TABLE OF CONTENTS

		Page
LIST OF TA	ABLES	iii
LIST OF FIG	GURES	v
CHAPTER I	INTRODUCTION	1
	Background for the Study	1
	Rational of the Study	2
	Objectives of the Study and Research Questions	3
	Benefit of the Study	3
	Scope of the Study	3
	Terminology Used in this Study and Abbreviations	4
	Outline of the Thesis	4
CHAPTER 1	II LITERATURE REVIEW	5
	Definitions and Conceptualizations of Needs Analysis	
	in English for Specific Purposes (ESP)	5
	Classifications of Needs and Learner needs	12
	A Review of Needs Analysis Conceptual Frameworks	15
	English for Business Purposes	22
	A Review of Previous Studies	26
CHAPTER 1	III RESEARCH METHODOLOGY	32
	Objective of the Study and Research Questions	32
	Research Methods	32
	Sampling Methods	36
	Method of Data Collection	42
	Pilot Study	49
	Main Study	50
	Data Analysis	50

TABLE OF CONTENTS (Continued)

		Page
	Verification Features	52
	Ethical Concerns	55
CHAPTER IV RESULTS		56
	Part 1 General Information	56
	Part 2 General Opinions	60
	Part 3 Needs of the English Language for the GSB staff	63
	Part 4 Problems in Using English while Working	69
CHAPTER V	DISCUSSION	77
	Discussions of Research Findings	77
	Implications of the Study	83
	Limitations of the Study	84
	Recommendations	85
	Conclusion of the Thesis	86
REFERENCE	CS .	87
APPENDICE	S	93
Appen	dix A Letter of Consent	94
Appen	dix B The Questionnaire (Thai Version)	96
Appen	dix C The Questionnaire (English Version)	103
BIOGRAPHIO	CAL DATA	110

LIST OF TABLES

Table		Page
2.1	Business Skills Checklist	24
3.1	Features of Qualitative & Quantitative Research	34
3.2	Sample Size of Each Stratum	40
3.3	Summary of Sample Size	41
4.1	General information of the participants: their gender, age, educational background, duration of work in the bank, and working line	57
4.2	General information about the importance of English in participants' job and their English proficiency level	59
4.3	The participants' opinions concerning the necessity of English language skills	60
4.4	The participants' opinions concerning the difficulty of English language skills	62
4.5	The GSB staff's needs of English listening skills in their job	64
4.6	The GSB staff's needs of English speaking skills in their job	65
4.7	The GSB staff's needs of English reading skills in their job	66
4.8	The GSB staff's needs of English writing skills in their job	67

LIST OF TABLES (Continued)

Table		Page
4.9	The GSB staff's needs of English interacting skills in their job	68
4.10	Problems in using English listening skills of the GSB staff	70
4.11	Problems in using English speaking skills of the GSB staff	71
4.12	Problems in using English reading skills of the GSB staff	72
4.13	Problems in using English writing skills of the GSB staff	73
4.14	Problems in using English interacting skills of the GSB staff	74

LIST OF FIGURES

Figure		Page
2.1	ESP Classification by Experience	8
2.2	ESP Classification by Professional Area	8
2.3	Hierarchy of Needs (1970's Model Based on Maslow)	12
2.4	Communication Needs Processor (CNP)	16
2.5	The Specialised Language of Particular Business	23
3.1	Sampling Classification	38
4.1	The participants' opinions concerning the necessity of English language skills	61
4.2	The participants' opinions concerning the difficulty of English language skills	63
4.3	The GSB staff's needs of English listening skills in their job	64
4.4	The GSB staff's needs of English speaking skills in their job	65
4.5	The GSB staff's needs of English reading skills in their job	66
4.6	The GSB staff's needs of English writing skills in their job	67
4.7	The GSB staff's needs of English interacting skills in their job	69

LIST OF FIGURES (Continued)

Figure		Page
4.8	Problems in using English listening skills of the GSB staff	70
4.9	Problems in using English speaking skills of the GSB staff	71
4.10	Problems in using English reading skills of the GSB staff	72
4.11	Problems in using English writing skills of the GSB staff	73
4.12	Problems in using English interacting skills of the GSB staff	75