฐกิจอาเซียน โดยใช้ระเบียบวิธีวิจัยแบบผสม ซึ่งมีกลุ่มตัวอย่างในการวิจัยคือ พยาบาลวิชาชีพ 346 คน, ผู้บริหารฝ่ายการพยาบาล 3 คน พร้อมทั้งผู้ป่วยชาวต่างชาติ 6 คน จากโรงพยาบาลของรัฐในสังกัดกระทรวงศึกษาธิการและสภากาชาดไทย สำหรับ เครื่องมือที่ใช้ในการวิจัยได้แก่แบบสอบถามและการสัมภาษณ์ ซึ่งข้อมูลที่ได้จากแบบสอบถามจะนำมาวิเคราะห์ด้วยโปรแกรมสถิติเชิงพรรณนา ทั้งนี้ ผลของการวิจัยพบว่าพยาบาลประสบปัญหาการใช้ภาษาอังกฤษในชีวิตประจำวันและภาษาอังกฤษสำหรับอาชีพพยาบาลด้านทักษะการฟัง การพูด การเขียน และการออกเสียง อีกทั้งยังตระหนักถึงความสำคัญของทักษะภาษาอังกฤษในทุกด้าน นอกจากนี้ พบว่าปัจจุบันรายวิชาภาษาอังกฤษของหลักสูตรพยาบาลศาสตรบัณฑิตยังไม่เพียงพอ ทั้งนี้ ผลการวิจัยจะเป็นประโยชน์สำหรับผู้เขียนหลักสูตรและผู้ออกแบบรายวิชาภาษาอังกฤษในการออกแบบเนื้อหาเพื่ออาชีพพยาบาลในบริบทประชาคมเศรษฐกิจอาเซียน

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CHAPTER I

INTRODUCTION

This chapter presents the introduction to the study composed of nine sections. Firstly, there are two sections including the background of the study and rationale of the study. The next three sections are statement of the problems, research objectives, and research questions. Then there are the significance of the study, scope of the study, and research context. Lastly, the section of definitions of terms is presented with a brief summary of this chapter.

1.1 Background of the Study

English is one of the most important languages of the world because it is a language for international communication. It also has a long history in the West for a cultural story in contact during the past 1,500 years (Baugh & Cable, 1993). Although Latin was the dominant language of education, commerce and religion of the West in the past, it was later replaced by English (Richards & Rodgers, 1986). Therefore, English plays an important role in many aspects of human life such as communication and education.

English language teaching has developed over time. A period of great change in English occurred from 1150s to 1500s which is called the period of Middle English. It was the period of the beginning of a change towards Modern English (Baugh & Cable, 1993). Moreover, it was influenced by other languages such as French and Latin and was used as the language of the court and parliament (Deutschmann, 2010).

The eighteenth century, according to Algeo, (2010) was a time of revolutionary development and English became a world language because its vocabulary was expanded greatly during the early Modern period. According to Richards and Rodgers, (1986), modern English became important for the curriculum of European schools. Furthermore, the Grammar-Translation Method was the most famous method in language teaching at that time. However, language teaching innovations in the nineteenth century and other factors led to the Grammar-Translation Method being rejected because of the increase in demand for oral proficiency in foreign languages.

By the end of nineteenth century, English was spread around the world by British colonization, empire-building, and American activities in world affairs (Algeo, 2010). After the world wars, spoken English became increasingly important in England's colonies because people in these countries considered the use of English as a standard of Great Britain (Baugh & Cable, 1993). It was also becoming a global language linked by trade and communications technology (Singh, 2005).

Today, English is used as a *lingua franca* (ELF) by which to communicate between speakers with different first languages (Seidlhofer, 2005). As a result, it is the world's most widely studied foreign language and the language children that are most likely to be taught in school (Crystal, 2003). Another reason is the language policy of the United Nations; English is one of its official languages along with French, Russian, Spanish, Chinese, and Arabic (Baugh & Cable, 1993).

For this reason, English language teaching has become the issue for many countries to take seriously. Richards and Rodgers (1986) explained that new approaches in language teaching were developed by language teaching specialists in a number of countries in Europe such as England, Germany, and France. Moreover, they found that the need for speaking proficiency was the goal for foreign language learners rather than grammatical reading comprehension. They determined that "Communicative language teaching is the best considered an approach rather than a method".

In response, many linguists redeveloped and evaluated the methods of material design for modern English in order to effectively teach foreign languages. The methods used in foreign language teaching were important because they were the mean of teaching language and these changes need to reflect the learners' needs such as the goal of language study usually oral proficiency over reading comprehension.

Given its long history and importance, English has become an essential world language and a vital component of school curricula across the globe. Moreover, important issues for teacher training and materials developers include English for Specific Purposes (ESP) which responds directly to the learners' needs.

ESP is the language course or program of instruction for special languages and purposes which focuses on the specific needs of particular learners (Richards, Platt & Platt, 1992). According to Robinson (1980), the definition of ESP incorporates special attention to the purpose of learning rather than the language. For example, students who wish to learn English in order to work in aviation business have, as their objective, to work in aviation. Therefore, an ESP course will address this specific purpose for learning.

There were many branches of ESP such as EOP (English for Occupational Purposes), EEP (English for Educational Purposes) and EST (English for Science and Technology). These kinds of ESP represent a development of ESP since ESP is based on the learners' specific needs. It is the needs of the learner that is the key factor in any definition of ESP. The course is designed to respond the learners' needs in different ways (Robinson, 1980).

In sum, English is the most important language for global communication, and has a long history in the West. Countries in the world are influenced by English and it is now a *lingua franca* and language medium across the world. Consequently, linguists and teachers are increasingly interested in the topic of learner needs, especially the methods of language teaching such as ESP.

1.2 Rationale of the Study

In 2015, following the initiation of the ASEAN Economic Community (AEC), seven occupations are offered mobility throughout ASEAN including doctors, dentists, nurses, engineers, architects, explorers, and accountants (National Statistical Office, National Information Center, 2013, p.1). Nurses are one of these professions but only 20% of Thai nurses have a detailed knowledge of the AEC. Most of them pay little attention to what the free flow of nursing professionals may mean to them. (“Thai skilled labor and the AEC: An analysis of Competitive Potential of Skilled Labor in the Service Sector Free Opening under the ASEAN Economics Community,” 2012.)

In addition, AEC policy has a direct impact on opportunities for nurses who are important for the care of patients prior to seeing the doctor. Nurses inevitably need to communicate in English with foreign patients, asking about symptoms and recommending after treatment for example, since foreign workers and students come to Thailand to work and study. Also if nurses choose to go abroad for better job opportunities, they need to communicate with others in English. Therefore, English proficiency is particularly important in nursing profession.

Moreover, with expanding of medical tourism industry, Thailand caters to foreign tourists seeking medical services. Pocock and Phua (2011) found that in Southeast Asia, the health service sector is expanding rapidly. Private hospitals serve foreign people as part of medical tourism which has become a profitable business. ASEAN countries are tourist destinations because of the high quality medical services. In addition, James (2012), states that in South East Asia, and especially in Thailand, particularly private hospitals offer world-class medical services that attract patients from all over. As a result, demand is increasing with many foreign tourists choosing Thailand for its quality and affordable medical treatment that is cheaper and better than in their own countries. According to Naranong and Naranong (2011), in 2007, Thailand provides medical services for 1.4 million foreign patients, including medical tourists, general tourists, and foreigners working or living in Thailand.

Inevitably, this leads to problems between medical staff such as nurses, doctors, pharmacists, and their patients. In particular, nurses who have to interact directly with foreign patients, are not able to communicate effectively in English, and Thai nurses lack English skills compared to these in other ASEAN countries. This is a disadvantage for them when compared to nurses in other countries such as Singapore, Brunei, Malaysia, and the Philippines because nurses who come from these countries can communicate easily in English, and nursing courses in these countries are taught in English. (“Thai skilled labor and the AEC: An analysis of Competitive Potential of Skilled Labor in the Service Sector Free Opening under the ASEAN Economics Community,” 2012, p.7)

According to Robinson (1991), a needs analysis aims to identify what exactly students need through the medium of English. Needs analysis is also important to help students expose their needs. Thus, it is necessary to understand English language skills needs of professional nurses in order to design a suitable nursing curriculum.

Furthermore, ESP course is one way to respond to the special needs of students. ESP is defined by Hutchinson and Waters (1987) as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”. According to this concept, it is necessary to understand the learners’ needs so as to enable to be benefit for EFL teachers to decide what to teach and how to design the course.

In addition, Richards (2001) says that the ESP approach to language teaching can respond to a number of practical concerns such as the need to prepare courses and materials for students who have already learned general English but now need to learn English for employment purposes. Nurses also study English in order to communicate effectively with foreign patients which is why an ESP course is able to meet these students’ needs. Therefore, ESP courses are able to prepare students for communication in employment (Grass, 2012).

However, to fully take advantage of ASEAN, not only ESP is needed, but also general English is essential. ASEAN citizens come to Thailand increasingly to live, study, and work. Furthermore, nurses have to meet foreigners in the workplace and interact with foreigners in daily life. As a result, general English is important for nurses.

To sum up, particularly AEC and the expanding of medical tourism in Thailand has meant that English has become an important medium language for communication between nurses and patients. As a result, nurses need to be able to use English competently, and one they can do this is to develop their English skills by identifying their specific learning needs.

1.3 Statement of the Problems

As described above, professional nurses have problems using English when communicating with foreign patients because English plays such important in its membership of AEC, a study of professional nurses' needs is one way to help resolve this problem because it can identify problems or needs based on real situations in workplace.

Although there are several studies of nursing students' or professional nurses' needs, there is no study that relates to the AEC context and general English. Furthermore, the finding from this study will reveal problems in English language skills for professional nurses.

In addition, Needs Analysis has been an important way for teachers to identify students' language needs for many years. Currently, there is considerable research on needs analysis in many domains. This suggests that a focus on students' needs is important and necessary at each learning stage because it can help teachers prepare and design language courses to meet those needs and students can apply what they have learned in real work situations.

1.4 Research Objectives

The objectives of this study are:

1. To explore professional nurses' problems in English language skills with a view to the ASEAN Economic Community.
2. To determine professional nurses' needs in English language skills with a view to the ASEAN Economic Community.
3. To investigate the professional nurses' wants regarding English courses as part of the nursing curriculum with a view to the ASEAN Economic Community.

1.5 Research Questions

According to the objectives of the study above, there are three research questions as follows:

1. To what extent do professional nurses have problems in English language skills with a view to the ASEAN Economic Community.
2. To what extent do professional nurses have needs in English language skills with a view to the ASEAN Economic Community.
3. To what extent do professional nurses have wants regarding English courses as part of the nursing curriculum with a view to the ASEAN Economic Community.

1.6 Significance of the Study

This study focuses on the needs, problems and wants of professional nurses with respect to English. Therefore, the research findings will benefit as follows:

1. The findings from needs analysis of English skills will be useful in providing suggestions for designing general English or ESP courses for nursing students.
2. This study can help teachers or curriculum writers understand learners' needs, problems, and wants for nursing course development.
3. The findings will help hospital administrators understand their medical staffs' needs in terms of English skills in the workplace and the results from this research can benefit further research in similar contexts.

1.7 Scope of the Study

This study is a quantitative and qualitative research which investigates the needs, problems, and wants professional nurses in English language skills at public hospitals in Bangkok that belong to the Ministry of Education and the Thai Red Cross Society. Moreover, the qualitative data are gathered by interviews with administrators of nursing administration offices at each hospital and foreign patient interviews. The study is based on the opinions of the respondents in respond to the questions provided.

1.8 Research Context: ASEAN Economic Community (AEC)

According to information provided by ASEAN Secretariat (2015), the Association of Southeast Asian Nations (ASEAN) was established on 8 August, 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration or Bangkok Declaration. The founding countries were Indonesia, Malaysia, Philippines, Singapore and Thailand. Brunei Darussalam joined later on 7 January 1984, Viet Nam on 28 July 1995, Lao PDR and Myanmar on 23 July 1997, and Cambodia on 30 April 1999. At present, there are ten member states of ASEAN.

According to ASEAN Declaration, the aims and purposes of ASEAN are:

1. To accelerate economic growth, social progress and cultural development in the region through joint endeavours in the spirit of equality and partnership in order to strengthen the foundation for a prosperous and peaceful community of Southeast Asian Nations.
2. To promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries of the region and adherence to the principles of the United Nations Charter.
3. To promote active collaboration and mutual assistance on matters of common interest in the economic, social, cultural, technical, scientific and administrative fields.
4. To provide assistance to each other in the form of training and research facilities in the educational, professional, technical and administrative spheres.

5. To collaborate more effectively for the greater utilisation of their agriculture and industries, the expansion of their trade, including the study of the problems of international commodity trade, the improvement of their transportation and communications facilities and the raising of the living standards of their peoples.

6. To promote Southeast Asian studies and

7. To maintain close and beneficial cooperation with existing international and regional organizations with similar aims and purposes, and explore all avenues for even closer cooperation among themselves.

The Leaders of ASEAN Members confirmed the agreement at the 12th ASEAN Summit in January 2007 in order to accelerate the establishment of an ASEAN Community by 2015. Moreover, the ASEAN Community consists of three pillars, namely the ASEAN Political-Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community. In particular, AEC was the goal of regional economic cooperation in 2015 which now allows the free movement of goods, services, investment, skilled labor, and capital throughout the ASEAN region.

For the free movement of skilled labor such as nursing, the ASEAN Mutual Recognition Arrangement of Nursing Services was signed in 2006. The main point of this agreement was to enhance the flow of relevant information and exchange of expertise, experience and best practices to serve the specific needs of ASEAN member countries. In addition, the aims of the agreement are:

1. To facilitate mobility of nursing professionals within ASEAN
2. To exchange information and expertise on standards and qualifications
3. To promote adoption of best practices on professional nursing services
4. To provide opportunities for capacity building and the training of nurses.

In terms of the benefit derived from this agreement, professional nurses who have experience and work in ASEAN countries are able to move and work in other ASEAN countries. However, they have to comply with the legal requirements of the country in which they plan to live with respect to qualifications, standards, and skills.

Furthermore, ASEAN also has external relations with other countries such as Japan, China, Republic of Korea, Australia, as well as United Nations. The ASEAN vision 2020 is a shared vision of ASEAN as a concert of Southeast Asian nations, outward looking, living in peace, stability and prosperity, bonded together in partnership in dynamic development and in a community of caring societies.

1.9 Definitions of Terms

1. Needs analysis approach is the first step and starting point in language teaching project to identify and design a syllabus that will reflect the language needs and wishes of the learner concerned.

2. Professional nurses for this study are nurses who work at public hospitals in Bangkok that belong to the Ministry of Education and the Thai Red Cross Society.

1.10 Chapter Summary

English has become a tool for international communication in the world and is a vital subject at school and university. Many people also need to use English in the workplace and in daily life and this is especially in the ASEAN context. Therefore, people need to prepare themselves to deal with problems in English study and English communication because it is necessary to use English practically. ESP is becoming increasingly common and a needs analysis serves to identify learners' needs and prepare students and professional nurses who have specific purposes in learning and using English in the next chapters. The content of this study such as research approaches, research methodology, findings, and discussion will be presented.

CHAPTER II

LITERATURE REVIEW AND RELATED RESEARCH

This chapter is a review of related literature consisting of English for Specific Purposes and Needs Analysis. Furthermore, it reviews previous related research in needs analysis for nursing in foreign as well as Thai contexts.

2.1 English for Specific Purposes (ESP)

The last three decades have been a time of focusing on communication within the medical community. More specifically, English for specific purposes (ESP) has been studied from the several perspectives of medical context (Frank, 2000). Therefore, ESP has become an important issue in a field of language teaching.

2.1.1 Origins of ESP

English for Specific Purposes or ESP was used as the research framework of this study. According to Hutchinson and Waters (1987), after the Second World War in 1945, English played an important role in the world because of the economic power of the United States. Moreover, the expansion of technology and commerce are also one of many reasons leading to ESP. As a result, many people such as businessmen, doctors, and technicians wanted to learn English specifically because it was the key to international technology and commerce. Another aspect for the origin of ESP, according to Mackay and Mountford (1978), is that English for Science and Technology was identified as a major sub-division of ESP. Thus, the effect of this development led to the establishment of the language teaching profession to serve learners' needs, wishes, and demands. ESP is essential and has a long history in terms of English language teaching and learning.

Another development of ESP was the revolution of linguistics. Hutchinson and Waters (1987) explained that traditional English aimed to describe the rules of English usage that was the grammar. Nevertheless, English learning method changed to focus on ways in which the language was actually used in real situations and for real communication. From this linguistic concept, ESP emerged for particular learners. Furthermore, McDonough (1984) noted that teaching English for special purposes really emerged as a sphere of teaching in the late 1960s, and has grown very quickly to become popular in language teaching around the world. At the same time, it presented new challenges and opportunities for English language teachers who were increasingly worried about this English language trend. Hutchinson and Waters (1987) focused on the learners in their studies and explained that learners have different needs and interests which affected their motivation and effectiveness in English. Thus, one of the important factors in creating ESP courses is to develop courses that are appropriate to the learners' needs and interests.

2.1.2 Definitions and Characteristics of ESP

There are a number of definitions of ESP from numerous researchers. According to Hutchinson and Waters (1987), ESP has a long history in the field of English teaching. It started in the 1960s when general English courses did not meet learners' needs, and ESP courses corresponded to specific needs. Moreover, ESP was defined as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson & Waters, 1987, p. 19). Another definition of ESP from Robinson (1980) is the attention of purpose which is special or specific, not the language. In addition, ESP was considered to be an English language course or program of instruction in which the content and aims of the course were fixed by the specific needs of a particular group of learners (Richards, Platt & Platt 1992). McDonough (1984) noted that ESP programs have established their own jargon for special purpose language teaching.

The main purpose of ESP was to address the special needs of learners. Trimble, Trimble and Drobnic, 1978 stated that the primary purpose of an ESP language course was to provide profitable English learning opportunities for all students. Consequently, Gass (2012) said that ESP programs were developed because of the demands of students for language courses containing certain content, skills, motivations, processes, and values. These kinds of needs were identified and integrated into special courses.

To summarize, ESP for this study refers to the specific English which is used for specialized professions. It relates to the purpose of an ESP course being to enable learners to work appropriately in a specific situation, which means that the learners will use the target language in their future careers.

2.1.3 Problems of ESP

It is not easy to design and develop an ESP course for many reasons. One of the problems in designing and developing an ESP course is the materials. Sultana (2013) points out that an important tool in the learning development of ESP learners is materials. ESP teachers have to design the course or classroom activities and prepare the material based on learners' needs. Thus, it is difficult for teachers to complete a need analysis because they have to focus on several factors such as the learning objectives, the teaching methodology, the outcomes, and most importantly the ability of the students. Hutchinson and Waters (1987) point out that in the past, the teaching of ESP was primarily concerned with the linguistic aspects of the language. Then it shifted towards developing communication skills and learning was very much directed by specific learner's needs for mastering the language.

In sum, ESP courses are based on a needs analysis which can shape and design the teaching plan, teaching methodologies and teaching materials to achieve the learners' needs or goals.

2.1.4 ESP related to Needs Analysis

In terms of Needs Analysis and ESP, Mackay and Mountford (1978) argue that learners require English as an instrument for their specialist education or as a means of performing a social or specific working role in the future. Dudley-Evans and St John (1998) describe certain specific needs of particular students that manifest the students' needs from the language course. Therefore, an analysis is essential to determine the specific needs of a particular learner group from which the most suitable course design and materials can be determined. Moreover, analyzing the specific needs of a particular group of learners serves as the beginning point to an ESP course design because it determines the characteristics of the course (Jiajing, 2007). For ESP, the main principles are based on the concept of learner needs. For this reason, needs analysis involves the gathering of information about the personal, academic or professional, cultural, and language background of the learners in order to shape and design the ESP course (Kumari & Rahman, 2012).

Also there is another concept of needs analysis in the ESP contexts to be considered. Rahman et al (2009), stress that the key factor in ESP is needs analysis because it is the core point of ESP and leads to a focused course (Dudley-Evans & St. John, 1998; Jordan, 1997). It is certain that ESP cannot be separated from the learners' needs because a needs analysis is the key stage in ESP course and syllabus design, material selection, teaching and learning, and course evaluation (Dudley-Evans & St John, 1998).

According to Hutchinson and Waters (1987), the approach to ESP should be based on the learner's needs in their respective specialized subjects. ESP teaching should be based on the principles of effective learning and teaching language for general purposes. All language courses are based on learners' needs but ESP is distinguished from General English by the awareness of the needs. If learners and teachers know why they need to learn and teach English, that awareness has an influence on the content in the language course.

To sum up, the needs analysis is related to the ESP course since needs analysis is the basis of training programs and supports the development of such programs. It is the foundation of ESP and leads to a focused course. It is important to know the students' needs in order to effectively prepare and design the courses.

2.1.5 English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) is a branch of ESP, as is English for Academic Purposes (EAP). According to McDonough (1984), EOP is one branch of ESP in which the focus of the course base on a particular profession or job. Additionally, EOP is a category of ESP in other areas such as science, business, and commerce (Swales, 1985). Hutchinson and Waters (1987) describe the branches of ESP as being divided into two main types, namely EAP and EOP. This study addresses the learning needs in the nursing profession and use of EOP for study and work.

2.2 Needs Analysis (NA)

Needs analysis is a theory concerning the demands of target situation that were determined to design a curriculum to meet the learners' lack or gap between current skills and target skills of students (Bosher & Smalkoski, 2002). Therefore, there were many research regarding needs analysis in language classroom.

2.2.1 Introduction of Needs Analysis

Needs Analysis or NA is an important approach which is applied in this study. According to McDonough (1984), the language needs of the learner should be the basis for course development because the information on learners' language needs will help the teacher set objectives and make subsequent decisions on course content. Moreover, course design and course development are related directly to the needs analysis. Astika (1999), states that needs analysis is important because it serves as a guide for decision planners, course and syllabus design, materials selection, and classroom activities. Thus, it is normally required before starting syllabus development for language teaching because needs are a tool by which to identify not only what learners require, but also the best way for them to learn. Moreover, to identify the nature of learners' needs, Mackay and Mountford (1978, p.21), suggest that "Learners of English as an auxiliary to academic or professional skills are generally more aware of what they want to use English for."

In terms of objective to gather data from a needs analysis, Nunan (1988) distinguishes that the teacher's syllabus from the learner's syllabus, thus one purpose of a needs analysis is to identify the needs of both teacher and learner by exchanging information. For example, the information from learners can be used to select content and learning activities in the classroom. Teachers also need to provide information about goals, objectives, and learning activities for their students. Therefore, a needs analysis is important in designing and developing the course.

2.2.2 Definitions of Needs Analysis

Needs analysis (NA) can be described as the systematic collection and analysis of information about a learner's language needs, wants, interests, and wishes. Consequently, it can be used as a platform for designing a course of study. In addition, there are other terms that are included in needs analysis such as necessities, demands, wants, lacks, goals, aims, purposes and objectives (Jordan, 1997). According to Graves (2000), a needs analysis is a systemic and progressing process of collecting data related to students' needs and preference. Its data interpretation will help teachers make course decisions based on interpretation in order to respond to the students' needs. Sultana (2013) believes that learners' needs are an important issue that teachers should be concerned within the preparation of materials.

Jordan (1997) considered that needs analysis should be the starting point for creating and designing syllabuses, course materials, the ways of teaching and learning, and classroom activities. Moreover, needs analysis is the corner stone of ESP and leads to a very focused course (Dudley-Evans & St John, 1998). To illustrate this definition of needs analysis, Richards (1985) explained that the goal of the needs analysis aspect of curriculum design was to define what a specific group of learners expect to use English for. Another definition of needs analysis, Nunan (1999) records it as sets of teaching materials and techniques to define the language content course and learning process for specific groups of learners.

Therefore, in the view of most researchers who stress different perspectives definitions of needs analysis, a needs analysis is nevertheless the basis of a good language program and key to any curriculum development activity. It is used for students who have the same particular objective of learning such as the nurses participants of this study.

As mentioned, the meaning of needs analysis has been explained in many aspects by different researchers. It depends on their theoretical framework. However, the common point of views among researchers is that needs analysis is the starting point to study students' needs in order to design a course which meets the needs of students.

2.2.3 Approaches to Needs Analysis

Needs analysis involves many aspects and components that lead to different focuses and issues in language planning, development, teaching, and learning such as educational and cultural background, language analysis, and language level (Kumari & Rahman, 2012). According to Jordan (1997), a needs analysis includes many approaches such as target-situation analysis, present-situation analysis, deficiency analysis, strategy analysis, and means analysis. A lot of ESP researchers also suggest that the fundamental components for evaluating language needs of learners are Target Situation Analysis (TSA) and Present Situation Analysis (PSA). Thus, the theoretical aspect of the needs analysis is based on PSA and TSA components (Rahman et al, 2009).

2.2.3.1 Target-situation analysis

Jordan (1997) emphasizes that Target-situation analysis should focus on students' needs in order to use language in real life after the course has finished. According to Hutchinson and Waters (1987), TSA is the situation in which the learners will use the language that they have learned course in the target situation. ESP course designers should firstly identify the learners' target situation, and they determine the needs of learners by conducting a needs analysis. For the analysis of target situation needs, it is essential to ask questions about the target situation and the attitudes of participants towards various situations. The researcher needs to gather data about target needs by asking the following questions: why is the language needed, how

will the language be used, what will the content areas be, who will the learners use the language with, where will the language be used, and when will the language be used (Hutchinson & Waters, 1987). Following this concept, in indentifying the target situation, it is important to analyze the necessities, lacks and wants of learners because it is useful in designing the ESP course.

2.2.3.2 Present-situation analysis

Present-situation analysis refers to the students' current situation at the beginning of the language course (Jordan, 1997; Richterich & Chanceval, 1980). There are several sources of present-situation analysis information such as the students themselves, the teaching establishment, and place of work. To collect data from the present-situation analysis, methods include survey questionnaires and interviews (Jordan, 1997), therefore, course designers need to obtain information concerning both TSA and PSA because these two approaches are considered to be useful for development in needs analysis.

2.2.3.3 Strategy analysis

Strategy analysis focuses on the learning strategies that involve not only the teaching methods but also the learning methods. According to Jordan (1997, p.27), strategy analysis means "observing the preferred learning styles and strategies of students". In addition, the preferred strategies are key factors in obtaining the skills. For Nunan (1988), strategy analysis relates to the focus of needs analysis regarding the methodology employed to achieve language courses.

2.2.3.4 Means analysis

A means analysis is used to identify the ability and limitations in the learning situation including environment of the course such as cultural attitudes, resources, materials, equipment, and methods (Jordan, 1997). According to Dudley-Evans (1998), the needs for a means analysis emerges from the perception that what functions well in one situation, may not work in another situation. Dudley-Evans and St John (1998) stated that classroom culture and environmental management were the two key factors in means analysis approach.

2.2.4 Methods of collecting data

There are a number of ways that the researcher can choose for appropriate data collection to gather information about target needs including both quantitative and qualitative methods such as questionnaires, interviews, observation, and informal consultations from learners and others, (Hutchinson & Waters, 1987). In addition, Dudley-Evans and St John (1998), state that checklists and questionnaires, structured interviews, analysis of authentic texts, discussion, and record keeping were all methods to collect data from needs analysis. In sum, the investigation of learners' needs is important for teacher, planner, and course designer in order to design and teach effective courses. Therefore, one way to determine learners' needs is by questionnaire. In terms of questionnaire, the questions are designed and aimed to elicit information about what learners require (Mackay & Mountford, 1978).

2.3 Previous related research in Needs Analysis for nursing

The following research relates to the study of Needs analysis for both nursing students and professional nurses, for study in a foreign context and also a Thai context.

2.3.1 Foreign contexts

Beginning with the study of Frank (2000), at Southern Illinois University-Carbondale (SIUC) during the 1997 spring semester, this study aimed to determine the problems of language and communication between the staff of the Student Health Program (SHP) and their international student patients. The research population was 123 international students of the SHP and 100 SHP staff members who completed the questionnaires. There was also the group feedback involving 7 SHP staff members and the observations by the researcher. The results showed that the students and staff agreed on several communication problem areas including medical vocabulary and pragmatic problems. In addition, each group mentioned problem areas that were not addressed by the other such as bias, manner of speaking, appropriate feedback and the affective value of a polite, kind communicative approach.

Bosher and Smalkoski, (2002) presented the needs analysis for students in a nursing program at College of St. Catherine who were not successful academically. The research instruments were interviews, observation, and questionnaires to explore the objective needs of immigrant students. As a result, the course “Speaking and Listening in a Health-Care Setting” was developed to deal with the students’ language difficulties such as communicating with clients and colleagues in a clinical setting. The results revealed that the course was successful in helping students learn ways to communicate effectively in a medical setting. Moreover, the course revealed the diverse needs of the health-care professionals in the United States.

Furthermore, a research by Shuang and Yan (2010) in Shenyang University, China had as its objectives to understand English for Special Purpose (ESP) learning needs of nursing students at different levels of educational, and to explore the ideas and methods adapted to professional English teaching of nursing students at universities. For the instrument of this study, the researchers used a questionnaire to investigate the nursing students’ needs. The results showed that the nursing students were not satisfied with their own English level, and that they needed to learn nursing English after the second year. They also needed to improve their listening and speaking skills in particular.

Next, in a study by Saragih (2014), it was remarked that need analysis was very important for planning and designing teaching materials of English for Specific Purposes. Based on needs analysis, this study aimed to explore the learning needs of 50 nursing students and design ESP teaching materials for nurses by using the quantitative and qualitative research approach. The findings of the study revealed the needs of nursing students concerning ESP for nurses. The results were not only very valuable for course planners and designers of ESP in many aspects, in contrast it also suggested that nursing English textbooks should be related to the need analysis by ESP designers.

In addition, the research of Bosher and Stocker (2015) studied the use of English in the context of a nursing workplace in Taiwan where English was learned as a foreign language. The researcher gathered qualitative data from 19 nurses with written narratives of why and how nurses used English in workplace. The findings disclosed that the research participants paid attention to professional reading to

improve patient care and communicating with foreign caregivers more than communicating with foreign patients. The results of this study might be useful in developing English for Nursing Purposes (ENP) courses and future research on the English language use of nurses and other health-care and medical workers in many countries.

Finally, Yang (2015) explored the academic nursing vocabulary from online nursing articles. A frequency and range-based academic nursing word list including 676 word families was produced to be helpful as a lexical corpus for non-native English learners who needed to read and publish nursing articles in English. The findings also suggested that it was necessary to create definitive academic word lists for English as a Foreign Language (EFL) nursing students to improve their proficiency in academic reading and writing skills.

2.3.2 Thai contexts

The study of Siritwong (1984), aimed to survey the needs, wants, expectations, and problems for the use of English of nursing students and to purpose the syllabus items for the first second year nursing students at the undergraduate level. The research participants were 194 nursing students, 78 nurses, 90 nursing teachers, and 8 nursing co-ordinators. The results showed that the needs, wants, and expectations all related to general information about everyday life, clinical nursing work, and academic nursing work. Additionally, nurses mostly found that they had English listening and speaking problems. For English courses for nursing, skills, content, time, teaching and learning, methodology, and media were serious problems and needed improvement.

As for the study of Suwaroporn (1998), it aimed to identify the professional needs in English and the problems of nursing staff at Memorial Hospital. A questionnaire was used as a research instrument to gather data from 291 nurses. The findings showed that all nursing staff wanted English classes. In addition, reading was the most needed English skill and the main skill problem for nurses was speaking. In terms of the content of English courses for nursing, it should be nursing or health related to general content relevant as well as communication with English speaking

patients. The results also revealed that Thai instructors were needed to teach English for Thai nursing students due to the limitation of English skills of nursing students.

From the research of Tongvivat (2008), English has widely been used as a medium of communication around the world in various professional occupations. Nursing was the one of the professions that required English proficiency due to the number of foreign patients in hospital in Thailand. This study aimed to assess the needs for English skills regarding necessities, lacks, and wants of ICCU nurses at a private hospital in Bangkok. Questionnaires were distributed to 35 nurses and nurses aids who worked in the ICCU of private hospital in Bangkok. The findings showed that listening skill was the most needed by ICCU nurses. Moreover, speaking was the poorest skill for ICCU nurses. As a result, listening and speaking were the English skills to which most needed to paid attention.

The study of Waidarp (2011), aimed to explore the demand for the English skills necessary for Thai nurses working in an international medical setting in the Silom area. The researcher stated that the use of language had become important in both private and public organizations because of globalization. In terms of the medical setting, health personnel such as nursing professional, had to deal directly with patients and their family. For Thai nurses, it was necessary to further develop the English language skills which were required for thesir job. Therefore, they had to improve their English in order to respond to the job's requirements.

The method used for this study included questionnaires for 80 registered nurses, practical nurses and nurses aids in both the inpatient and outpatient departments. The results showed that Thai nurses perceived listening, speaking, and reading skills as being needed the most. Moreover, English skills were important for their work, and it was needed in various activities related to nursing tasks. Nevertheless, in this international medical setting, nurses perceived themselves a having only a moderate ability to use the four English skills.

Additionally, Gass (2012), described the needs analysis and situational analysis for designing an ESP curriculum for Thai nurses. The researcher also explored the problems in communication between Thai nurses and foreign patients because of the expanding medical tourism industry in Thailand. What they needed most was speaking and listening skills and vocabulary related to the field which would allow them to develop a higher quality of service. Moreover, the methods of this study were not only based on quantitative data including needs analysis questionnaire and situational analysis, but also used qualitative methods such as observation and interviews with nurses, patients, hospitals, and directors.

The results of this study showed that nurses had an urgent need for English in medical service. There were some problems with interactions in English between nurses and foreign patients such as cultural differences, different background knowledge, shyness, and lack of confidence. Furthermore, according to the hospital director's interview, nurses were concerned about the importance of English communication, thus they needed to learn some basic English structures to be able to serve the patients, be polite and make them feel comfortable. The skills most needed for their job were listening and speaking.

To sum up, this research exposed some gaps for further study as most of the previous research in foreign contexts explored nursing students and some of them also studied professional nurses' needs. For the Thai context, most research only gathered data from professional nurses and medical staff related to nurses. Moreover, the results from both contexts showed the needed skills for nurses were listening, speaking, reading, and writing.

As a result, in addressing this gap, this study not only focuses on English for Specific Purposes but also explores the needs for General English of professional nurses. In terms of English proficiency, not only the four main English skills are included in this study, but also knowledge of grammar, vocabulary, and pronunciation. In addition, this study relates to the AEC context making it a new area of research not previously investigated.

2.4 Conclusion

To summarize, ESP and needs analysis were used as the research framework for this study. ESP is an English language course for special learners. It relates to needs analysis which is an approach to identify what learners need. The results from a needs analysis support the design of an ESP course and curriculum. Furthermore, there are a number of related research that explore the needs analysis of English for nursing in many aspects and ways to gather research data. For this reason, the research methodology is discussed in the next chapter.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the study. Firstly, the chapter begins with a description of the research design followed by a description of the population and sampling. After that, research instruments are discussed including reliability and validity, and the process of data collection and data analysis.

3.1 Research Design

This study was a survey research using mixed methods including quantitative and qualitative methods for gathering data. The objective of quantitative method was to quantify and generate numerical data or data that can be transformed into statistics. The purpose of qualitative method was to gather in-depth data from the research population. For this reason, both quantitative and qualitative methods were used into this study. Moreover, it was the cross-sectional survey design; a study that examines information of population and results at a single point in time (Yost, 2010). The questionnaire was an instrument to explore opinions about needs, problems, and wants in English language skills of professional nurses at the public hospitals in Bangkok which belong to the Ministry of Education and the Thai Red Cross Society. In terms of the qualitative approach, an interview was the method used to obtain in-depth data from administrators of nursing administration offices and foreign patients who had received treatment at these hospitals.

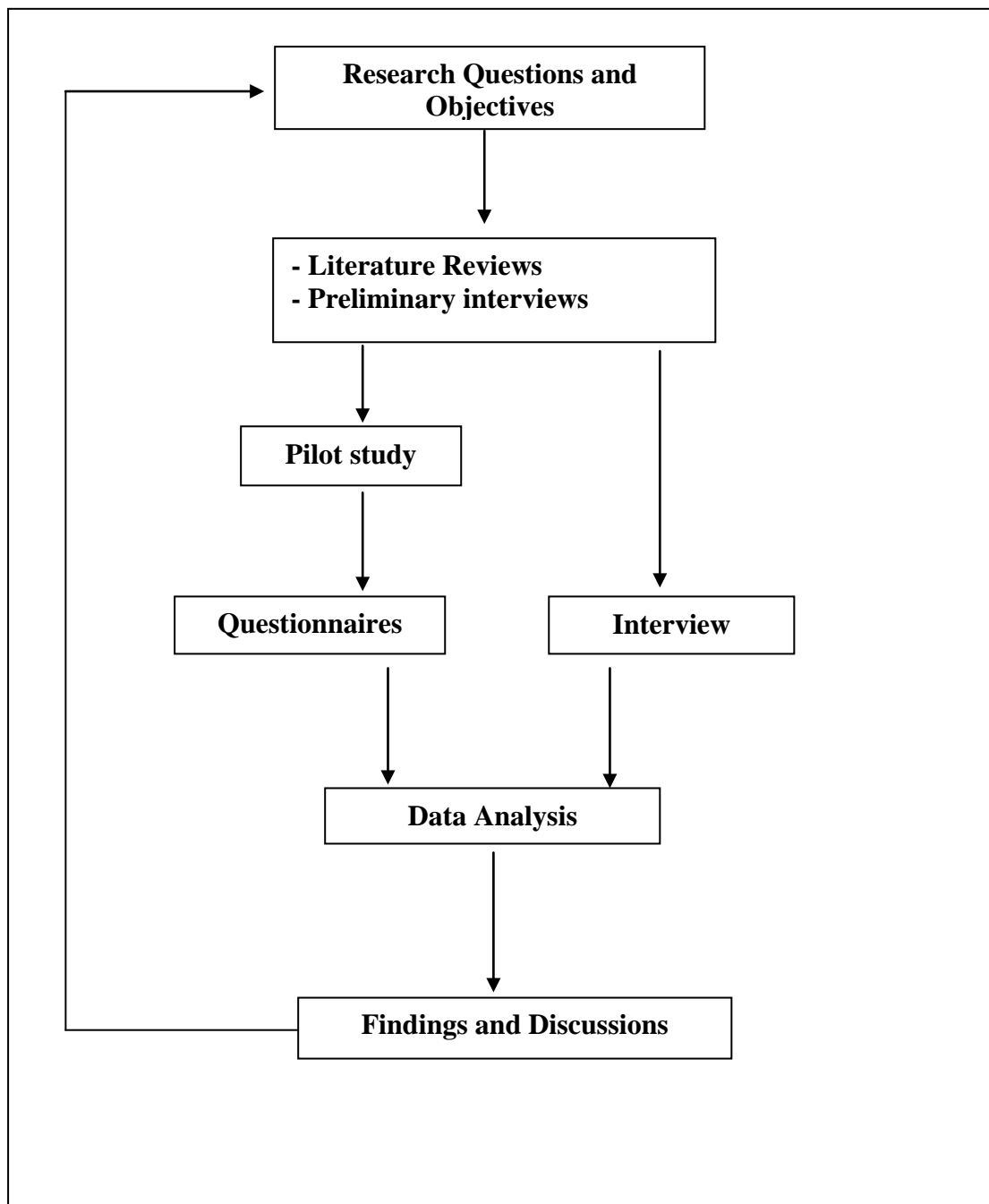


Figure 3.1 Research Design

3.2 Population and Sampling

3.2.1 Population

For this study, the research population focused on professional nurses at public hospitals in Bangkok that belong to the Ministry of Education and the Thai Red Cross Society. Moreover, there were three administrators of nursing administration offices from each hospital and foreign patients totaling at least five persons. The number of nurses participants obtained by asking nursing administration staff at these public hospitals, was organized as follows:

Table 3.1 The number of research population from each hospital

Hospitals	Population	Sample	Returned Questionnaires
Hospital A	1,998	116	116
Hospital B	1,000	115	115
Hospital C	152	115	115
Total	3,150	346	346

3.2.2 Sampling

3.2.2.1 Sampling for questionnaire participants

The total number of nurses at three public hospitals in Bangkok that belong to the Ministry of Education and the Thai Red Cross Society was 3,150. Non-probability sampling was used for this research. It was a quota sampling to gather data from specific research participants. Public hospitals in Bangkok which belong to the Ministry of Education and the Thai Red Cross Society were chosen because each hospital had a nursing school for preparing nursing students to be nurses, so the results from this study could be useful for developing and designing English nursing courses. Furthermore, the sample size formula of Krejcie and Morgan (1970) was used to calculate the number of research participants. It is an effective method for determining the appropriate sample size that represents the total population. The sample size relates to the total population; as the population increases, thus the sample size also increases. For this study, the total population in accordance with Krejcie and

Morgan's criteria was 3,500. Therefore, the sample size required to be representative was 346.

The research participants for this study included the 346 professional nurse respondents, 2% of whom were male and 98% of whom were female. In terms of their work experience, almost half (46.80%) had over seven years work experience and 27.50% had nursing experience of between two and four years. For the newly graduated nurses, they had been working at their hospital from six months to one year (15.90%), and 9.80% of them had nursing experience of between five and seven years.

As for the wards in which the respondents worked, 30% of them worked in the operating Room (OR), 23.70% worked in internal medicine, 22.00% in the surgery department and 21.10% of the respondents worked in other wards. With regard to the institution from which they had graduated, most (47.70%) had graduated from Mahidol University and 29.20% from The Thai Red Cross College of Nursing.

Table 3.2 Personal information of the professional nurse participants

Background information	<i>f</i>	%
1. Gender:		
- male	7	2.00
- female	339	98.00
Total	346	100.00
2. Work experience:		
- 6 months-1 years	55	15.90
- 2-4 years	95	27.50
- 5-7 years	34	9.80
- more than 7 years	162	46.80
Total	346	100.00
3. ward or department:		
- Internal medicine	82	23.70
- Surgery	76	22.00
- Others	73	21.10
- Obstetrics and Gynecology	37	10.70
- Pediatrics	36	10.40
- Cardiovascular	11	3.20
- Eyes	10	2.90
- Orthopedics	10	2.90
- ENT (ears, nose and throat)	4	1.20
- Psychiatry	2	0.60
Total	341	98.70

Table 3.2 Personal information of the professional nurse participants (cont.)

Background information	<i>f</i>	%
4. Grduationinstitutes:		
- Mahidol University	165	47.70
- The Thai Red Cross College of Nursing	101	29.20
- Huachiew Chalermprakiet University	17	4.90
- Burapha University	8	2.30
- Thammasat University	6	1.70
- Payap University	5	1.40
- Srinakharinwirot University	4	1.20
Total	306	88.40

3.2.2.2 Sampling for interview participants

The interview participants of this study comprised there were two population groups which were three administrators of nursing administration offices from three public hospitals and the Thai Red Cross Society, and six foreign patients. Non-probability sampling with purposive sampling was used to sample the administrators of nursing administration office, and accidental sampling was used for foreign patient sampling. These interview participants were chosen according to the following criteria.

Table 3.3 Criteria of the research interviewees

Criteria for administrators of nursing administration office	Foreign patient criteria
1.Administrator of a hospital	1.Foreign patients
2.Person with hospital policy knowledge	2.Patients in receipt of
3.Person taking direct care of professional nurses directly.	medical services at these public hospitals

3.3 Research Instruments

Questionnaire and interview were the instruments to gather data from research populations. In terms of the questionnaire, it was the instrument to collect data from 346 professional nurses. For the interview, a semi-structured interview was used to collect data from administrators of nursing administration offices and foreign patients of hospitals. Both questionnaires and interviews used in this study were in Thai in order to minimize problems of misunderstanding and word interpretation. Furthermore, quantitative data and qualitative data were kept confidential, destroyed or deleted one year after the research had been completed.

3.3.1 Questionnaire (See appendices A and B)

The questionnaires were based on the reviews of literature and related research concerning needs analysis and ESP. In addition, the contents of questionnaire were designed from the data obtained from the preliminary interviews with professional nurse. Questionnaire was administered to the nursing administration offices at three public hospitals in Bangkok that belong to the Ministry of Education and the Thai Red Cross Society.

The questionnaire of professional nurses composed of three parts. The first part was participant's personal information. The second part was the opinion of professional nurses related to problems and needs regarding English language skill of nursing occupation in relation to ASEAN Economic Community. For this part, the statements were divided into four sections including general English, ESP, English skills, and the details of each English skill. Each part consisted of specific details.

Table 3.4 The identification of the questionnaire items in part 2

Section	English type / English skills	Items
Section 1	General English	1.1-1.4
Section 2	English for Specific Purposes (ESP)	2.1-2.5
Section 3	English skills	3.1-3.7
Section 4	Detail of 6 English skills	4.1-4.42
	Listening for General English	4.1-4.5
	Listening for ESP	4.6-4.8
	Speaking for General English	4.9-4.17
	Speaking for ESP	4.18-4.22
	Reading for General English	4.23-4.26
	Reading for ESP	4.27-4.30
	Writing for General English	4.31-4.34
	Writing for ESP	4.35-4.36
	General vocabulary	4.37-4.39
	ESP vocabulary	4.40-4.42

The final part contained the opinions of professional nurses related to wants regarding English language nursing course curricular in relation to AEC. From this final part, there were seven important sections. First, it focused on the English skills wanted. Second, it included the classroom activities and third, it concentrated on the teacher qualifications for English course instructors. Fourth, it addressed the training courses needed by professional nurses and fifth, it was the purpose for studying English. Sixth, it presented the number of English courses in the nursing curriculum, and seventh, it concerned opportunities to work abroad.

3.3.2 Interview (See appendices C-F)

A semi-structured interview was used with questions described to obtain information from interviewees. The interview questions related to questionnaire and aimed to identify English problems skills, the skills they needed, and classroom management of English courses for nursing. The order of questions was purposely variable.

3.3.3 Research Procedure

Beginning with the research ethics process, the research instruments were approved by the committee for research ethics (Social Sciences) of the Faculty of Social Science and Humanities, Mahidol University. After receiving the research ethics committee's documented approval, the researcher sent it together with an official consent letter, to public hospitals in Bangkok belonging to the Ministry of Education and the Thai Red Cross Society, seeking their permission to undertake the study.

For questionnaire administration process, after receipt the permission letter and the development and trial of a draft questionnaire, the researcher requested staff of the nursing administration office at each hospital to send questionnaire to suitable research participants at the three hospital research areas. The questionnaire was distributed to research participants by the staff of the nursing administration office a hospitals A and C, and the researcher distributed the questionnaires herself to research respondents at hospital B. After that the data from the questionnaires was analyzed.

As for the interview process, the researcher began with contacted staff of hospitals in the research area for permission to interview the administrators and foreign patients at each hospital. The administrators were give appointments for the interview, but for the foreign patient interviews, the researcher had to canvass willing patients in wards selected by hospital staff for an interview. Each interview took about 10-15 minutes using audio recording and notes. Finally, both the data from the administrators and foreign patient interviews were analyzed by content analysis.

3.4 Validity and reliability

3.4.1 Validity and reliability of questionnaire

After designing the research instrument, it was necessary to trial it before using it to collect data. The questionnaire was verified by the researcher who rechecked it in terms of questions, words, and content. It was also verified by an expert in the research methodology so as to verify the content and construct validity.

Moreover, a pilot study was conducted to trial the research instrument (questionnaire) with the sampling group of about twenty-seven professional nurses who were not part of the actual research. The objective of the pilot study was to identify any ambiguous items or unclear statements and test the understanding of content and spelling, as well as to welcome the suggestions that could be used to improve and develop the final, completed questionnaire. Cronbach's Alpha Coefficient was used to evaluate the reliability of the data obtained from the pilot study. The pilot study revealed that the Cronbach's Alpha value of the questionnaire was at 0.98.

3.4.2 Validity and reliability of interviews

After the conducting the interview questions by reviewing the literature and related research, the interview questions were approved the content validity by thesis advisor to check an appropriate interview questions, the relation between Thai and English version, and the obviousness for understanding.

Then it was a try out process with a preliminary peer reviewing and debriefing with nurses who were not research participants in order to get feedback and test the scope of interview questions for checking the reliability and validity of interviews. The researcher had to revise the feedback comments from preliminary peer reviewing for creating the real interview questions for the study.

Moreover, the interview questions for nursing administrators and foreign patients were in Thai in order to avoid the misinterpretation or misunderstanding. On the contrary, the interview questions for foreign patients were in English. The audio recorder when interviewing was used to increase the reliability of qualitative data because research can revise and review the interviews for exposing qualitative findings and data analysis.

3.5 Data Analysis

3.5.1 Questionnaire analysis

The collected data from the survey questionnaire was analyzed using the statistical program to summarize the results of the study according to the frequency distribution, percentage, mean, and standard deviation.

3.5.1.1 The five point Likert scale was adopted to determine the data score of opinions related to problems, needs, and wants.

3.5.1.2 Cronbarch's alpha coefficient was used to analyze the reliability of the questionnaire according to the five point Likert Scale.

3.5.1.3 Frequency distribution and percentages were used for the analyze of participants background information concerning gender, work experience, frequency of using English, as well as their opinions on the increasing number of foreign patients sourced in AEC.

3.5.1.4 Arithmetic Mean and Standard Deviation were calculated to clarify average values of problems and needs of English language skills.

Table 3.5 Five Likert Scale Criteria for the questionnaire evaluation

Scale	Problems	Needs	Wants	Mean range
5	Very Extensive	Very Strong	Very Strong	4.21-5.00
4	Extensive	Strong	Strong	3.41-4.20
3	Moderate	Moderate	Moderate	2.61-3.40
2	Rare	Rare	Rare	1.81-2.60
1	Least	Least	Least	1.00-1.80

3.5.2 Interview analysis

The qualitative data of this study was analyzed by content analysis. Berg and Lune (2014) explained that content analysis allows the researcher to effectively examine the written document or transcriptions of recorded verbal communications. Esterberg (2002) described content analysis as a technique that is used to analyze any genre of text such as interview transcripts. It evaluates the frequency of particular words or themes that appear in the interview data, and might be useful to determine how often a specific idea is mentioned by the interviewee. Similarly, content analysis is used to identify coherent and essential examples, themes, and patterns of qualitative data. These might include quotations which reflect similar important ideas and concepts (Patton, 1987).

From the audio recording, the interview data was transcribed by coding and grouping. Next, the data was organized into the patterns of information. The data was then discussed and divided into common or different opinions.

3.5.3 Mixed methods analysis

The mixed methods research design includes quantitative and qualitative data. The researcher can search out the main points of connection and guided information from an analysis and interpretation of both data sets in order to compare and contrast the research findings (Hesse-Biber, 2010).

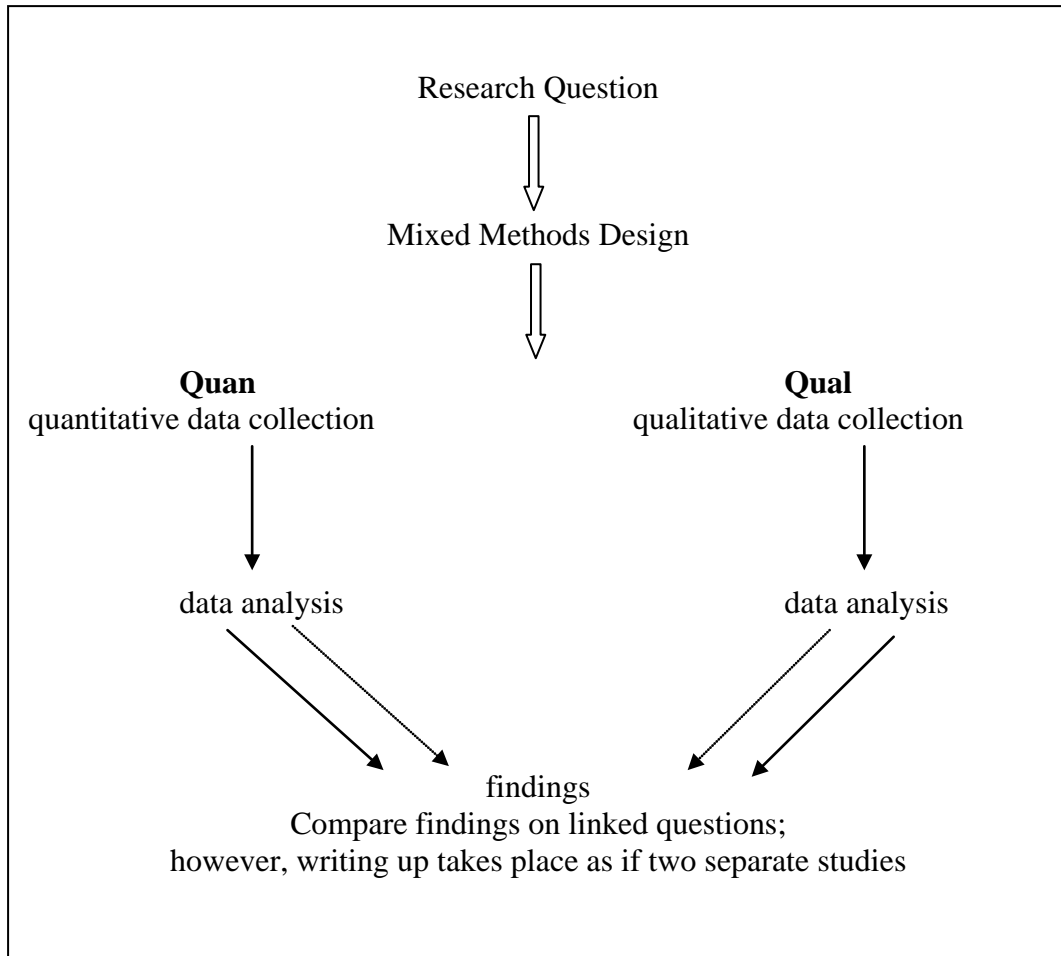


Figure 3.2 Pararell mixed methods design of Hesse-Biber (2010)

3.6 Conclusion

This study was designed to use questionnaire and interviews for gathering quantitative and qualitative data in order to explore the needs and problems of English language use for professional nurses in the context of AEC, and identify the wants for English courses of the nursing curriculum.

The research instruments were tested for reliability and validity. Then, the questionnaire was administered to the research population. Semi-structured interviews were used to obtain data from nursing administrators and foreign patients. The quantitative data was analyzed by statistic program and content analysis was used to analyze the data from interviews. The findings from both data sets are discussed in the next chapter.

CHAPTER IV

FINDINGS

This chapter describes the findings of the study concerning Needs Analysis of English language skills for professional nurses in the context of ASEAN Economic Community (AEC). The quantitative data includes the questionnaire that was returned by the professional nurse participants, qualitative data from the administrators of nursing administration offices and foreign patient interviews. The quantitative data was analyzed by a statistic program and the content analysis was used to analyze the qualitative data. The findings are reported for the three research questions of the study which are

1. To what extent do professional nurses have problems in English language skills in relation to ASEAN Economic Community.
2. To what extent do professional nurses have needs in English language skills in relation to ASEAN Economic Community.
3. To what extent do the professional nurses' wants regarding English course of nursing curriculum in relation to ASEAN Economic Community.

4.1 Problems in English language skills with a view to AEC

This section describes the results of the study obtained from the questionnaire. From the respondents' opinions related to General English, they had moderate level of problems such as English for socialization, using English as a tool for communication, and learning English for general topics. Only learning English as the medium language in ASEAN was an extensive problem as shown in the table 4.1.

Table 4.1 General English usage problems of professional nurses

Statements	<i>M</i>	<i>SD</i>	Level
General English			
1.Learning English because it is the medium language in ASEAN	3.52	0.946	E
2.Using English as a tool for communication in various situations	3.30	1.098	M
3.Learning English for general topics	3.26	0.931	M
4.English for socialization	3.08	1.101	M

E = Extensive M = Moderate

In terms of specific English problems concerning the topics of English for nursing purposes, English for nursing was linked to future career opportunities in AEC, and medical tourism in Thailand. The problem level for these items was extensive. Only technical vocabulary for nursing was at the moderate level (see Table 4.2).

Table 4.2 Specific English usage problems of professional nurses

Statements	<i>M</i>	<i>SD</i>	Level
Specific English			
1.English for Nursing purposes when you work abroad.	3.81	1.088	E
2.English for Nursing purposes related to your work because of expanding medical tourism.	3.75	0.972	E
3.English for Nursing purposes related to your future occupation because of AEC.	3.63	0.940	E
4.English for Nursing purposes	3.49	0.937	E
5.Technical vocabulary for nursing	3.22	1.056	M

E = Extensive M = Moderate

As for English skills problems set out in table 4.3, the findings show that listening and speaking as well as grammar, vocabulary, and pronunciation were an extensive problem level, while reading and writing were a moderate level.

Table 4.3 English skills problems of professional nurses

Statements	<i>M</i>	<i>SD</i>	Level
English skills			
1.Speaking	3.57	1.011	E
2.Grammar	3.57	1.062	E
3.Pronunciation	3.49	1.026	E
4.Listening	3.47	0.993	E
5.Vocabulary	3.42	0.952	E
6.Writing	3.32	1.024	M
7.Reading	3.08	0.982	M

E = Extensive M = Moderate

The results of each English skill are presented in the following tables. Table 4.4 shows that the respondents had listening problems with General English at the extensive level ($M=3.54$). Moreover, the highest mean score related to problems and needs for General English was for the topic of job interview in English. They also had problems with English for Specific Purposes (ESP) at an extensive level ($M=3.48$). The problem with the highest mean score was the topic of listening to English conversation for the purposes of completing the patient's information sheet.

Table 4.4 Listening skill problems of professional nurses

Statements	<i>M</i>	<i>SD</i>	Level
General English listening			
1.Job interview in English	3.71	1.065	E
2.Listening to English news	3.64	1.018	E
3.Listening to English conversation via telephone	3.58	0.972	E
4.Listening to general conversation	3.39	0.915	M
5.Listening to English music	3.37	1.009	M
Total	3.54	1.000	E
ESP listening			
6.Listening to English conversation to fill in the patient's information sheet	3.51	0.990	E
7.Listening to foreign patients' symptoms	3.47	0.957	E
8.Listening to foreign patients' general inquiry	3.47	0.954	E
Total	3.48	0.967	E

E = Extensive M = Moderate

From table 4.5, problems of General English speaking recorded an average of 3.35 which was at the moderate level. Furthermore, the highest mean score for problems of General English was for the topic of job interview in English.

On the other hand the mean score for speaking problems associated with English for Specific Purposes was 3.55 which were at the extensive level. The topic of conversation exchange with foreign colleagues during training or conferences recorded the highest mean score for English for Specific Purposes.

Table 4.5 Problems of professional nurses in speaking skill

Statements	<i>M</i>	<i>SD</i>	Level
General English speaking			
1. Job interview in English	3.60	1.065	E
2. Speaking with people when you go abroad (e.g. travelling)	3.53	1.050	E
3. Conversational exchange with foreigner	3.48	0.972	E
4. Booking a hotel for travelling	3.48	1.081	E
5. Expressing feeling and opinion in English	3.42	1.044	E
6. Ordering food in restaurant abroad	3.33	1.080	M
7. Introducing and greeting in English.	3.07	1.035	M
8. General conversation in daily life (non-workplace)	3.27	0.998	M
9. Making small talk with foreign patients	2.94	1.109	M
Total	3.35	1.048	M
ESP speaking			
10. Conversation exchange with foreign colleagues during training or conference	3.64	1.054	E
11. Informing and treatment information for foreign patients	3.60	1.029	E
12. Medical conversation and medical recommendation for foreign patients and their family members	3.60	1.043	E
13. Comforting and offering service to foreign patients	3.47	0.999	E
14. Asking about patient's symptoms	3.45	0.977	E
Total	3.55	1.020	E

E = Extensive M = Moderate

Table 4.6 presents the reading skill problems for General English and English for Specific Purposes which were at the same level, namely moderate ($M=3.14$ and 3.09). Additionally, the highest mean score for problems in General English was recorded for the topic of reading English language newspapers. For topics related to English for Specific Purposes problems, reading instructions for medical equipment had the highest mean score.

Table 4.6 Reading skill problems of professional nurses

Statements	<i>M</i>	<i>SD</i>	Level
Reading General English			
1. Reading English language newspapers	3.24	1.032	M
2. Reading the English language magazines, novels and comics	3.19	1.032	M
3. Reading e-mails in English	3.17	0.980	M
4. Reading signs and traffic signs in English	2.96	1.030	M
Total	3.14	1.019	M
Reading ESP			
5. Reading instructions for medical equipments	3.11	0.955	M
6. Reading medical reports	3.09	1.036	M
7. Reading patient's treatment records	3.08	1.026	M
8. Reading progress notes (e.g. symptoms and doctors' treatment plans)	3.06	1.010	M
Total	3.09	1.007	M

E = Extensive M = Moderate

The results from table 4.7 show that the principle problems regarding General English and English for Specific Purposes writing skills was at the extensive problem level ($M=3.48$ and 3.46). In addition, the highest mean score for problems with General English was for the topic of writing for socialization. Completing the patient's admission form was the topic with the highest mean score for English for Specific Purposes writing.

Table 4.7 Writing skill problems of professional nurses

Statements	<i>M</i>	<i>SD</i>	Level
Writing General English			
1. Writing for socialization (e.g. texting, an e-mail and diary)	3.53	1.882	E
2. Writing a letter to foreign friend	3.51	1.058	E
3. Writing résumé	3.47	1.033	E
4. Writing a job application in English	3.40	1.031	M
Total	3.48	1.251	E
Writing ESP			
5. Writing the patient's admission form	3.46	1.035	E
6. Writing a consent form for patients or their family members (e.g. operation)	3.45	1.041	E
Total	3.46	1.038	E

E = Extensive M = Moderate

Table 4.8 presents the findings for main problem regarding General English and English for Specific Purposes vocabulary which were the same at a moderate level ($M=3.20$).

Furthermore, the highest mean score for problems for General English was for the topic of spelling. Terminology which nurses used to communicate with doctor, colleagues and foreign patients recorded the highest English for Specific Purposes problem mean score.

In terms of English grammar and pronunciation problems, they were at the same level, namely extensive ($M=3.58$ and 3.50).

Table 4.8 Problems of professional nurses in vocabulary, grammar, and pronunciation

Statements	<i>M</i>	<i>SD</i>	Level
Vocabulary General English			
1.Vocabulary spelling	3.25	0.953	M
2.Vocabulary on general topic in daily life (e.g. magazine, menu in restaurant and English music)	3.19	0.934	M
3.General vocabulary to communicate with people	3.17	0.960	M
Total	3.20	0.949	M
Vocabulary ESP			
4.Terminology used by nurses to communicate with doctor, colleagues and foreign patients (e.g. technical terms for operation)	3.25	0.949	M
5.Vocabulary for medical equipment	3.19	0.974	M
6.Medicine vocabulary (e.g. drugs and medication)	3.17	1.001	M
Total	3.20	0.975	M
English grammar	3.58	1.054	E
English pronunciation	3.50	1.060	E

E = Extensive M = Moderate

As for the foreign patient interview findings showed that they frequently visited several hospital departments such as travel medicine, physiotherapy, dermatology, surgery, and optometry where they met medical staff such as doctors and nurses. They said that English skills of Thai nurses were not too bad and that generally they could use English for common topics, but it was more problematic when dealing with complicated topics. In addition, most of them stated that pronunciation was especially important because Thai nurses had significant the pronunciation problems. As a result, foreign patients sometimes had difficulty to understand Thai pronunciation which made it the major concern for communication and understanding instructions and medical advise.

4.2 Needs in English language skills with a view to AEC

With reference to the opinions of participants concerning General English needs from table 4.9, the topic Using English as a Tool for Communication in Various Situations and Learning English because it is the medium language in ASEAN were recorded the very strong needs. In terms of English for socialization, and learning English for general topics, they were at the strong needs.

Table 4.9 Needs of professional nurses in General English

Statements	<i>M</i>	<i>SD</i>	Level
General English			
1.Learning English because it is the medium language in ASEAN	4.32	0.795	V
2.Using English as a tool for communication in various situations	4.25	0.834	V
3.English for socialization	4.20	0.901	S
4.Learning English for general topics	4.11	0.849	S

V = very strong S = Strong

Considering the topics related to Needs for Specific English, they were at the very strong level for the topics English for nursing purposes, English for nursing purpose related to future career in AEC, and English for Nursing purpose when you work abroad. English for nursing purposes related to your work because of expanding medical tourism was also at a very strong level, while only Technical vocabulary for nursing was at the strong level.

Table 4.10 Needs of professional nurses for Specific English

Statements	<i>M</i>	<i>SD</i>	Level
Specific English			
1.English for nursing purposes when you work abroad.	4.38	0.973	V
2.English for Nursing purposes related to your work because of expanding medical tourism in Thailand.	4.35	0.827	V
3.English for Nursing purposes	4.31	0.814	V
4.English for nursing purposes related to your future occupation in AEC.	4.30	0.851	V
5.Technical vocabulary for nursing	4.08	1.066	S

V = very strong S = Strong

For the needs of English skills, the results also revealed that English skills such as listening and speaking as well as grammar, vocabulary, and pronunciation were at the very strong level while reading and writing skills were at the strong level.

Table 4.11 English skills needs of professional nurses

Statements	<i>M</i>	<i>SD</i>	Level
English skills			
1.Speaking	4.37	0.821	V
2.Listening	4.32	0.876	V
3.Pronunciation	4.29	0.860	V
4.Vocabulary	4.26	0.859	V
5.Grammar	4.24	0.884	V
6.Writing	4.15	0.960	S
7.Reading	4.05	1.051	S

V = very strong S = Strong

As for listening skill needs, the mean score of listening skill needs in General English was 4.27 (very strong level), and the highest mean score was for the topic of job interview in English. Regarding to the mean score of English for Specific Purposes was 4.29 (very strong level) respectively. Listening foreign patients describe their symptoms and general medical inquiries had the highest needs mean score.

Table 4.12 Needs of professional nurses in listening skill

Statements	<i>M</i>	<i>SD</i>	Level
Listening General English			
1.Job interview in English	4.34	0.874	V
2.Listening to news in English	4.32	0.828	V
3.Listening to English conversation via Telephone	4.30	0.855	V
4.Listening to general conversation	4.21	0.892	V
5.Listening to music in English	4.16	0.933	S
Total	4.27	0.876	V
Listening ESP			
6.Listening foreign patients describe their symptoms	4.29	0.881	V
7.Listening to foreign patients' general inquiries	4.29	0.867	V
8.Listening to English conversation to fill in the patient's information sheet	4.28	0.888	V
Total	4.29	0.879	V

V = very strong S = Strong

From table 4.13, the need for speaking skills in General English was at the strong level ($M=4.20$). Furthermore, the highest mean score for needs of General English was for the topic of job interview in English.

On the other hand, the needs mean score for English for Specific Purposes was 4.36 which was a very strong level. The topic of conversation exchange with foreign colleagues during training or conferences recorded the highest mean score for English for Specific Purposes.

Table 4.13 Needs of professional nurses in speaking skill

Statements	<i>M</i>	<i>SD</i>	Level
Speaking General English			
1. Job interview in English	4.34	0.854	V
2. Conversational exchange with foreigner	4.31	0.852	V
3. Speaking with people when you go abroad (e.g. travelling)	4.29	0.877	V
4. Making small talk with foreign patients	4.26	0.920	V
5. Booking a hotel for traveling	4.24	0.910	V
6. General conversation in daily life (non-workplace)	4.18	0.938	S
7. Ordering food in restaurant abroad	4.16	0.992	S
8. Introducing and greeting in English.	4.05	1.067	S
9. Expressing feelings and opinions in English	4.00	1.173	S
Total	4.20	0.954	S
Speaking ESP			
10. Conversation exchange with foreign colleagues during training or conference	4.40	0.804	V
11. Informing and treatment information for foreign patients	4.39	0.817	V
12. Medical conversation and medical recommendation for foreign patients and their family members	4.39	0.817	V
13. Asking about patient's symptoms	4.30	0.862	V
14. Comforting and offering service to foreign patients	4.30	0.876	V
Total	4.36	0.835	V

V = very strong S = Strong

Table 4.14 presents the reading skill needs, the findings of which revealed that; the mean scores for General English ($M=4.07$) and English for Specific Purposes ($M=4.11$) were at the same level namely strong.

Additionally, the highest mean score for needs in General English was recorded for the topic of reading English newspapers. For topics related to English for Specific Purposes needs, reading patient's treatment records and reading instructions for medical equipment had the highest mean scores.

Table 4.14 Needs of professional nurses in reading skill

Statements	<i>M</i>	<i>SD</i>	Level
Reading General English			
1. Reading English language newspapers	4.11	1.005	S
2. Reading e-mails in English	4.09	1.032	S
3. Reading the English language magazines, novels and comics	4.08	1.028	S
4. Reading signs and traffic signs in English	3.99	1.094	S
Total	4.07	1.040	S
Reading ESP			
5. Reading progress notes (e.g. symptoms and doctors' treatment plans)	4.12	1.025	S
6. Reading patient's treatment records	4.11	1.062	S
7. Reading instructions for medical equipments	4.11	1.028	S
8. Reading medical reports	4.08	1.069	S
Total	4.11	1.046	S

V = very strong S = Strong

The results from table 4.15 shows that the need-levels for writing skill were very strong for General English and English for Specific Purposes, with mean scores of 4.27 and 4.29 respectively. The highest mean score for General English needs were recorded for the topic of writing for socialization and letter writing to foreign friend. Filling out the patient's admission form, and writing a consent form for patients or their family members recorded the highest mean scores for English for Specific Purposes.

Table 4.15 Writing skill needs of professional nurses

Statements	<i>M</i>	<i>SD</i>	Level
Writing General English			
1. Writing for socialization (e.g. texting, an e-mail and diary)	4.28	0.884	V
2. Writing a letter to foreign friend	4.28	0.887	V
3. Writing résumé	4.27	0.878	V
4. Writing a job application in English	4.25	0.923	V
Total	4.27	0.893	V
Writing ESP			
5. Writing the patient's admission form	4.29	0.889	V
6. Writing a consent form for patients or their family members (e.g. operation)	4.29	0.904	V
Total	4.29	0.897	V

V = very strong S = Strong

Table 4.16 presents the findings for vocabulary needs and show that the average for General English was strong ($M=4.16$), and for English for Specific Purposes the mean score for needs was at the very strong level ($M=4.21$).

In addition, the highest mean score for problems and needs for General English was for the topic of vocabulary spelling and vocabulary for medical equipment was the highest mean score for English for Specific Purposes related needs topics.

In terms of English grammar and pronunciation, the needs level for English grammar and pronunciation for these two both General English and English for Specific Purposes was at the very strong level ($M=4.33$ and 4.32).

Table 4.16 Vocabulary, grammar, and pronunciation needs of nurses

Statements	<i>M</i>	<i>SD</i>	Level
Vocabulary General English			
1.Vocabulary spelling	4.21	0.911	V
2.General vocabulary to communicate with people	4.16	0.973	S
3.Vocabulary on general topic in daily life (e.g. magazine, menu in restaurant and English music)	4.12	0.963	S
Total	4.16	0.949	S
Vocabulary ESP			
4.Vocabulary for medical equipment	4.23	0.985	V
5.Terminology for nursing to communicate with doctor, colleagues and foreign patients (e.g. technical terms for operation)	4.22	0.918	V
6.Medicine vocabulary (e.g. drugs and medication)	4.19	0.962	S
Total	4.21	0.955	V
English grammar	4.33	0.859	V
English pronunciation	4.32	0.900	V

V = very strong S = Strong

4.3 Wants regarding English course of nursing curriculum and training courses in hospital related to AEC

For this section, the findings for professional nurses' wants regarding the nursing curriculum reveal that they wanted English for listening, speaking, reading, and writing skills as well as pronunciation at a very strong level. They also wanted English grammar at a strong level. Furthermore, they wanted both nursing terminology and general vocabulary at a very strong level as well. The speaking skill received the highest mean score of the English language skills.

In terms of classroom activities, they wanted every kind of classroom activity such as individual, pair work, group, whole class, and outside school activities at the strong level. The highest mean score (4.19) for classroom activities was for the outside school activity.

As well, they wanted to learn English with a native teacher especially for communication and this want was at the very strong level. A Thai teacher for grammar was wanted at a strong level, and they also wanted a teacher who had experience as a professional nurse to teach them at a very strong level. Moreover, the want for both Thai teacher and native teacher was recorded at the very strong level.

With respect to the professional nurses' wants regarding training courses in hospital for AEC preparing, they wanted General English in daily life and English specifically for career nursing at the very strong level ($M= 4.42$ and 4.51)

Table 4.17 Professional nurses' wants regarding to English nursing curriculum and training courses in hospital related to ASEAN Economic Community

Subjects	<i>M</i>	<i>SD</i>	Level
1. Wants for English skills for nursing curriculum			
- Speaking skill	4.52	0.762	V
- Listening skill	4.50	0.739	V
- Pronunciation	4.41	0.783	V
- Nursing Terminology	4.38	0.786	V
- Reading skill	4.38	0.783	V
- Writing skill	4.36	0.801	V
- General vocabulary in daily life	4.33	0.804	V
- English grammar	4.17	0.843	S
2. Wants for classroom activities in English Course			
- Outside school activity	4.19	0.884	S
- Group activity	4.12	0.865	S
- Whole class activity	3.99	1.024	S
- Pair work	3.93	0.924	S
- Others	3.79	1.155	S
- Individual activity	3.67	1.113	S
3. Wants regarding instructors of English Course			
- Native teacher for English communication Teaching	4.50	0.759	V
- Native teacher only	4.46	0.698	V
- Teacher who has experience as a professional nurse	4.26	0.906	V
- Both Thai teacher and native teacher	4.23	0.936	V
- Thai teacher for grammar teaching	3.83	0.987	S
- Thai teacher only	3.44	1.104	S
4. Wants for training course in hospital			
- English specifically for career nursing	4.51	0.743	V
- General English in daily life	4.42	0.759	V

With regard to figure 4.4, the results show that 32.70% of professional nurses wanted to take two English courses while 11.60% of them want to take just one course. Moreover, 24.90% and 24.60% felt the want to take three and four English courses respectively.

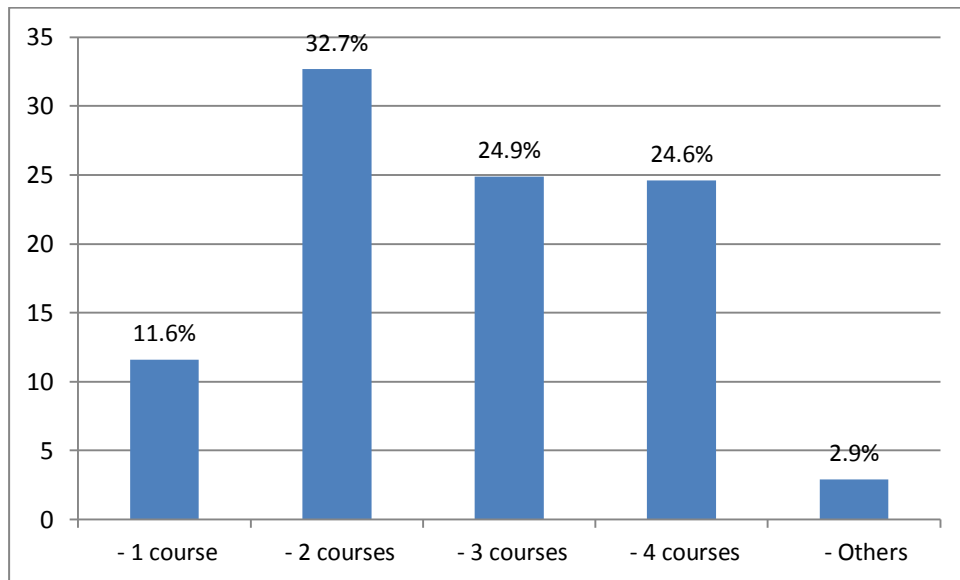


Figure 4.1 The number of English courses of nursing curriculum

From figure 4.2, the results revealed the purposes for learning English that more than half of nurse respondents (53.20%) wanted to learn English for their nursing career, while another 43.90% wanted to learn English for communication in daily life.

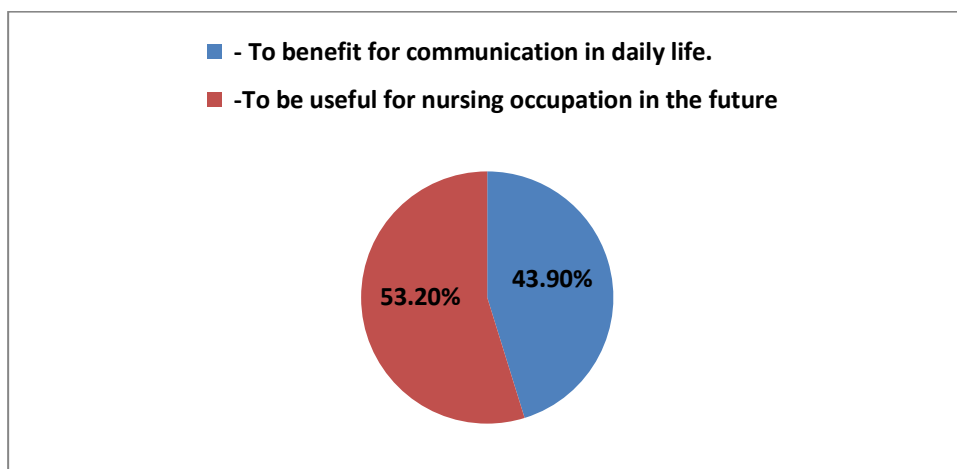


Figure 4.2 Purposes for English learning of nursing curriculum

In the section on frequency of English language used for general topics in daily life, half of them (50.00%) sometimes used English in daily life, and almost 38% of them rarely used English in their daily life. Furthermore 6.60% of the nurses never used English, and (5.50%) claimed to often use English in daily life.

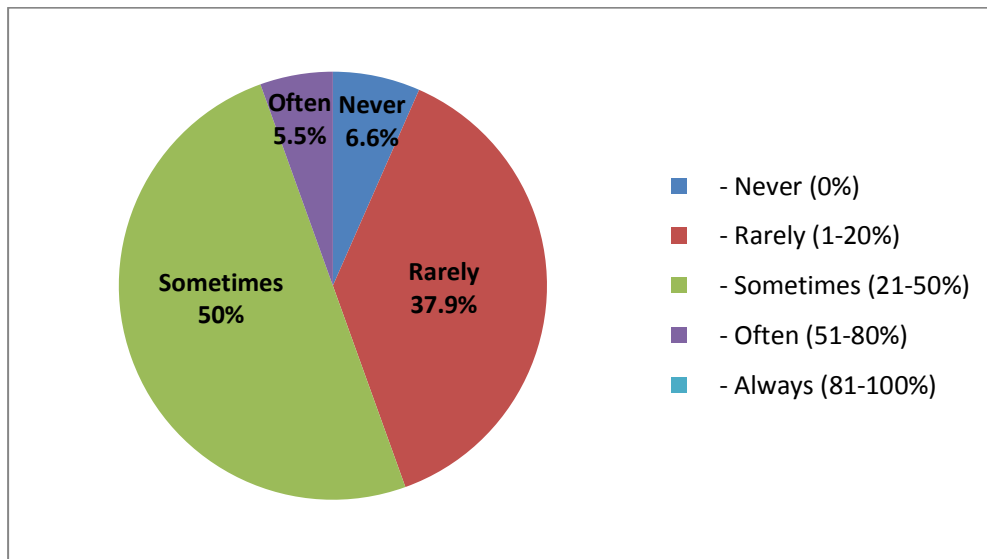


Figure 4.3 The frequency of English language use for general topics in daily life

For the frequency of English language used in their hospital workplace, more than half of them (55.20%) sometimes used English and 29.10% of them rarely used English at work. Although 11.90% of professional nurses often used English at hospital, some of them (3.80%) never used it. However, there were a few professional nurses (0.90%) who always used English at hospital as is shown in the Figure 4.2.

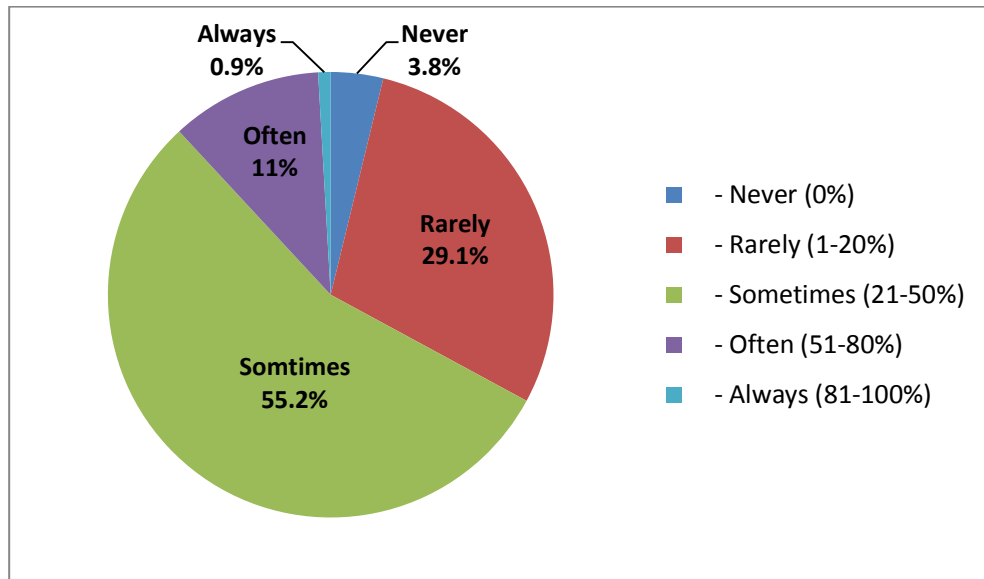


Figure 4.4 The frequency of English language use in workplace

Figure 4.3 showed, the professional nurses' opinions related to the increase of foreign patients due to the AEC. Most of them (88.70%) agreed that the number of foreign patients will increase while another (10.70%) had different opinion that the number of foreign patients might not increase because of AEC.

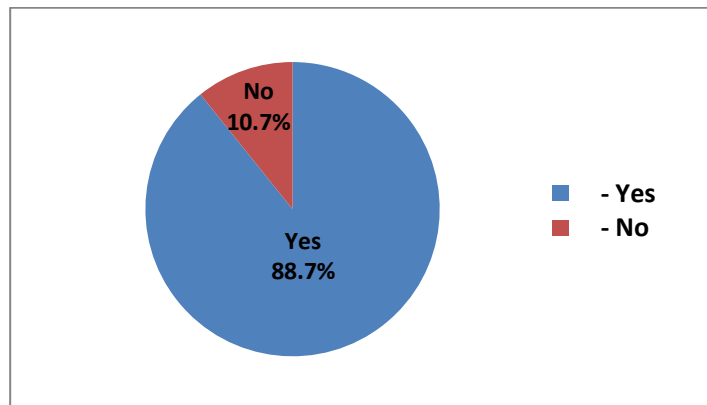


Figure 4.5 The number of foreign patients will increase in your workplace after the establishment of AEC

Regarding preferred ASEAN countries for working, the results in figure 6 indicated that by for the majority of professional nurses wanted to work in Singapore. (71.80%).

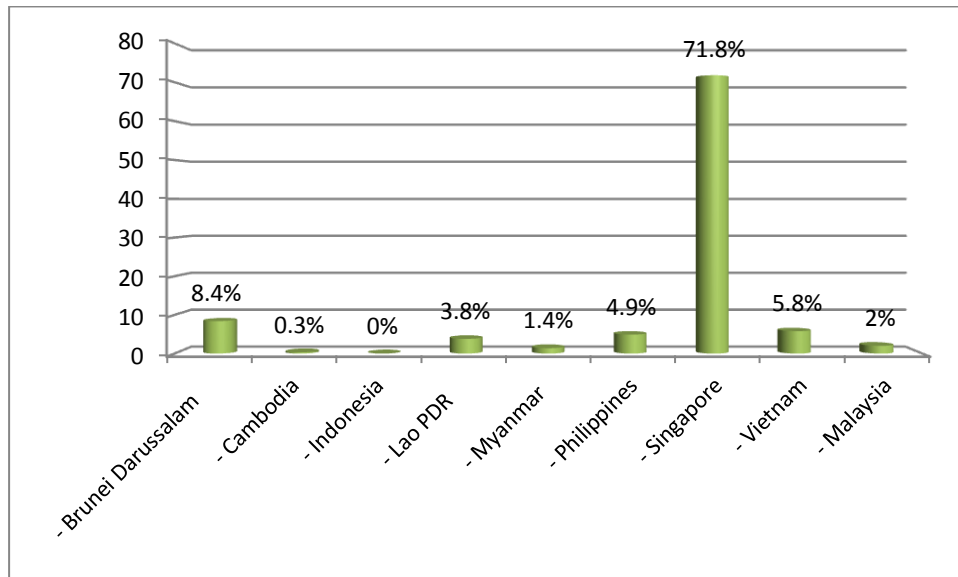


Figure 4.6 ASEAN countries for working

4.4 Interviews

4.4.1 Nursing administrator interviews

4.4.1.1 Problems in English language skills with a view to AEC

According to the interviews with nursing administrators, AEC affected Thai nurses in terms of English communication problems especially given that overall proficiency in English communication was low compared to other ASEAN countries. Although some Thai nurses could speak English, most had to be actively engage in learning English because nursing services in Thailand no longer were sought exclusively by Thais. Moreover, in the opinion of the nursing administrators, speaking and pronunciation could be improved for Thai nurses.

Table 4.18 Problems in English language skills in relation to AEC

Interviewee and questions	Nursing adminitrator 1	Nursing adminitrator 2	Nursing adminitrator 3
1. In your opinion, how does membership of AEC affect the English language skills for nursing occupation?	- Communicate in English more than in the past. - Thai nurses had weakness in English communication.	- Be more eager to speak English because there were a lot of foreign patients in Thailand.	- Affected English communication for Thai nurses and nursing curriculum in terms of English courses.
2. In your opinion, which English skill do nurses at your hospital have problems with?	- Speaking	- Speaking - Pronunciation	- Speaking

The information from Table 4.18 correlated with the comments of nursing administrations, for example:

“The emerging AEC leads professional nurses to communicate in English more than in the past because English is the medium language of ASEAN countries, and nurses in ASEAN countries can speak English fluently. In contrast, English communication is a weakness of Thai nurses.”

Extract 1: Nursing administrator 1

“I think that Thai nurses have problems with speaking and pronunciation. English speaking is linked to pronunciation because nurses will be able to speak English correctly and fluently if they know how to pronounce those words correctly.”

Extract 2: Nursing administrator 2

4.4.1.2 Needs in English language skills in relation to AEC

From the interview with nursing administrators, English for communication in daily life was also important in that nurses have to communicate with foreign patients such as asking questions, developing a professional relationship, and providing medical information. Moreover, the administrators stated that the most important English skill for Thai nurses was listening and speaking but also mentioned the need for pronunciation. In addition, they noted that English for nursing purposes or terminology for nursing was the most important because nurses had to use specific English for their work. Therefore, they needed to know nursing English and nursing terminology since it was necessary to be able to use English to satisfactorily work in a hospital as a nurse.

Table 4.19 Needs in English language skills in relation to AEC

Interviewee and questions	Nursing	Nursing	Nursing
	adminitrator	adminitrator	adminitrator
	1	2	3
1. Which English skill is the most important for the nursing profession?	- Speaking	- Speaking - Listening - Pronunciation	- Speaking
2. In your opinion, out of technical vocabulary for nursing and English for communication, which one is the most important for the nursing profession?	- English for communication	- Technical vocabulary for nursing	- Technical vocabulary for nursing

With reference to the interviews with nursing administrators concerning the English skills needed for Thai nurses, the following extracts reflect their perspectives:

“Speaking is important and listening is also essential for communication such as asking questions and offering medical advice.”

Extract 3: Nursing administrator 3

“English for nursing purposes or terminology for nursing is the most important because they have to use Specific English for their work.”

Extract 4: Nursing administrator 3

4.4.1.3 Wants in English course of nursing curriculum and training courses in hospital related to AEC

The administrators indicated that there were insufficient English courses based on the nursing curriculum. In the past, nursing students had to study numerous science subjects and there were a few English courses being offered. Therefore, the number of English courses need to be increased, not only for English grammar, but also listening, speaking, pronunciation, and vocabulary. Moreover, they must be applicable to communication in the workplace. For English skills, they felt that each skill had to be practiced continuously. Therefore, it would be good if nursing students had a chance to learn English with native teachers. On a positive note, they suggested that Thai teachers at university with nursing experience were quite able to teach English since most of them had graduated abroad.

Table 4.20 Wants in English course for nursing curriculum related to AEC

Interviewee and questions	Nursing	Nursing	Nursing
	adminitrator 1	adminitrator 2	adminitrator 3
1. As for nursing curriculum, in your opinion, what English courses should be provided for nursing students and which English skills should be emphasized?	- Increase English courses	- Increase English courses	- English courses are insufficient
	- Listening - Speaking - Pronunciation	- Listening - Speaking - Pronunciation - Vocabulary	- Listening - Speaking - Pronunciation
	- Use foreign teachers - Emphasize English communication in workplace	- Study with foreign and Thai teachers	- Both foreign and Thai teachers

The following extracts support the information above regarding wants for English skills, classroom activities in English classes, teachers for English subjects, and the number of English courses for nurses.

“Listening, speaking, pronunciation, and vocabulary are the English skills that should be emphasized as part of the nursing curriculum.”

Extract 5: Nursing administrator 2

“There are many kinds of exercises and activities that nursing students want to participate in to practice English skills such as extra classroom activities.”

Extract 6: Nursing administrator 3

“English teachers for nursing students may be either Thai or foreign. Only native speaking teachers are not essential because there are a lot of Thai teachers who graduated from abroad. These Thai teachers can speak English very well.”

Extract 7: Nursing administrator 2

“Today, there are only a few English courses for nursing curriculum. English for communication should be added because it is beneficial for working as a nurse and I think English courses should be increased so nurses can use it in the real life.”

Extract 8: Nursing administrator 1

Nursing administrators also said that the number of foreign patients coming to Thailand from Asia, Europe, America, and South East Asia would likely increase at their hospital because of AEC. Thai nurses attend to foreign patients for medical services including vaccine injections, medical check-ups, and medical certification. Therefore, their hospitals had plans and English teaching courses available for Thai nurses. For example, English training courses and tests were offered for medical staffs. These courses emphasized English communication between Thai staff and foreign patients. Also available were foreign doctors and senior nurses who were able to teach English as well as English pattern courses, and English textbooks also available for study.

Table 4.21 Wants in English training course for Thai nurses related to AEC

Interview questions	Nursing	Nursing	Nursing
	adminitrator 1	adminitrator 2	adminitrator 3
1. Are there any foreign patients who receive medical services at your hospital? Please give examples.	Yes. There are many foreign patients who get medical service.	Yes. Foreign patients who come from USA, Europe, and Asia because of AEC.	Yes. There are a lot of foreign patients such as Burmese, Australians, Americans, British, and Africans.
2. In your opinion, will the number of foreign patients seeking services at your hospital increase because of AEC?	Yes	Yes	Yes
3. Is there a policy or training course to support English skills for medical staff at your hospital?	- Yes - Every year - Emphasis on English for communication	- Yes - Every year - Training by senior nurses and foreign doctors	- Yes - Continuously - Basic conversation - Training by Thais who have lived abroad

These extracts related to wants in English training courses for Thai nurses related to AEC.

“In my opinion, there will be a lot of foreign patients because of AEC, particularly Burmese, Laos, and Cambodians, so it is necessary to speak English to communicate with them.”

Extract 9: Nursing administrator 2

“Our hospital has English training projects for nurses. One project relates to English communication practice with foreign patients and nurses had to do the pre-test exam to determine their level of English competency.”

Extract 10: Nursing administrator 1

“The office of nursing administration provides English training courses for nurses. They have to participate in these courses for at least 30 hours. These on-going projects have teachers of nurses who have lived abroad.”

Extract 11: Nursing administrator 3

In terms of ASEAN countries preferred by Thai nurses for opportunities to work, Singapore was the first choice due to its strong economy, high income, and sophisticated society.

Table 4.22 Want to work in ASEAN countries

Interviewee and questions	Nursing adminitrator 1	Nursing adminitrator 2	Nursing adminitrator 3
1. In which other ASEAN countries would Thai nurses prefer to work?	Singapore	Singapore	Singapore

“I think Thai nurses are able to work in every ASEAN country, especially Singapore because of the high salary, good society, and economic conditions.”

Extract 12: Nursing administrator 2

4.4.2 Foreign patient interviews

The foreign patient interview findings showed that they frequently visited several hospital departments such as travel medicine, physiotherapy, dermatology, surgery, and optometry where they met medical staff such as doctors and nurses. As for nurses, the foreigners said that their English skills were not too bad and that generally they could use English for common topics, but it was more problematic when dealing with complicated topics.

Moreover, most of them stated that pronunciation was especially important because Thai nurses had significant pronunciation problems. As a result, foreign patients sometimes had difficulty to understand Thai pronunciation which made it the major concern for communication and understanding instructions and medical advice. Furthermore, some opined that listening and speaking were also important: understanding what the nurses said was imperative as was nurses understanding what the patient was saying. In terms of reading and writing, the foreign patients recorded reading as easy because it was a passive skill, but writing was more difficult because it was an active skill and accuracy was important.

Table 4.23 Problems and needs in English language skills for Thai nurses

Patients / questions	Patient 1	Patient 2	Patient 3	Patient 4	Patient 5	Patient 6
Do you have problems when communicating in English with Thai nurses? What is the main English skill problem for Thai nurses?	No, not to many. It was good for the common English but for complicated issues that would be a problem	No, they were pretty good, but it may be a problem for complicated medical conversation exchange.	May be pronunciation.	Pronunciation was sometimes hard to understand.	No, it was good.	Generally, it was very good, but sometimes it was a problem when we talk about the complex medical topics.
Which English skill is the most important for use between foreign patients and Thai nurses?	Pronunciation	Pronunciation Listening	Listening speaking	Speaking	Pronunciation	Listening speaking

From the interviews with foreign patients, following extracts are examples that show the opinion of foreign patients concerning the problems and needs related to the English language skills used in communication between patients and nurses.

“In my opinion, Thai nurses can speak English for common topics, but it may be a problem when we have a medical conversation exchange that is more complicated.”

Extract 13: Foreign patient 2

“Thai nurses have problems with pronunciation. It is sometimes difficult to understand their accent and pronunciation.”

Extract 16: Foreign patient 4

“Listening and speaking are the most important English skills because understanding what I say is important.”

Extract 14: Foreign patient 3

4.5 Conclusion

The results of this study reveal the problems, needs, and wants with respect to English language use of professional nurses in response to the research questions. From the summary table for General English, the respondents had problems with listening and writing at an extensive level. They also had moderate problems with speaking, reading, and vocabulary. Moreover, they also had needs for listening and writing at a very strong level. Furthermore, the other skills, speaking and reading, as well as increased vocabulary range, were needed at a strong level.

In terms of English for Specific Purposes, the nurses had problems with listening, speaking, and writing at an extensive level. In addition, their reading and vocabulary were problematic at the moderate level. As for English skills needs, they had very strong needs for every skill except reading.

With reference to grammar and pronunciation, the nurses had extensive problems and very strong needs.

Table 4.24 Summary of the study concerning problems and needs

English skills	General English		ESP	
	Problems level	Needs level	Problems level	Needs level
1.Listening	Extensive	Very strong	Extensive	Very strong
2.Speaking	Moderate	Strong	Extensive	Very strong
3.Reading	Moderate	Strong	Moderate	Strong
4.Writing	Extensive	Very strong	Extensive	Very strong
5.Vocabulary	Moderate	Strong	Moderate	Very strong
English skills	Problems level		Needs level	
6.Grammar	Extensive		Very strong	
7.Pronunciation	Extensive		Very strong	

With respect to the wants of professional nurses regarding the English curriculum for nursing, they wanted to take two or three courses specifically for listening and speaking skills. They also wanted native speaker teachers to teach them for English communication. Moreover, they needed to learn English outside the classroom to practice English skills, and they thought that English specifically for career nursing was important for their work. They also wanted English training courses to be conducted at their hospital on the topic of English for nursing. Overall, most of the Thai nurse respondents chose Singapore as their preferred country to work if opportunities arose in other ASEAN countries.

To sum up, the results of the interviews with nursing administrators and foreign patients supported the results gathered from the questionnaire and correlated with the findings of the quantitative data. Consequently, both sets of data will be discussed in the next chapter.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter is a discussion of the findings concerning the needs analysis of English language skills for professional nurses in relation to AEC. It is based on data collected from professional nurses, administrators of nursing administration offices, and foreign patients in order to study the English language needs of nurses with a view to the AEC. This chapter consists of six sections followed by a discussion on professional nurses' problems and needs in English language skills in relation to AEC. This discussion includes their wants regarding English in the nursing curriculum, and conclusions, pedagogical implication of the study, and further studies are discussed.

5.1 Discussion on the professional nurses' problems in English language skills with a view of AEC

This research aims to determine the problems of professional nurses' in English language skills with general English and English for Specific Purposes of nursing in relation to AEC. As for the findings of nurses, administrators of nursing administration offices, and foreign patients, Thai nurses confronted language problems whenever they had to use English with non-Thai speakers. In addition, the main English skill problems of Thai nurses are listening, speaking, writing, and pronunciation.

These findings concur with the findings of previous studies. Boshier and Smalkoski, (2002) presented a needs analysis for students in nursing program. The results revealed that a course of speaking and listening in a Health-Care Setting for students in nursing program was successful to help students learn the way to communicate effectively in a medical setting. Similarly, Shuang and Yan (2010) found that nursing students were unsatisfied with their own English level. They also had problems with their listening and speaking skills in particular. Moreover, the study of Siriwong (1984) showed that nurses mostly had English listening and speaking problems. Finally, the research findings of Tongvivat (2008) revealed that ICU nurses were poorest at speaking. As a result, listening and speaking found to be especially important and to which attention needed to be made. The reason why listening and speaking skills were important was they were the important skills for communication with foreign patients, and nurses had a chance to use these skills in daily life more than other skills.

In contrast, previous research revealed different findings concerning English vocabulary for nurses and reading skill. For example, Frank's (2000) findings indicated that problems of language and communication between the staff of the Student Health Program (SHP) and their international student patients were medical vocabulary and other pragmatic problems. Furthermore, the research of Boshier and Stocker (2015) revealed that the research participants paid attention to professional reading to improve patient care and communicating with foreign caregivers more than communicating with foreign patients. Finally, Yang (2015) suggested that it was necessary to create specific academic word lists for nurses of English as a Foreign Language (EFL) to improve their proficiency in academic reading and writing.

However, Thai nurses, who were the research participants of this study had English problems with listening and speaking skills like others. Problems with writing and pronunciation were not clear from previous studies because nurses paid more attention to listening and speaking than writing. Moreover, there was no research concerning needs analysis for English pronunciation, although dealing with pronunciation variations is essential when nurses communicate with foreigners. It is also hard for foreigners to understand unless nurses are able to pronounce correctly and this could be a barrier to correct understanding and cause problems in communication between Thai nurses and foreigners.

To sum up, the results from this study reveal that the main problems with English skills related to general English and ESP for Thai nurses are listening, speaking, pronunciation, and writing, while they had fewer problems with reading, vocabulary, and grammar. This means that Thai nurses have problems with both productive and receptive English skills. Additionally, these findings show how important English teaching and learning is as it provides basic skills for real life communication which Thai nurses need when dealing with foreign patients in an AEC context.

5.2 Discussion on the professional nurses' needs in English language skills in relation to AEC

This study aims to explore professional nurses' skills needs in English with a view to use in AEC. This part discusses the needs of professional nurses regarding general English and English for Specific Purposes (ESP) in the AEC context. According to the findings of this study, nurses are aware of the need for English proficiency in the AEC context. As for overall English skills needs, nurses had very strong needs for all skills except for reading.

The results from this study agree with the previous research in that listening and speaking were the most needed English skills like the study of Gass (2012) described the needs analysis for designing an ESP curriculum for Thai nurses. The findings showed that nurses were concerned about the importance of English communication, and the skills most needed for their job were listening and speaking. Additionally, the research findings of Tongvivat (2008) showed that the listening skill was the most needed for ICCU nurses. Lastly, the research of Waidarp (2011) aimed to explore the English skills that were necessary for Thai nurses working in an international medical setting. The results showed that Thai nurses perceived listening, speaking, and reading skills as being needed the most.

Nevertheless, some previous studies such as that of Waidarp (2011) and Suwaroporn (1998) revealed that reading was the important English skill that most needed attention.

Moreover, Thai nurses perceived that in the context of AEC, English for Specific Purposes (ESP) was more important for Thai nurses than general English in daily life. This supports the research of Shuang and Yan (2010) which found that nursing students were unsatisfied with their own English level and needed to learn nursing English after the second year.

In summary, from the quantitative results derived from the questionnaires completed by the professional nurses and the qualitative findings from the interviews with nursing administrators and foreign patients, every English skill is needed for daily life and work, but especially listening, speaking, writing, vocabulary, grammar, and pronunciation which nurses had a very strong need for in the AEC context while reading skill was strongly needed. They emphasized ESP for nursing over general English, and all depend on the context and environment for which they needed to use the language.

5.3 Discussion on the professional nurses' wants regarding English courses as part of the nursing curriculum with a view of AEC

This section investigates professional nurses' wants regarding the inclusion of English learning courses in the nursing curriculum for AEC purposes. It discusses the professional nurses' including English skills wanted for inclusion in the nursing curriculum, classroom activities in English, instructors of English courses, and the appropriate number of English courses for nursing.

According to the questionnaires received from professional nurses and the interviews with administrators of nursing administration offices, the findings revealed that the main English skills that Thai nurses wanted for inclusion in the nursing curriculum was listening, speaking, vocabulary and pronunciation because they perceived that these skills were particularly useful for nurses.

In terms of classroom activities for English courses, nurses strongly wanted all kinds of classroom activities consisting of individual activities, pair work, group activities, whole class activities, and extra classroom activities since each activity is beneficial for English proficiency. This finding supports the study of Siritwong (1984) which identified skills, content, time, teaching and learning, methodology, and media as being essential factors in English courses for nurses.

With reference to English instructors, nurses wanted to learn English with native teachers, especially for English communication. They also strongly wanted to learn English grammar with a Thai teacher. This suggests that nurses considered that it was better to learn English for communication with a native teacher because of their language competency, accent, and pronunciation. Nevertheless, they wanted to learn English grammar with a Thai teacher rather than a native speaker. This supports the study of Suwaroporn (1998), whose results also revealed that Thai instructors were needed to teach English grammar for Thai nursing students due to the limited of English skills of nursing students.

With regard to the number of English courses for nursing students, research participants said that there were only a few English courses available for them. It means that nowadays, there are insufficiently English courses for nurses. Therefore, three or four English courses were an appropriate number because they had many science subjects to learn as well.

As for the wants for English training courses provided at their hospital, Thai nurses supported in-house courses, and their hospital also had a policy of offering English training courses for nurses. It means that they want to prepare and improve their English skills in AEC context, and their hospital has a plan to support this. In terms of ASEAN countries in which Thai nurses wanted to work, Singapore stood out for many reasons as high salary, society, and proximity to Thailand.

To summarize, English courses as part of nursing curriculum are currently insufficient for most nurses and the English classroom activities should encourage nursing students to practice their English skills. Furthermore, the main English skills that should be emphasized in English courses are listening, speaking, pronunciation, and vocabulary. English for communication should be increased to benefit work in the real life situations. As for English course instructors, both native speaker teachers and Thai teachers are important for teaching English for nursing. Moreover, Thai nurses wanted English training courses to be conducted at their hospital and they would want to work in Singapore if they had a chance to work in other ASEAN country.

5.4 Conclusion

This study aimed to explore problems and needs of Thai professional nurses with respect to their English language skills with a view to AEC. Moreover, it investigated the professional nurses' wants regarding AEC oriented English courses as part of the nursing curriculum. Needs analysis and English for Specific Purposes (ESP) were used as the research framework for this study. The research populations included professional nurses, administrators of nursing administration offices, and foreign patients at the public hospitals in Bangkok which belonged to the Ministry of Education and the Thai Red Cross Society. Mixed methods were used in research design consisting of quantitative data from questionnaires and qualitative data from interviews.

The findings of the study reveal that Thai nurses confront English language problems in listening, speaking, writing, and pronunciation related to general English and ESP. Consequently, their lack of proficiency affects the effectiveness of communication between Thai nurses and foreign patients. Additionally, there is a very strong need for all skills to be improved for both general English and ESP, with exception of reading. Therefore, English language skills are highly necessary for Thai nurses in the context of AEC and need to be greatly improved.

In terms of the wants regarding English courses, the results reveal that English courses as part of the nursing curriculum are insufficient and nurses wanted language activities to include as outside classroom activities, group activities, and pair work. Listening, speaking, pronunciation, and vocabulary should be emphasized in English classes. Furthermore, both native speaker teachers and Thai teachers are important for teaching English for nursing.

As for English training courses at work, Thai nurses want to develop themselves and improve their English skills with English training courses that were provided by their hospital. Finally, most of Thai nurses chose Singapore as the country they wanted to work in.

According to the findings of this study, there were both similar to and different from previous research. It can be concluded that the AEC context affected the problems, needs, and wants of Thai professional nurses regarding English language skills and English nursing courses in many domains. Therefore, it is useful to nursing curriculum planners and course designers in terms of providing English courses to suit the nurses' needs and support them in using English in daily life and in the workplace. However, this study had limitations, thus other researchers can use this study for similar further studies in other areas.

5.5 Pedagogical implication of the study

This study reveals the problems and needs of professional nurses in the context of AEC, the results of which will be useful in the development of English curriculums and English language teaching and learning for nursing in Thailand. Researchers and teachers alike should pay more attention to the topic of learners' needs, especially the methods of language teaching that have led to the development of ESP course. For example, ESP courses should be designed with particular emphasis on English communication for nursing and terminology for nursing. Moreover, course planners and developers should take into consideration the results of the study to develop an English language course for nursing to suit learners' needs. They must also emphasize general English skills more than in the past. The English language content must be useful and functional for real situations both in daily life and in the workplace. The number of English courses should be increased to respond to the needs of nursing students who think that, at present, English courses for nursing are insufficient.

In terms of English teachers, there should be both Thai teachers for English grammar and foreign teachers for English for communication. Moreover, the important English skills for nursing students are listening, speaking, and pronunciation. Therefore, course planners should include content, exercises, and activities concerning these English skills in English courses for nursing.

Furthermore, nurses also have a high level of problems with and needs for general English and English for Specific Purposes in every skill. Therefore, course designers should reconsider the content and methods used in the past and the nursing students' needs should be determined at the beginning of the course or before, therefore lessons and activities can be created accordingly. Finally, with regard to the review of literature and previous studies, there is no a language standard for the nursing profession, thus language standard for nurses should be encouraged to be a concrete language model.

5.6 Recommendations for Further Studies

This study has limitations like other research. The research populations only come from a part of Thai nurses in public hospitals. The AEC context was chosen as the research context for this study, but it may be out of date in the future. This research only explores the needs of nurses which only one of a number of professions to enjoy mobility in AEC. In addition, English language skills were chosen as the main point of this study because it is the *lingua franca* of ASEAN community. Nevertheless, other ASEAN languages are interesting for future study.

Recommendations for further studies include research populations from other research areas such as professional nurses at other hospitals. Additionally, researchers can explore English skills needs in other contexts outside AEC or the other mobile professions in AEC. Researchers can also develop needs analysis for other ASEAN languages such as Bahasa Malayu, Burmese, Vietnamese, and Cambodian. Finally, researchers could further develop a needs analysis for nurses at public and private hospitals, and compare the findings from both.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR THE PROFESSIONAL NURSES (ENGLISH)

Title Need analysis of English language skills for professional nurse: the context of AEC

Direction This questionnaire is a part of thesis research that aims to explore needs, problems and wants regarding English used by professional nurses in relation to ASEAN Economic Community. The received data will be analyzed to design and develop the English nursing course to respond the needs and wants of the nursing profession.

Please be confident that your information in this questionnaire will be kept in confidential.

Please respond all items

 This questionnaire is divided into 3 parts.

Part 1 Participants' personal information

Part 2 The opinion of professional nurses related to problems and needs regarding English language skills of nursing occupation in relation to ASEAN Economic Community

Part 3 The opinion of professional nurses related to wants regarding English course of nursing curriculum in relation to ASEAN Economic Community

** Remark General English means English for socialization.
 Specific English means English used in the workplace.

 Part 1 Participant's personal information

Direction: Please check (√) the appropriate box that represents factual information about you.

1. Gender male female
2. Work experience
 - 6 months-1 years 2-4 years 5-7 years more than 7 years
3. You work in ward or department.
 - Pediatrics Eyes Psychiatry Surgery
 - Obstetrics and Gynecology Orthopedics Internal medicine
 - ENT (ears, nose and throat) Cardiovascular
 - Other (please identify).....
4. Which institute did you graduate from?
 Please identify.....

5. How often do you use English for general topics in your daily life (except in your work) ? Please choose only one.
- Never (0%) Rarely (1-20%) Sometimes (21-50%)
- Often (51-80%) Always (81-100%)
6. How often do you use English in your workplace? Please choose only one. Please choose only one.
- Never (0%) Rarely (1-20%) Sometimes (21-50%)
- Often (51-80%) Always (81-100%)
7. After the establishment of AEC, do you think the number of foreign patients will increase in your workplace?
- Yes No
-

Part 2 The opinion of professional nurses related to problems and needs regarding

English used of nursing profession in relation to ASEAN Economic Community

Direction: Please fill the symbol (√) in the box ⑤-① that represents your opinion.

⑤= the highest ④= high ③= medium ②= low ①= the lowest

Statement	Present problems	Future needs for AEC
1. Please rate how much do you have these problems and needs regarding <u>General English</u>?		
1.1 English for socialization (e.g. making friends, building personal relationship and chit-chatting)	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.2 Using English as a tool for communication in various situations (e.g. community and society).	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.3 Learning English for general topics (e.g. traveling, watching movie and listening to music).	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.4 Learning English because it is the medium language in ASEAN.	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2. Please rate how much do you have these problems and needs regarding <u>Specific English</u>?		
2.1 English for Nursing purposes	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
2.2 Technical vocabulary for nursing	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①

Statement	Present problems	Future needs for AEC
2.3 English for Nursing purposes related to your future occupation because of AEC.	5 4 3 2 1	5 4 3 2 1
2.4 English for Nursing purposes when you work abroad.	5 4 3 2 1	5 4 3 2 1
2.5 English for Nursing purposes related to your work because of the expanding of medical tourism.	5 4 3 2 1	5 4 3 2 1
3. Please rate how much do you have these problems and needs regarding <u>English skills</u>?		
3.1 Listening	5 4 3 2 1	5 4 3 2 1
3.2 Speaking	5 4 3 2 1	5 4 3 2 1
3.3 Reading	5 4 3 2 1	5 4 3 2 1
3.4 Writing	5 4 3 2 1	5 4 3 2 1
3.5 Grammar	5 4 3 2 1	5 4 3 2 1
3.6 Vocabulary	5 4 3 2 1	5 4 3 2 1
3.7 Pronunciation	5 4 3 2 1	5 4 3 2 1
4. Please rate how much do you have these problems and needs for each <u>English skills</u>?		
<u>Listening</u>		
4.1 Listening to general conversation	5 4 3 2 1	5 4 3 2 1
4.2 Listening to English news	5 4 3 2 1	5 4 3 2 1
4.3 Listening to English music	5 4 3 2 1	5 4 3 2 1
4.4 Listening to English conversation via telephone	5 4 3 2 1	5 4 3 2 1
4.5 Job interview in English	5 4 3 2 1	5 4 3 2 1
4.6 Listening to foreign patients' symptoms	5 4 3 2 1	5 4 3 2 1
4.7 Listening to English conversation to fill in the patient's information sheet	5 4 3 2 1	5 4 3 2 1
4.8 Listening to foreign patients' general inquiry	5 4 3 2 1	5 4 3 2 1
<u>Speaking</u>		
4.9 Conversational exchange with foreigner	5 4 3 2 1	5 4 3 2 1
4.10 General conversation in daily life (non-workplace)	5 4 3 2 1	5 4 3 2 1
4.11 Introducing and greeting in English.	5 4 3 2 1	5 4 3 2 1
4.12 Job interview in English	5 4 3 2 1	5 4 3 2 1
4.13 Making small talk with foreign patients	5 4 3 2 1	5 4 3 2 1
4.14 Expressing feeling and opinion in English	5 4 3 2 1	5 4 3 2 1
4.15 Speaking with people when you go abroad (e.g. travelling)	5 4 3 2 1	5 4 3 2 1

Statement	Present problems	Future needs for AEC
4.16 Booking a hotel for travelling	⑤④③②①	⑤④③②①
4.17 Ordering food in restaurant abroad	⑤④③②①	⑤④③②①
4.18 Asking patient's symptom	⑤④③②①	⑤④③②①
4.19 Comforting and offering service to foreign patients	⑤④③②①	⑤④③②①
4.20 Educating and treatment information for foreign patients	⑤④③②①	⑤④③②①
4.21 Medical conversation and medical recommendation with foreign patients and their family members	⑤④③②①	⑤④③②①
4.22 Conversation exchange with foreign colleagues during training or conference	⑤④③②①	⑤④③②①
Reading		
4.23 Reading the English language newspapers	⑤④③②①	⑤④③②①
4.24 Reading the English language magazines, novels and comics	⑤④③②①	⑤④③②①
4.25 Reading e-mails in English	⑤④③②①	⑤④③②①
4.26 Reading the sign and traffic signs in English	⑤④③②①	⑤④③②①
4.27 Reading medical reports	⑤④③②①	⑤④③②①
4.28 Reading patient's treatment records	⑤④③②①	⑤④③②①
4.29 Reading progress notes (e.g. symptoms and doctors' treatment plans)	⑤④③②①	⑤④③②①
4.30 Reading instructions for medical equipments	⑤④③②①	⑤④③②①
Writing		
4.31 Writing for socialization (e.g. texting, an e-mail and diary)	⑤④③②①	⑤④③②①
4.32 Writing a letter to foreign friend	⑤④③②①	⑤④③②①
4.33 Writing a job application in English	⑤④③②①	⑤④③②①
4.34 Writing resumé	⑤④③②①	⑤④③②①
4.35 Writing the patient's admission form	⑤④③②①	⑤④③②①
4.36 Writing a consent form for patients or their family members (e.g. operation)	⑤④③②①	⑤④③②①
Vocabulary		
4.37 Vocabulary spelling	⑤④③②①	⑤④③②①
4.38 Vocabulary on general topic in daily life (e.g. magazine, menu in restaurant and English music)	⑤④③②①	⑤④③②①
4.39 General vocabulary to communicate with people	⑤④③②①	⑤④③②①

Statement	Present problems	Future needs for AEC
4.40 Terminology used by nurses to communicate with doctor, colleagues and foreign patients (e.g. technical terms for operation)	⑤④③②①	⑤④③②①
4.41 Medicine vocabulary (e.g. drugs and medication)	⑤④③②①	⑤④③②①
4.42 Vocabulary for medical equipment	⑤④③②①	⑤④③②①
<u>English Grammar</u>	⑤④③②①	⑤④③②①
<u>English Pronunciation</u>	⑤④③②①	⑤④③②①

Part 3 The opinion of professional nurses related to wants regarding English course of nursing curriculum in relation to ASEAN Economic Community

Direction: Please check (√) the box ⑤-① that represents your opinion.

⑤= the highest ④= high ③= medium ②= low ①= the lowest

Statement	Want level
1. Please rate what skills do you want for English course of nursing curriculum?	
1.1 Terminology for nursing	⑤④③②①
1.2 General vocabulary in daily life	⑤④③②①
1.3 English grammar	⑤④③②①
1.4 Listening skill	⑤④③②①
1.5 Speaking skill	⑤④③②①
1.6 Reading skill	⑤④③②①
1.7 Writing skill	⑤④③②①
1.8 Pronunciation	⑤④③②①
2. Please rate what kind of English course do you want for nursing curriculum?	
2.1 Individual activity	⑤④③②①
2.2 Pair work	⑤④③②①
2.3 Group activity	⑤④③②①
2.4 Whole class activity	⑤④③②①

Statement	Want level
2.5 Outside school activity	⑤ ④ ③ ② ①
2.6 Others (Please identify)	⑤ ④ ③ ② ①
3. Please rate how instructors do you want for English course of nursing curriculum?	
3.1 Thai teacher only	⑤ ④ ③ ② ①
3.2 Native teacher only	⑤ ④ ③ ② ①
3.3 Thai teacher for grammar teaching	⑤ ④ ③ ② ①
3.4 Native teacher for English communication teaching	⑤ ④ ③ ② ①
3.5 Teacher who has an experience as professional nurse	⑤ ④ ③ ② ①
3.6 Both Thai teacher and native teacher	⑤ ④ ③ ② ①
3.7 No preference	⑤ ④ ③ ② ①
4. If your hospital has a plan to provide the training course for nurses, what kind of course would you like to attend?	
4.1 General English in daily life	⑤ ④ ③ ② ①
4.2 Intercultural Communication in ASEAN countries	⑤ ④ ③ ② ①
4.3 Specific English for Nursing occupation	⑤ ④ ③ ② ①
4.4 ASEAN languages (Please specify.....)	⑤ ④ ③ ② ①

Direction: Please fill the symbol (√) in the box ⑤-① that represents your opinion.

Please choose only one answer for each item.

5. What purposes do you want for English learning of nursing curriculum?

To benefit for communication in daily life.

To be useful for nursing occupation in the future.

6. How many English courses do you want for nursing curriculum?

1 course 2 courses 3 courses 4 courses Other (Please specify).....

7. If you have the opportunity to work aboard, which country do you want to go for working?

Brunei Darussalam Cambodia Indonesia Lao PDR Myanmar

Philippines Singapore Vietnam Malaysia

Thank you for your cooperation

APPENDIX B

QUESTIONNAIRE FOR THE PROFESSIONAL NURSES (THAI)

หัวข้อ การวิเคราะห์ความต้องการจำเป็น ของทักษะ ภาษาอังกฤษ สำหรับพยาบาลวิชาชีพ ในบริบทประชาคมเศรษฐกิจอาเซียน

คำอธิบาย แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ โดยมีวัตถุประสงค์เพื่อศึกษาความต้องการจำเป็น, ปัญหา และความต้องการทักษะภาษาอังกฤษในบริบทประชาคมเศรษฐกิจอาเซียนของอาชีพพยาบาล ซึ่งข้อมูลที่ได้จะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์เพื่อหาแนวทางในการจัดเตรียมและพัฒนาหลักสูตรภาษาอังกฤษให้สอดคล้องกับความต้องการและความจำเป็นสำหรับอาชีพพยาบาล

ขอรับรองว่าข้อมูลและคำตอบของท่านจะถือเป็นความลับ

การนำเสนอข้อมูลจะนำเสนอในภาพรวมเท่านั้น

จึงขอความกรุณาตอบแบบสอบถามให้ครบทุกข้อ และขอขอบคุณที่ให้ความร่วมมือมา ณ โอกาสนี้

แบบสอบถามแบ่งออกเป็น 3 ตอน ดังนี้

- ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม
- ตอนที่ 2 ความคิดเห็นของพยาบาลวิชาชีพเกี่ยวกับปัญหาและความจำเป็นของทักษะภาษาอังกฤษในบริบทประชาคมเศรษฐกิจอาเซียน
- ตอนที่ 3 ความคิดเห็นของพยาบาลวิชาชีพเกี่ยวกับความต้องการในรายวิชาภาษาอังกฤษของหลักสูตรพยาบาลศาสตรบัณฑิตในบริบทประชาคมเศรษฐกิจอาเซียน

**หมายเหตุ General English หมายถึง ภาษาอังกฤษที่ใช้ในการสื่อสารทั่วไปในชีวิตประจำวัน
Specific English หมายถึง ภาษาอังกฤษที่มีวัตถุประสงค์เฉพาะที่ใช้ในที่ทำงาน

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดใส่เครื่องหมาย √ ลงในช่อง หน้าข้อความที่ตรงกับความคิดเห็นของท่าน

- เพศ ชาย หญิง
- ประสบการณ์ทำงาน
 6 เดือน-1 ปี 2-4 ปี 5-7 ปี มากกว่า 7 ปี
- ท่านทำงานใน ward หรือหน่วยงานใด ต่อไปนี้
 กุมารเวช จักษุ จิตเวช ศัลยกรรม
 สูตินรีเวช ออร์โธปิดิกส์ อายุกรรม โสต ศอ นาสิก

- โรคหัวใจและหลอดเลือด อื่นๆ(โปรดระบุ).....
4. ท่านจบการศึกษาจากสถาบันการศึกษาใด
โปรดระบุ.....
5. ระดับความถี่ในการใช้ภาษาอังกฤษในชีวิตประจำวันของท่าน (ยกเว้นในสถานที่ทำงาน)
โปรดเลือกเพียง 1 ระดับความถี่
 ไม่เคย แทบจะไม่ บางครั้ง
 เป็นประจำ ตลอดเวลา
6. ระดับความถี่ในการใช้ภาษาอังกฤษในสถานที่ทำงาน
โปรดเลือกเพียง 1 ระดับความถี่
 ไม่เคย แทบจะไม่ บางครั้ง
 เป็นประจำ ตลอดเวลา
7. หลังจากการเข้าสู่ประชาคมเศรษฐกิจอาเซียน (AEC) ท่านคิดว่าจำนวนผู้ช่วยชาวต่างชาติในสถานที่ทำงานของท่านจะมีปริมาณเพิ่มขึ้นหรือไม่
 ใช่ ไม่ใช่

ตอนที่ 2 ความคิดเห็นของพยาบาลวิชาชีพเกี่ยวกับปัญหาและความจำเป็นในการใช้ภาษาอังกฤษของอาชีพพยาบาลในบริบทประชาคมเศรษฐกิจอาเซียน
คำชี้แจง โปรดใส่เครื่องหมาย √ ลงในช่อง ⑤- ① หน้าข้อความที่ตรงกับความคิดเห็นของท่าน

⑤=มากที่สุด ④=มาก ③=ปานกลาง ②=น้อย ①=น้อยที่สุด

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคตในบริบท AEC
1. ท่านมีปัญหาและความจำเป็นในการใช้ภาษาอังกฤษทั่วไป (General English) มากน้อยเพียงใด		
1.1 การใช้ภาษาอังกฤษในชีวิตประจำวัน เช่น การสนทนาเพื่อสร้างความสัมพันธ์ หรือการพูดคุยกับเพื่อน	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.2 การใช้ภาษาอังกฤษเป็นเครื่องมือในการสื่อสารสำหรับสถานการณ์ต่างๆ เช่น การเข้าชุมชนหรือสังคม	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①
1.3 การเรียนภาษาอังกฤษ ในหัวข้อทั่วไป เช่น การท่องเที่ยว, ดุหนัง และฟังเพลง	⑤ ④ ③ ② ①	⑤ ④ ③ ② ①

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคตในบริบท AEC
1.4 การเรียนภาษาอังกฤษ เนื่องจากภาษาอังกฤษเป็นภาษากลางของประชาคมอาเซียน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2. ท่านมีปัญหาและความจำเป็นในการใช้ภาษาอังกฤษที่มีวัตถุประสงค์เฉพาะ (Specific English) มากน้อยเพียงใด		
2.1 ภาษาอังกฤษสำหรับพยาบาล	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.2 คำศัพท์เฉพาะทางด้านการพยาบาล	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.3 ภาษาอังกฤษสำหรับพยาบาลเพื่อนำไปประกอบอาชีพในอนาคตเมื่อเข้าสู่ประชาคมอาเซียน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.4 ภาษาอังกฤษสำหรับพยาบาล เพื่อการทำงานในต่างประเทศ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
2.5 ภาษาอังกฤษสำหรับพยาบาล เพื่อการทำงานเมื่อเกิดการขยายตัวของการท่องเที่ยวเชิงสุขภาพ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3. ท่านมีปัญหาและความจำเป็นในการใช้ทักษะภาษาอังกฤษมากน้อยเพียงใด		
3.1 ทักษะการฟัง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.2 ทักษะการพูด	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.3 ทักษะการอ่าน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.4 ทักษะการเขียน	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.5 ไวยากรณ์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.6 คำศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
3.7 การออกเสียง	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4. ท่านมีปัญหาและความจำเป็นในการใช้ทักษะภาษาอังกฤษ แต่ละประเภท มากน้อยเพียงใด		
ทักษะการฟัง		
4.1 ฟังบทสนทนาทั่วไป	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.2 ฟังข่าวภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.3 ฟังเพลงภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.4 ฟังบทสนทนาภาษาอังกฤษทางโทรศัพท์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.5 การสัมภาษณ์งานเป็นภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.6 ฟังอาการของผู้ป่วยต่างชาติ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.7 ฟังบทสนทนาภาษาอังกฤษเพื่อกรอกข้อมูลการรักษาของผู้ป่วย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.8 ฟังความต้องการทั่วไปของผู้ป่วยต่างชาติ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคตในบริบท AEC
ทักษะการพูด		
4.9 สนทนากับชาวต่างชาติ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.10 สนทนาทั่วไปในชีวิตประจำวัน (ที่ไม่ใช่ในสถานที่ทำงาน)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.11 แนะนำตัวเองและกล่าวทักทายเป็นภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.12 การสัมภาษณ์งานเป็นภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.13 กล่าวทักทายสั้นๆ กับผู้ป่วยต่างชาติ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.14 กล่าวแสดงความรู้สึกและความคิดเห็นเป็นภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.15 สนทนากับชาวต่างชาติเมื่อเดินทางไปต่างประเทศ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.16 สนทนาเพื่อการจองโรงแรมในต่างประเทศ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.17 การสั่งอาหารที่ร้านอาหารเมื่อเดินทางไปต่างประเทศ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.18 สอบถามอาการผู้ป่วยต่างชาติ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.19 ดูแลและให้บริการผู้ป่วยต่างชาติ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.20 ให้ความรู้และข้อมูลในการรักษากับผู้ป่วยต่างชาติ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.21 สนทนาทางการแพทย์และคำแนะนำทางการแพทย์ให้กับผู้ป่วยต่างชาติและสมาชิกในครอบครัว	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.22 สนทนากับเพื่อนร่วมงานชาวต่างชาติระหว่างการฝึกอบรมหรือการประชุมสัมมนา	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
ทักษะการอ่าน		
4.23 อ่านหนังสือพิมพ์ภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.24 อ่านนิตยสาร, นิยาย และการ์ตูน ภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.25 อ่าน e-mail ภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.26 อ่านป้ายบอกทางภาษาอังกฤษและสัญลักษณ์ทางจราจร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.27 อ่านรายงานทางการแพทย์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.28 อ่านบันทึกประวัติการรักษาของผู้ป่วย	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.29 อ่านบันทึกความก้าวหน้าในการรักษา (เช่น อาการและการวางแผนในการรักษาที่แพทย์ได้ระบุไว้)	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.30 อ่านคำแนะนำในการใช้เครื่องมือและอุปกรณ์ทางการแพทย์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.25 อ่าน e-mail ภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.26 อ่านป้ายบอกทางภาษาอังกฤษและสัญลักษณ์ทางจราจร	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑
4.27 อ่านรายงานทางการแพทย์	๕ ๔ ๓ ๒ ๑	๕ ๔ ๓ ๒ ๑

รายการ	ปัญหาในปัจจุบัน	ความจำเป็นในอนาคตในบริบท AEC
4.28 อ่านบันทึกประวัติการรักษาของผู้ป่วย	⑤④③②①	⑤④③②①
4.29 อ่านบันทึกความก้าวหน้าในการรักษา (เช่น อาการและการวางแผนในการรักษาที่แพทย์ได้ระบุไว้)	⑤④③②①	⑤④③②①
4.30 อ่านคำแนะนำในการใช้เครื่องมือและอุปกรณ์ทางการแพทย์	⑤④③②①	⑤④③②①
ทักษะการเขียน		
4.31 การเขียนเพื่อการสื่อสารโดยทั่วไป (เช่น การพิมพ์ข้อความสนทนา, e-mail และบันทึก)	⑤④③②①	⑤④③②①
4.32 เขียนจดหมายภาษาอังกฤษกับเพื่อนชาวต่างชาติ	⑤④③②①	⑤④③②①
4.33 เขียนและกรอกแบบฟอร์มการสมัครงานภาษาอังกฤษ	⑤④③②①	⑤④③②①
4.34 เขียน resume	⑤④③②①	⑤④③②①
4.35 เขียนแบบฟอร์มการเข้ารับการรักษาของผู้ป่วยต่างชาติ	⑤④③②①	⑤④③②①
4.36 เขียนหนังสือแสดงความยินยอมในการรักษาสำหรับผู้ป่วยต่างชาติและญาติ (เช่น กรณีที่ต้องได้รับการผ่าตัด)	⑤④③②①	⑤④③②①
คำศัพท์ภาษาอังกฤษ		
4.37 การสะกดคำศัพท์	⑤④③②①	⑤④③②①
4.38 คำศัพท์ในเรื่องทั่วไปที่ใช้ในชีวิตประจำวัน (เช่น นิตยสาร, รายการในร้านอาหาร และเพลงภาษาอังกฤษ เป็นต้น)	⑤④③②①	⑤④③②①
4.39 คำศัพท์ที่ใช้ในการสื่อสารกับคนทั่วไป	⑤④③②①	⑤④③②①
4.40 คำศัพท์เฉพาะทางด้านการพยาบาลเพื่อสื่อสารกับแพทย์, เพื่อนร่วมงาน และผู้ป่วยต่างชาติ (เช่น คำศัพท์เฉพาะด้านการศัลยกรรม)	⑤④③②①	⑤④③②①
4.41 คำศัพท์เฉพาะเกี่ยวกับยารักษาโรค	⑤④③②①	⑤④③②①
4.42 คำศัพท์เฉพาะเกี่ยวกับเครื่องมือและอุปกรณ์การแพทย์	⑤④③②①	⑤④③②①
ไวยากรณ์ภาษาอังกฤษ	⑤④③②①	⑤④③②①
การออกเสียงภาษาอังกฤษ	⑤④③②①	⑤④③②①

ตอนที่ 3 ความคิดเห็นของพยาบาลวิชาชีพเกี่ยวกับความต้องการในรายวิชาภาษาอังกฤษ
ของ

หลักสูตรพยาบาลศาสตรบัณฑิตในบริบทประชาคมเศรษฐกิจอาเซียน

คำชี้แจง โปรดใส่เครื่องหมาย √ ลงในช่อง ⑤- ① หน้าข้อความที่ตรงกับความคิดเห็นของท่าน

⑤=มากที่สุด ④=มาก ③=ปานกลาง ②=น้อย ①=น้อยที่สุด

รายการ	ระดับความต้องการ
1. ท่านต้องการให้รายวิชาภาษาอังกฤษในหลักสูตรพยาบาลศาสตรบัณฑิตเน้นทักษะภาษาอังกฤษด้านใด	
1.1 คำศัพท์เฉพาะทางการแพทย์และการพยาบาล	๕ ๔ ๓ ๒ ๑
1.2 คำศัพท์ทั่วไปเพื่อใช้ในชีวิตประจำวัน	๕ ๔ ๓ ๒ ๑
1.3 ไวยากรณ์ภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
1.4 ทักษะการฟัง	๕ ๔ ๓ ๒ ๑
1.5 ทักษะการพูด	๕ ๔ ๓ ๒ ๑
1.6 ทักษะการอ่าน	๕ ๔ ๓ ๒ ๑
1.7 ทักษะการเขียน	๕ ๔ ๓ ๒ ๑
1.8 ทักษะการออกเสียง	๕ ๔ ๓ ๒ ๑
2. ท่านต้องการให้รูปแบบรายวิชาภาษาอังกฤษในหลักสูตรพยาบาลศาสตรบัณฑิตในลักษณะใด	
2.1 ทำกิจกรรมเดี่ยว	๕ ๔ ๓ ๒ ๑
2.2 ทำกิจกรรมเป็นคู่	๕ ๔ ๓ ๒ ๑
2.3 ทำกิจกรรมเป็นกลุ่ม	๕ ๔ ๓ ๒ ๑
2.4 ทำกิจกรรมร่วมกันทั้งชั้นเรียน	๕ ๔ ๓ ๒ ๑
2.5 ทำกิจกรรมนอกโรงเรียน	๕ ๔ ๓ ๒ ๑
2.6 อื่นๆ (โปรดระบุ)	๕ ๔ ๓ ๒ ๑
3. ท่านต้องการครูผู้สอนภาษาอังกฤษในหลักสูตรพยาบาลศาสตรบัณฑิต ลักษณะต่อไปนี้มากน้อยเพียงใด	
3.1 ครูผู้สอนชาวไทย	๕ ๔ ๓ ๒ ๑
3.2 ครูผู้สอนเจ้าของภาษา	๕ ๔ ๓ ๒ ๑
3.3 ครูผู้สอนชาวไทยสอนไวยากรณ์	๕ ๔ ๓ ๒ ๑
3.4 ครูผู้สอนเจ้าของภาษาสอนการสนทนาภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
3.5 ครูผู้สอนที่มีประสบการณ์เป็นพยาบาลวิชาชีพ	๕ ๔ ๓ ๒ ๑
3.6 ทั้งครูผู้สอนชาวไทยและครูผู้สอนเจ้าของภาษา	๕ ๔ ๓ ๒ ๑
3.7 ไม่ต้องการ	๕ ๔ ๓ ๒ ๑
4. หากโรงพยาบาลของท่านมีแผนที่จะจัดอบรมให้กับพยาบาล การอบรมประเภทใดที่ท่านต้องการเข้าร่วม	
4.1 ภาษาอังกฤษทั่วไปในชีวิตประจำวัน	๕ ๔ ๓ ๒ ๑
4.2 การสื่อสารระหว่างวัฒนธรรมในประเทศอาเซียน	๕ ๔ ๓ ๒ ๑
4.3 ภาษาอังกฤษที่มีวัตถุประสงค์เฉพาะสำหรับอาชีพพยาบาล	๕ ๔ ๓ ๒ ๑
4.4 ภาษาอาเซียน (โปรดระบุ)	๕ ๔ ๓ ๒ ๑

คำชี้แจง โปรดใส่เครื่องหมาย √ ลงในช่อง หน้าข้อความหน้าข้อความที่ตรงกับความคิดเห็นของท่าน ในแต่ละข้อกรณาลืออกตอบเพียง 1 คำตอบ

5. ท่านต้องการให้การจัดการเรียนการสอนภาษาอังกฤษในหลักสูตรพยาบาลศาสตรบัณฑิต ตรงตามวัตถุประสงค์ใดต่อไปนี้

- เพื่อนำมาใช้ในชีวิตประจำวันได้
 เพื่อนำไปใช้ในการประกอบอาชีพพยาบาลในอนาคตได้

6. ท่านต้องการให้มีการจัดการสอนภาษาอังกฤษในหลักสูตรพยาบาลศาสตรบัณฑิต จำนวนกี่ รายวิชา

- 1 รายวิชา 2 รายวิชา 3 รายวิชา 4 รายวิชา อื่นๆ (โปรดระบุ).....

7. หากท่านมีโอกาสไปทำงานในประเทศอาเซียน ท่านต้องการไปทำงานที่ประเทศใด

- บรูไน กัมพูชา อินโดนีเซีย ลาว พม่า
 ฟิลิปปินส์ สิงคโปร์ เวียดนาม มาเลเซีย

ขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

APPENDIX C

INTERVIEW QUESTIONS FOR ADMINISTRATORS OF NURSING ADMINISTRATION OFFICE (ENGLISH)

The interview questions for head of nursing administration office;

1. Are there any foreign patients who receive medical services at your hospital? Please give examples.
2. In your opinion, will the number of foreign patients seeking services at your hospital increase because of AEC?
3. In your opinion, how does membership of AEC affect the English language skills for nursing occupation?
4. In your opinion, out of technical vocabulary for nursing and English for communication, which one is the most important for the nursing profession?
5. Which English skill is the most important for the nursing profession? (listening, speaking, reading, writing, grammar, vocabulary and pronunciation)
6. In your opinion, which English skill do nurses at your hospital have problems with? (listening, speaking, reading, writing, grammar, vocabulary and pronunciation)
7. Is there a policy or training course to support English skills for medical staff at your hospital?
8. In which other ASEAN countries would Thai nurses prefer to work?
9. As for nursing curriculum, in your opinion, what English courses should be provided for nursing students and which English skills should be emphasized?

APPENDIX D

INTERVIEW QUESTIONS FOR ADMINISTRATORS OF NURSING ADMINISTRATION OFFICE (THAI)

คำถามที่ใช้สำหรับการสัมภาษณ์หัวหน้าฝ่ายการพยาบาล

1. ในโรงพยาบาลของท่านมีผู้ป่วยต่างชาติเข้ารับการบริการทางการแพทย์หรือไม่ กรุณาให้ตัวอย่าง
2. ท่านคิดว่าจำนวนของผู้ป่วยต่างชาติในโรงพยาบาลของท่านจะเพิ่มขึ้นหรือไม่ เมื่อเข้าสู่ ประชาคม เศรษฐกิจอาเซียน
3. การเข้าสู่ประชาคมเศรษฐกิจอาเซียน จะส่งผลกระทบต่ออาชีพพยาบาลอย่างไร ในด้านการใช้ ภาษาอังกฤษ
4. ในความคิดของท่าน ภาษาอังกฤษและคำศัพท์เฉพาะสำหรับการพยาบาลหรือภาษาอังกฤษเพื่อการ สื่อสารในชีวิตประจำวัน ภาษาอังกฤษประเภทใดมีความสำคัญที่สุดสำหรับอาชีพพยาบาล
5. ทักษะภาษาอังกฤษด้านใดที่สำคัญและมีความจำเป็นที่สุดในการประกอบอาชีพพยาบาล (ฟัง พูด อ่าน เขียน ไวยากรณ์ คำศัพท์ หรือการออกเสียง)
6. ท่านคิดว่าพยาบาลในสังกัดของท่านประสบปัญหาและมีความต้องการพัฒนาภาษาอังกฤษในทักษะ ใดมากที่สุด (ฟัง พูด อ่าน เขียน ไวยากรณ์ คำศัพท์ หรือการออกเสียง)
7. โรงพยาบาลของท่านมีแนวทางในการจัดอบรมภาษาอังกฤษให้กับพยาบาลเพื่อรองรับการเข้าสู่ ประชาเศรษฐกิจอาเซียนหรือไม่ อย่างไร
8. ประเทศใดในอาเซียนที่พยาบาลไทยมีโอกาสไปทำงานได้
9. ท่านคิดว่าการเรียนการสอน ภาษาอังกฤษ ในหลักสูตรพยาบาลศาสตรบัณฑิตควรเป็นอย่างไร (เช่น จำนวนรายวิชา, กิจกรรมในห้องเรียน, ครูผู้สอนชาวไทยหรือชาวต่างชาติ) และ ควร เน้นทักษะ ภาษาอังกฤษด้านใด

APPENDIX E

INTERVIEW QUESTIONS FOR FOREIGN PATIENTS (ENGLISH)

Interview questions for foreign patients

1. How often do you come to meet the doctor at this hospital?
2. Which department do you come to get treatment?
3. Do you have problems when communicating in English with Thai nurses? What is the main English skill problem for Thai nurses?
4. Which English skill is the most important for use between foreign patients and Thai nurses?

APPENDIX F

INTERVIEW QUESTIONS FOR FOREIGN PATIENTS (THAI)

คำถามสัมภาษณ์สำหรับผู้ป่วยต่างชาติ

1. ท่านเข้ารับการรักษาที่โรงพยาบาลแห่งนี้กี่ครั้ง
2. ท่านเข้ารับการรักษาที่แผนกอะไร
3. ท่านมีปัญหาในการสื่อสารภาษาอังกฤษกับพยาบาลไทยหรือไม่ และพยาบาลชาวไทยมีปัญหาในทักษะภาษาอังกฤษด้านใดมากที่สุด
4. ท่านคิดว่าทักษะภาษาอังกฤษด้านใดที่สำคัญที่สุดระหว่างพยาบาลชาวไทยกับผู้ป่วยชาวต่างชาติ

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PUBLICATION / PRESENTATION	Presentation on the 11 th International Conference on Humanities and Social Sciences (IC-HUSO 2015) at the Faculty of Humanities and Social Sciences, Khon Kaen University, Thailand