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THESIS

ENGLISH LANGUAGE NEEDS OF THAI STUDENTS DURING THEIR PARTICIPATION IN THE WORK AND TRAVEL USA PROGRAM IN 2005

APAKORN MALISON

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the Requirements for the Degree of
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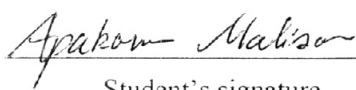
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The main purpose of this study was to investigate English language needs of Thai students during their participation in the work and travel USA program in 2005. In addition, this study explored problems the students encountered when using English during their participation in the program. It was hoped that the data would reveal the language skills that were useful for Thai students who would enroll the work and travel USA program in the near future.

This study employed the scientific research paradigm utilizing a questionnaire. The sample of the study consisted of 322 Thai students who participate in the work and travel USA program in 2005 on behalf of Thai educational agency, International Study and Travel Center (ISTC). The data were then analyzed based on statistical techniques with the help of the Statistic Package for Social Sciences (SPSS)

The study results revealed that the English language was perceived as important for the student during their program participation. They mostly needed the language to communicate with their employers, colleagues, and customers. The participants thought of listening as the skill they needed most, followed by speaking and reading, respectively. Writing was perceived as the lowest need. The participants considered that speaking was the skill with which they encountered the most problems, followed by listening. They hardly faced problems in reading and writing.

The findings suggested that for English training courses, listening, together with speaking skills, should be highly emphasized. The results of the survey will help related education consultant companies to have a clearer understanding of the English needs and problems of the students so as to design appropriate training of English to meet their demands. Moreover, the results of this study may provide some useful suggestions, and can be used as a guideline for students themselves to prepare their English language abilities according to their needs in order to participate in the program in the near future.


Student's signature

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Thesis Advisor's signature

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CHAPTER I

INTRODUCTION

Background of the Study

The English language is the most predominant language utilized in international communication. The need for English is now widespread with regard to the number of its speakers which is estimated to be 572 millions in 1995. The numerous non-native speakers who use it for international contact is roughly 235 millions (Crystal, 1997). Consequently, proficiency in English is required to inspire many students to want to communicate fluently in English in order to be of assistance in study and work.

In Thailand, where English plays a significant role in both work and education, there are many educational agencies, such as International Study and Travel Center (ISTC) offering various programs to provide students opportunities to study abroad. Through these various programs, not only will the students acquire knowledge in their field of interest, but also enhance their comprehension of another language. As United States President George W. Bush remarked in November 2001:

By studying foreign cultures and languages and living abroad, we gain a better understanding of the many similarities that we share and learn to respect our differences. The relationships that are formed between individuals also foster goodwill that develops into vibrant, mutually beneficial partnerships among nations.

Because of the importance of the English language, there are numerous educational agencies urging students to go abroad for studying, working, and traveling. In view of that, there are various Study Abroad Programs established in Thailand for several purposes, including:

1. to experience a different culture – learning a different culture is an opportunity to learn another language and to experience other people's life styles.

2. to gain independence – learning another language or living in the place where language is unfamiliar is challenging.

3. to learn the language first-hand – it is hardly possible to actually learn a language from a textbook; there is no substitute for learning the language by living abroad in an English speaking environment.

4. to be more marketable in a competitive work environment – a large number of companies is looking for employees with both experience in a foreign country as well as with a second language.

Foreseeing the importance of English, one of the most popular study abroad programs in Thailand is the language established Work and Travel USA Program. The program provides an opportunity for college students to work and travel in America during their school break when the students can learn English within the American life style and their working life, by using it as a medium of daily communication.

Rationale of the Study

English is necessary for Thai students who participate in the Work and Travel USA Program. According to the researcher's conversation with educational consultants, many Thai students failed in using English to communicate with their American colleagues. This indicates that the students are likely to have difficulties when they have to use English to communicate with Americans during their participation in the program.

According to a recent study, there has never been a needs analysis conducted to determine the needs of English for Thai students who participate in the Work and Travel USA Program. Without information about students' needs, there are no criteria for evaluating the degree of students' English language needs, which could help them to take part in the program successfully. Richards (1990: 2) states that a needs analysis serves three main purposes:

1. It provides an instrument for obtaining a wider range of input into the content design and implementation of a language program.
2. It identifies general or specific language needs, which can be used in developing goals, objectives, and content.
3. It provides criteria that can serve as the basis for data reviewing, evaluating an existing program.

Given this, it would seem advisable to investigate students' English language needs. This study is concerned with the identification of students' needs in using English during their participation in the Work and Travel USA Program.

Objective of the Study and Research Questions

The purpose of the study is to identify students' current needs of English during their participation in the Work and Travel USA Program in 2005, and problems the students encounter in using English during the program participation. It is expected the data will reveal problems that the students generally face when using English during their participation in the program, and the language skills that is useful for them.

This study intends to answer two main research questions:

1. What were the English language needs of Thai students during their participation in the Work and Travel USA Program in 2005?
2. To what extent did Thai students have problems when using English during their participation in the Work and Travel USA Program in 2005?

Significance of the Study

It is anticipated that the results of this study may provide some useful suggestions, and can be used as a guideline for students to prepare their English language abilities according to their needs in order to participate in the program in the near future. The findings of this study will be useful for designing an ESP (English for Specific Purposes) course to meet the needs of Thai students during their participation in the Work and Travel USA program. The results of the survey will help related education consultant companies design appropriate training of English to meet the needs of the program's students. Moreover, it is hoped that the study will also raise the students' awareness of their English needs, which are important factors for going aboard.

Scope of the Study

This study, restricted to 322 respondents, all of whom are Thai students between 18-28 years old, investigates the English language needs of Thai students who participate in the Work and Travel USA Program in 2005. The students must be enrolled in the first, second or third year of college or in the first year of post-graduate work. In addition, the study is limited to the opinions of the respondents by using a constructed questionnaire. As mentioned, the study is designed to measure only Thai students who participated in the Work and Travel USA Program in 2005. Thus, it may not be generalized to other groups of students who participate in another program or students in other countries.

Definition of Terms

Need: English language requirement of Thai students during the participation the Work and Travel USA Program

Students: Thai students who participate in the Work and Travel USA Program in 2005.

Work and Travel USA Program: An exchange college and post-graduate student program that provides students an economically viable way to visit the US and have the experience by working in entry-level jobs and traveling during their summer school break. This program is collaboration between Thai Agencies with Non Profit Organization in America arranging the students' the work training locations in America during summer within 4 months. Job locations are such as amusement parks, hotels, resorts, restaurant, and fast-food shops. The types of work are based on services such as waitress, waiter, housekeeper, housemen, kitchen helper servers, cleaning stuff, sales clerk, and cashier.

Outline of the Thesis

This study is presented in five chapters. The present chapter is an introduction for the study. Chapter Two reviews definitions of relevant terms and theoretical concepts followed by framework related to needs analysis and previous studies. Chapter Three discusses the design of research. Chapter Four presents the results of the study. The final chapter provides a discussion of the results, as well as the implications, the limitations of the study, recommendations for future research and conclusion of the thesis.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

This chapter aims to present a review of literature on needs analysis in the field of English for Specific Purposes (ESP). It is divided into five sections. The first section starts with a review of definitions of terms relevant to this study. In the following sections, the significance of needs analysis and frameworks of needs analysis are elaborated. Previous studies on needs survey which are relevant to this study are also presented. Overall, this chapter will serve as a basis for designing and conducting this study.

Definitions of Relevant Terms

Human Needs

Psychologically, human behavior has been explained in terms of meeting basic needs. Maslow (1968, 1970, cited in Williams and Burden, 1997: 33-35) believes that there are two kinds of motivation that drives people to meet their needs: *deficiency motivation* and *growth motivation*. The former refers to physical needs, such as hunger and thirst, while the latter can be defined as the reaction of the satisfaction of needs, such as the needs to be loved and respected. Subsequently, Maslow suggests a hierarchy of needs which is usually presented in the form of a pyramid (See Figure 1).

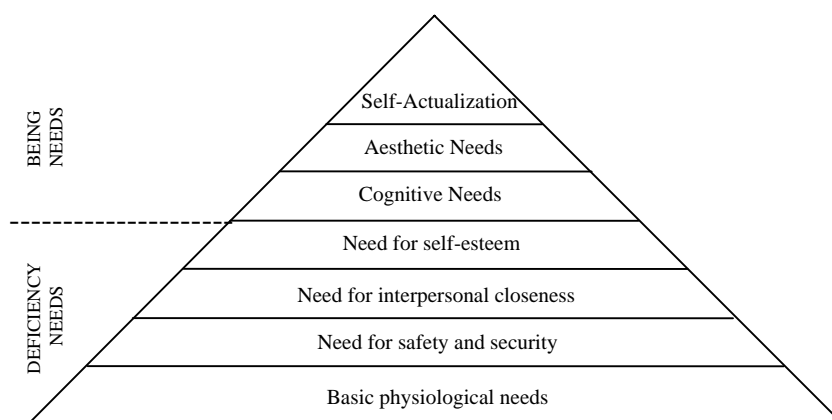


Figure 1 Hierarchy of Human Needs

Maslow sub-divides *deficiency needs* into four layers directly related to a person's physiological requirements: 1) needs for food, water, sleep, and the absence of pain; 2) needs for safety and security; 3) needs for interpersonal closeness and; 4) needs for self-esteem. Whereas *being needs* requires the achievement of individual potential in terms of cognitive (perception/knowledge), aesthetic (creativity), and the accomplishment of self-actualization (respect and admiration) from the society.

The researcher considered basing this study mainly on *cognitive needs*, which refers to the needs of knowledge and understanding of English language for Thai students during their participation in the Work and Travel USA program.

Learner Needs of Language

In conducting a needs analysis researchers tend to seek the answer to a question: what do we mean by needs? The various definitions of needs are discussed by many applied linguists as follows:

First, needs refer to students' study or job requirements that they have to be able to do at the end of their language course. Widdowson (1981: 2) reveals that this is a goal-oriented definition of needs. Needs in this sense are perchance more appropriately described as objectives (Berwick 1989: 57). Next, needs can be defined as 'what the user-institution at large regards as necessary to be learnt from the program of language institution' (Mountford 1981: 27). Third, needs can be considered as 'what the learner needs to do to actually acquire the language. Widdowson (1981: 2) views that this type of need as a process-oriented which relates to transitional behaviors while learning. Fourth, needs refer to what the students themselves would like to gain from the language course (Robinson 1991: 7). In view of Berwick (1989: 55), this implies that students may have personal aims in addition to (or even in opposition to) the requirements of their studies or jobs; in other words, personal needs may be devalued as wants and desires. Finally, needs may be interpreted as lack, that is, what the students do not know or cannot do in English (Robinson, 1991: 8).

Another definition of needs is provided by Hutchinson and Water (1987: 54). They suggest that needs can be considered as the ability to comprehend and/or produce the linguistic features of the target situation in the language-centred approach.

The process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priority... [It] makes use of both subjective and objective information. (Richards, 1984 cited in Jordan, 1997: 20)

These are the definitions of needs, which are opened to contextual interpretations and contain value judgments. Overall, for this study, the researcher defines the needs as English language requirements of Thai students during their participation in the Work and Travel USA Program.

Needs Analysis (NA)

It can be seen that in a survey of the English language needs of Thai students during their participation in the Work and Travel USA Program, analyzing learners' needs and purposes in the target language tends to be essential. A number of practitioners have discussed the different meanings of needs analysis, which are illustrated as follows:

Before identifying forms of the language to be included in a syllabus it is necessary to know the specific purposes of the students in learning the language. Needs analysis is obviously recognized as part of an initial process of determining the way in which they are likely to use the language (Berwick, 1989).

Stevens (1980: 109) suggests needs analysis as a part of task analysis of ESP which can be divided into two stages. He proposes needs analysis in *Stage 1* as follows:

Stage 1: A detailed analysis of the learner's needs, starting from the standpoint that it is not 'general English' that is needed, and that the learner (or his sponsors) can supply comprehensive information about the aims, purposes, needs, wants, roles, functions, etc., for which English is required in his or her circumstances.

Stage 2: Determination of the extent of scientific/technical content. Some ESP requirements (but by no means all, and to varying extent) make use of 'the English of science'. This constitutes an additional element to be learned, with a number of features of its own.

Hutchinson and Waters (1987) suggest that needs analysis consider not only the requirements of the target situation, but also needs and a constraint of the English for specific purposes learning situations, and the general pedagogic approach.

Richards (1985: 6) defines 'needs analysis' as the procedures of collecting data from a variety of sources in order to find out learner needs, for example, the data about the learner and the material.

The goals of the needs analysis phase of curriculum planning are to determine what a particular group of learners expect to use English for and what their present level of competence is.

According to Nunan (1988: 75), needs analysis refers to a set of procedures for gathering information about learners and about communication tasks for use in syllabus design. A broader meaning of needs analysis is stated by Trim (1980, cited in Chaikitkosi 1986: 11):

Needs analysis comes to mean the whole cluster of techniques, which lead to an understanding of the parameters of the learning situations, ego, fellow learners, teachers, administrators, course writer, producers, social agencies, career expectations and job gratification, social dynamics, learner-type and resources analysis, etc. are relevant factors in addition to the original predicated communicative behavior. Since none of these are constant, analysis becomes a central aspect of course management and are the most important aspect of the long climb to that self-reliance and autonomy which, we hope, eventually will allow the learner to take charge of his own learning.

Richard and Rogers (1986: 156) define 'needs analysis' as "an identifying of general and specific language needs that can be complemented in developing goals, objectives, and contents in a language program."

Ellis and Johnson (1994) state that needs analysis can be considered as the instrument of earning information about learner needs or a group of learner needs. It specifies which of the languages that the learners will use in specific purposes including the language type, the beginning level as well as the target level which is to be achieved. These details can be collected from various groups of people, such

as employees, employers, trainers, and the learners themselves which can be utilized in the future training approach.

For the purpose of this review, the term ‘needs analysis’ is consequently used in this wider sense, on all sides of both the target and learning situations. In this study, needs analysis serves as an instrument of gathering data on the students’ needs. The researcher investigated the target situation in terms of needs in knowledge of the language.

Types of English Language Needs

According to Mackay (1978: 28), there are two types of English language needs, *academic needs* and *job needs*.

1. *Academic needs* refer to the requirement of English for further academic study. Mechanical students, for example, require English in order to understand technical term and lectures as well as read mechanical textbooks in English.

2. *Job needs* can be considered as the requirement of English for achieving a particular practical job. For example, Thai students who participated in the Work and Travel USA Program, 2005 required English in order to work on their job during their participation in the program.

Hutchinson and Waters (1987: 54) propose differentiating between *target needs* and *learning needs*.

1. *Target needs* refers to what the learner needs to do in the target situation. Hutchinson and Waters describe the target needs in terms of ‘necessities’, ‘lacks’, and ‘wants’. Necessities are what the learner has to know in order to perform effectively in the target situation. Lacks are what the learners already know that are the gaps between the target proficiency and the existing proficiency of the

learners. Wants can be considered to be the perception of the needs of the learners. In other words, wants are what the learners feel they need.

2. *Learning needs* can be considered as what the learner needs to do in order to learn. Learning needs covers all of the factors connected with the process of learning, such as attitudes, motivation, awareness, personality, learning styles and strategies, and social background.

Other types of needs which are necessary for needs analysis are identified by Brindley (1989 cited in Robinson, 1991: 8) as follows:

1. *Objective needs* refers to needs which are derivable from different kinds of factual information about learners, their use of language in real-life, and their current language proficiency. Therefore, the aim of objective needs analysis is to collect actual information which reveals to the learners information about the learners themselves, their language abilities, and their language needs in order to set broad goals related to language content.

2. *Subjective needs* can be described as the ‘cognitive needs’ and ‘affective needs’ of the learners with regard to the learning of English. The former comprises a learner’s role of gaining knowledge or a learner’s intellectual skills. The latter includes emotions, feelings, values, beliefs, and attitudes of learners. Consequently, the aim of subjective needs analysis is to assemble information about learners’ attitudes and expectations of what they will learn in order to guide the learning process.

In this study, the researcher focused mainly on Mackay’s *job needs* (1978: 28) which intend to investigate the English language needs of Thai students in working during their participation in the Work and Travel USA Program rather than to investigate the needs of Thai students in learning English language. The researcher also concentrated this study on the *target needs* which is the English language needs of Thai students during the participation in the program.

Additionally, the researcher based this study on Brindley's (1989 cited in Robinson, 1991: 8) *subjective needs* which relate to the students' attitudes, motivations, awareness, personality, wants, and expectations of English language needs during their participation in the Work and Travel USA program.

The Significance of Needs Analysis

Needs analysis or needs assessment, which plays an important role in ESP (English for Specific Purposes), EAP (English for Academic Purposes), and adult education courses, extensively used in order to access needs. Needs analysis is significant in various ways. Chancerel (1977: 9) proposes that needs analysis serves purposes in various levels: the learner, to awaken his awareness; the teacher, to give him a better understanding of the makeup of a group of learners and adapt his teaching accordingly; the producer of the material, so that he may adapt it to specific categories of learners and include a means of identifying needs; administrative and teaching executives in establishments, to enable them to plan and adapt learning systems. Hawkey (1979) suggests that needs analysis facilitate the course designer in order to achieve two things: a detailed profile of what the learner needs to be able to do in English in an occupation or education for which the learner is being trained and a specification of the language skills, functions, and forms required to carry out the communication described in the needs profile.

According to Richards and Rodgers (1986: 156), needs analysis is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives, and content in a language program. The rationale for needs analysis is that by identifying elements of students' target English situations and using them as the basis of EAP/ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future career. Without such investigations, teachers, curriculum developers, and materials designers often tend to intuit the future needs of the student, often with limited success (Johns, 1991).

West (1994) states that needs analysis has been rooted in adapting the teaching to the type of learning public, and training the learner how to learn. Nunan and Lamb (1996: 27) comment that needs analysis provides a basis for setting goals and objectives. Goal and objective setting are important tasks in most educational contexts, which provide a rationale for selecting and incorporating pedagogical tasks, as well as providing a point of reference for the decision-making process.

Frameworks of Needs Analysis

The term needs analysis has been used extensively in the professional literature of ESP. This section deals with the different approaches of needs analysis in different areas. According to Munby (1978), needs analysis can be categorized into two areas: *target situation analysis* (TSA) and *present situation analysis* (PSA).

Robinson (1991: 8) defines TSA as a needs analysis of English language needs of learners in occupational or educational situations. Hutchinson and Water (1987) view TSA in terms of necessities, lacks, and wants; the *necessities* are what the learners have to know to function effectively in the target situation, *lacks* are the gap between the target proficiency and the existing proficiency of the learners, and *wants* are the perceptions of the learners about the necessities and their own lacks.

Hutchinson and Water (1987) state that PSA is a needs analysis which tries to establish what the students are like at the start of their language course. Additionally, this area investigates the students' strengths and weaknesses in order to design English course that suits their language ability.

Based on the study of English language needs of the students during their participation in the Work and Travel USA program, TSA is taken into account in order to analyze English language needs of students during their participation in the program. The best-known framework for TSA of needs analysis is formulated by Munby (1978), who originates the *Communication Needs Processor* (CNP) model

to study the relationship between communicative needs and the English required for specific purposes. The CNP model clarifies nine points for inquiring and processing an instrument in order to conduct individual language learner needs. (See Figure 2)

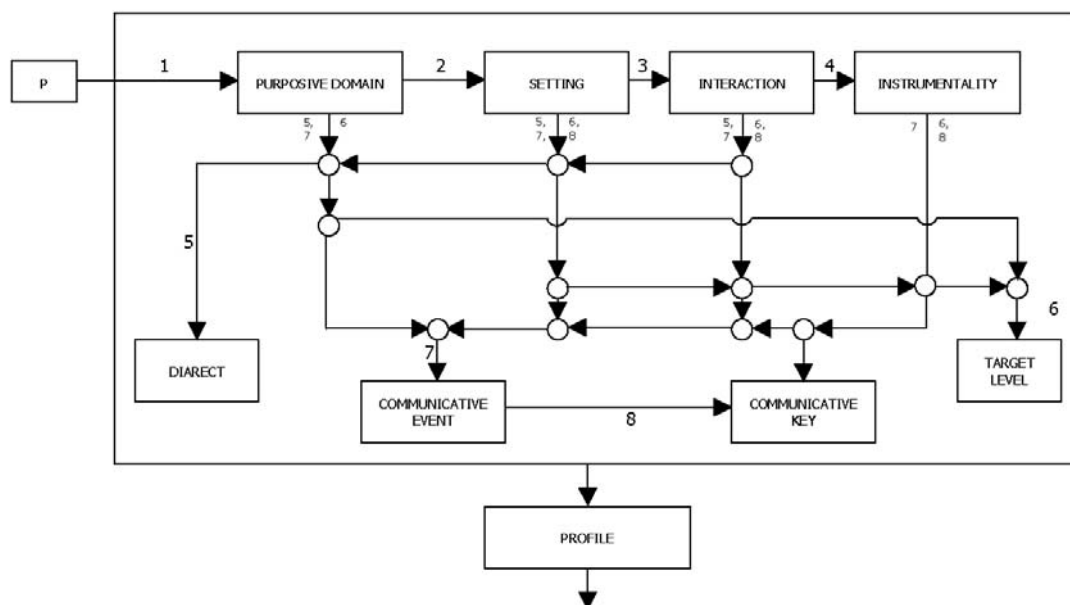


Figure 2 Communication Needs Processor (CNP)

Source: Munby (1978)

Munby's profile of communicative needs can be described as follows:

1. *Participant*; the relevant base – line on person

1.1 Identity: learner's age, sex, nationality, and place of residence

1.2 Language: mother tongue (L1), target language (TL), and other language (L2).

2. *Purposive domain*; what one wants to specify is the occupational or educational purpose for which the target language is required

2.1 If occupational, will it be pre–experience or post–experience ESP?

2.2 If educational, will it be discipline-based or a school subject of ESP?

2.2.1 If *discipline-based*, will it be pre-study or in-study ESP?

2.2.2 If *school subject*, will it be independent or integrated ESP?

3. *Setting*; the situation variable that refer to the time and place of the communication

3.1 Physical setting: spatial

3.1.1 *Location* e.g. country, town, en-route

3.1.2 *Place of work* (occupational) e.g. hotel, factory, airport

3.1.3 *Place of study and study setting* e.g. university, classroom

3.1.4 *Other places*

3.2 Physical setting: temporal

3.2.1 *Point of time* i.e. when is English require most?

3.2.2 *Duration* i.e. how many hours per day/week is English required?

3.2.3 *Frequency* i.e. is English required regularly/ often/ occasionally/ seldom?

3.3 Physical setting in which the participant will use English, e.g. culturally similar or different, age/ sex discriminating or not, public private, formal or informal.

4. *Interaction*; the situational variable that identifies the other participants with whom the input communicates within the target language and the relationship that may be predicated as developing between them i.e. social, relationship e.g. instructor–learner.

5. *Instrumentality*; how information is obtained i.e. the medium and channel of communication that the particular participant requires.

5.1 Medium of communication. Is it spoken or written?

5.2 Mode of communication. Is it written to be read or written to be spoken?

5.3 Channel of communication. Is it face–to–face (bilateral)? Is it a public address system?

6. *Dialect*; it is necessary to identify the dialects of the target language which he will have to command receptively and productively.

6.1 Temporal dialect e.g. old, middle, modern English

6.2 Regional dialect e.g. English English, American English, Australian English

6.3 Social–class dialect e.g. upper class, middle class, working class English

7. *Target level*; is it to act as reference points in the development of the learning programs for specific categories of learner? It should be stated in terms that will guide the further processing through the model.

Communicative event; it is the main and other events that the participant is required to use English and then to specify for each event its activities and subject matter.

8. *Communicative key*; how one does the activities comprising an event (what he does). This is based on input information from relevant derivational sources, namely the participant's identity, role-set identity, social relationships, and psychosocial setting.

Bernbrock (1979: 31) remarks that Munby's model represents a rigorous and precise statement in the CNP model for the specification of communicative needs - it puts forward and defines variables, which ideally would be taken into consideration in the design of research instruments for conducting a needs analysis at the first step toward ESP programs.

Another well known TSA is presented by Nunan and Lamb (1996), who propose five instruments of needs analysis according to the difference of the learner's needs. The first instrument is *a survey of general learner needs* with an aim at the learner information, such as personal and educational background, their language's present level, and purposes of using language. The second instrument is *a language contact survey* focusing on learner decision of which part of the English language is necessary for them in different situations. The third instrument is *a methodological preferences survey*, trying to gain learner preferences for learning English. The fourth instrument is *a survey of subjective experiences of the learner* concentrating on learner attitude toward learning another language. The last instrument is *a survey of prospective course* concerning learner attitude toward language learning.

Accordingly, in designing questions for the questionnaires used in this study, the researcher has applied Munby's model because it covers a much wider area of needs analysis. The researcher has also employed two instruments, *a survey of general learner needs* and *a language contact survey* according to TSA presented by Nunan and Lamb (1996). The researcher used these frameworks as a checklist to assess the English language needs and collect data of Thai students during their participation in the Work and Travel USA program.

A Review of Previous Studies

A Review of Topics in Needs Analysis Studies

There are numerous studies on the needs analysis concerning ESP courses in different academic settings and occupational settings carried out worldwide. The following are those on two topics: needs analysis concerning English for academic purposes and needs analysis concerning English for occupational purposes, undertaken both in Thailand and in other countries.

1. Needs Analysis Concerning Academic Purposes

Frankel and Dunlop (1981) conducted a survey of English language needs at the Asian Institute of Technology (AIT) with the students and instructors. The results revealed that reading was a very important skill but was not a major problem. There were more urgent needs for instruction in listening comprehension, interaction in speech, and in writing. While there was a general agreement between students and instructors about the need to improve students' English, disagreement about methods of doing the needs analysis, which related to the standard of English proficiency to be expected from AIT graduates. In short, instructors usually set a moderately high standard and had a relatively low opinion of students' English, but students tended to overrate their level of competency.

Siriwong (1984) conducted a survey of the needs, wants, expectations, and problems for the use of English of nursing students at Mahidol University with four parties: the nursing student group, the nurse group, the teaching group, and the co-ordinator group. He also let them express and suggest their ideas in aspects of curriculum and learning and teaching English. The results showed that there were needs, wants, and expectations for the use of English of each group of people in all four skills. The problems found by the nurse group mostly involved listening skills and speaking skills. The teacher group involved writing skills and the co-ordinator

group involved all four skills. The research indicated that each part of English curriculum had some serious problems and needed improvement.

Vijchulata and Lee (1985) investigated students' needs for English at University Pertanian Malaysia (UPM) in order to find out what students expected from the English courses they had taken. The results showed that students preferred small classes of 10-19 students. Most of them ranked oral English as the most preferred skill and reading comprehension as the second. Regarding the writing skills, report-writing was ranked as the most important activity. It appears that students were not in favor of the course content related to general science only. They preferred courses based on a combination of 'general English', 'English related to their field of study', and 'English related to general science'. Most students agreed that proficiency in English was necessary for them to do well in their examinations at the university and that the English language was useful in their studies.

Wanasiree (1985) surveyed the English language needs and problems as well as the types of preferred English courses from the opinions of medical graduate students at Ramathibodi Hospital, Mahidol University. The results indicated that the learner needs were mostly in reading and writing skills while their problems were primarily in listening and speaking. These medical graduate students wanted English classes to be provided in the first year of study with an emphasis on listening and speaking skills. The content they wanted would cover medical English and general English.

Zughoul and Hussein (1985) explored the needs of English at Yarmouk University in Jordan among three major aspects: the extent of the English language used at the university; perception of the students' language abilities; and perception of English language needs. The results indicated the widespread use of English in most education settings except for class discussion and when raising questions in lectures. There was also evidence that students tend to overestimate their abilities in the different language skills, while a more realistic estimate was reflected in the

responses of the faculty. Both students and faculty agreed on the primary importance of the listening skill. Beyond that, their opinions tended to diverge.

Chaikitkosi (1986) explored English needs for the academic use of nursing students at Kuaka run Nursing College from the four parties. Two groups consisted of nursing students and the other two were composed of teachers at Kuaka run Nursing College. Information was sought regarding language uses, problems, wants, or expectations in term of content and methodology for the English course. The results indicated that all groups of informants greatly needed reading and translating skills. Listening, speaking, and translating skills were great problems. Respondents in all four groups generally wanted to see a greater improvement in content, methodology, and time, and more students' participation in classroom activities.

Chirapan (1987) investigated graduate students' needs and problems in the academic use of English, their wants, and their subject-specific instructors' expectations concerning the prospective English program for graduate students at the Faculty of Science, Mahidol University. The results indicated, in extent of use, that reading ranked first, followed by writing and listening, and speaking came last. In general, speaking and writing skills were considered the worst skills of students. With regard to wants and expectations, students usually preferred the aural-oral skills, whereas their instructors demanded skills and activities which were more likely to be relevant to the needs in the target situation.

Uraisakul (1988) studied the problems, wants, and needs in the learning and using of English in undergraduate computer students at the Faculty of Science, the University of the Thai Chamber of Commerce. The results showed that students wanted speaking to be greatly emphasized. Regarding the need for using the four skills in the learning of computer subjects, students reported that they had a very great need for reading, a nearly as great need for writing and a moderate need for both listening and speaking.

Rongsa-ard (1990) conducted a survey of the needs of learners in the 'English for Doctors' course at Siriraj Hospital, Mahidol University, during the 1987-1988 academic years. The results indicated that most students ranked reading as in the reading of medical journals and reports, least priority was placed on speaking. The results reflected in the processes of teaching and learning with an emphasis on learners' needs and expectations are sources of motivation in effective and efficient language learning.

Khemateerakul (1996) explored needs and problems of students using English in the international program of Bangkok University, their wants regarding which skills ought to be emphasized in the intensive English course of the International Program, and other factors including time, instruction, class size, and evaluation. The results showed that, while all of the respondents perceived all skills as urgent, listening was needed the most. All English skills were perceived as moderate problems by students while writing and speaking skills were perceived as the students' greatest problems by instructors. Both students and instructors wanted the listening skill to be emphasized in the intensive English course.

Sucompa (1998) investigated the needs and problems of English language for use in the tourism industry in Thailand and at Rajamangala Institute of Technology (RIT) campuses to determine content, method, and duration of the course for "Technical English for Tourism" for Higher Certificate level students at RIT. Four sample groups were investigated: tourism workers, employers and owners of travel agencies, RIT English language teachers, and RIT tourism students. The results revealed that tourism workers needed reading, speaking, and listening skills more than writing and translation skills. Employers and owners of travel agencies viewed speaking as the most needed skill for the tourism workers. RIT English teachers believed that speaking was the most needed skill for tourism students; reading was considered to be their greatest problem. RIT tourism students regarded translation skills as the most important, and they believed that native teachers were greatly needed. All four groups wanted content, methodology, and learning periods to develop.

Suwaroporn (1998) explored needs and problems in English language use of nurses in order to develop a special English course for further education of the nursing staffs in Thai hospitals. Information was required regarding needs, problems, and wants in terms of content, time, and the use of English in language development courses. The results indicated that all nursing staff wanted English language courses. They had a strong need of reading, especially reading texts, journals, and any document related to the medical and nursing areas. They articulated a common need in writing, especially writing laboratory investigation reports in individual nursing care plans and writing reports about patients' physical examinations in general. However, they perceived a serious problem in speaking.

Chia et al. (1999) studied English language needs of college students in Taiwan in order to describe the perception that medical college students and the faculty have of the English language needs of the students. Survey information included respondents' opinions of the importance of English language use in students' studies and their future careers, basic English skills needed in a freshman English course, and suggestions for development of an English language curriculum. The results showed that English was perceived as important for their academic studies and future work. Students wanted a basic English language course at the freshman level, naming listening as the most important skill to improve.

Inthapthim (2000) studied the needs and problems of MBA students at Naresuan University for academic English. This study also sought to determine their wants for the English courses. The results showed that reading was needed the most, followed by listening and writing, with speaking being the last. The students related many problems with speaking skills and wanted listening and speaking the most in the English courses.

Bocher and Smallkoski (2002) conducted a needs analysis on the Minneapolis campus of the college of St. Catherine in the academic year 1997-1998 to determine why many of the ESL students who enrolled in the Associate of Science (A.S.) degree nursing program were not successful academically. The study

aimed to develop a listening and speaking course in a health-care setting to respond to what was identified as the area of greatest difficulty for the students.

Deutch (2003) conducted a needs analysis for academic legal English courses in Israel. This study demonstrated multifaceted factors involved in determining the needs of Israeli law students studying English as a foreign language. The needs were global, stemming from both the historical and present indebtedness of Israeli law to English law and the common law system, and individual ones which included both short term and long term needs. Short term needs reflected the personal needs of Israeli practitioners. This study provided a balanced presentation of the language learning situation in Israeli law schools, and thus furnished the guidelines for setting the necessary priorities.

2. Needs Analysis Concerning Occupational Purposes

Ketkew (1997) investigated the needs for English, the important functions of the language, the problems in using the language and the need to improve the English skills of cabin attendants. The results revealed that English was highly important to air stewards, air stewardesses, and air pursers and flight managers of Thai Airway International. The most needed skills were speaking and listening. Problems of using the four skills were moderate for all of them. Air stewards and air stewardesses needed to improve their listening and speaking skills most, while air pursers and flight managers needed to improve all four skills at moderate to high levels.

Li So-mui and Mead (2000) investigated English needs of textile and clothing merchandisers in the international marketplace. The study intended to gather information on the communication demand placed on merchandisers working in this business environment in the hope of enabling the development of teaching and learning materials that match their specific workplace needs. The results indicated that the participants were alert to the very definite likelihood that they would need to communicate in English with customers. Fax was the most

preferred channel of communication. The reasons for communicating were to describe products, follow up on an order, advise on updated order status and clarify order queries; activities involving these purposes now form the basis of many of the written activities.

Yutdhana (2000) conducted a survey of English language needs of businesspersons in Chiang Mai. This study was conducted to investigate role and importance of English in business communication in Chiang Mai, which categorized businesses into seven types: real estate and decoration, tourism, agriculture and agro-industries, finance and banking, handicraft, health and education, and trading. The results of the study showed that the businesspersons' greatest need was for the listening skill. English language training for the businesspersons in Chiang Mai should focus on conversational skills; courses about the use of English for business contacts were necessary.

Meemark (2002) conducted a survey to investigate the needs and problems of English for Tourist Police. The study attempted to survey English language use in routine jobs, the problems faced by the tourist police and the degree of English training needs defined by the tourist police. The results indicated that the tourist police of all sections strongly needed all four English language skills (listening, speaking, writing, and reading). Listening was considered the most important. As for specific English courses, most tourist police needed English training courses with equal numbers of Thai and English native teachers. The English training courses should emphasize listening and speaking skills, together with vocabulary.

Aunreun (2005) explored the present English language needs of travel agents in Chiang Mai, and the problems the travel agents encountered in using English in their jobs. The results showed that all four English skills were needed, especially speaking, which the participants used most in their daily routines. Grammar and appropriate expressions and pronunciation were perceived as the lowest needs. The participants also felt that speaking was the most serious problem,

followed by grammar and the use of appropriate expressions, listening and translation, respectively. They hardly encountered any problems in vocabulary and reading skills in tourism.

From the review of related research on the needs analysis of English language above, there has never been a needs analysis conducted to determine the needs of English for Thai students who participate in the Work and Travel USA Program. Without information about students' needs, there are no criteria for evaluating the degree of students' English language needs, which could help them to take part in the program successfully.

A Review of Method in Needs Analysis Study

Hutchinson and Water (1987) suggest that there are a number of ways to gather information about needs. The most frequently used are questionnaires, interviews, observation, data collection (i.e. gathering texts), and informal consultations with sponsors, learners and others. The method design will obviously depend on the time and resources available. From the related studies reviewed earlier, a variety of research methods were used to assess needs depending on the purpose of each study. For instance, Li So-mui and Mead (2000) used various research instruments, including questionnaire surveys, telephone interviews, and analysis of authentic correspondence and visits to work places.

The most popular research method in needs analysis seems to be questionnaires, used by many researchers such as Chaikitkosi (1980), Vijchulata and Lee (1985), Zughoul and Hussein (1985), Chirapan (1987), Rongsa-ard (1990), Khemateerakul (1996), Sucompa (1998), Suwaroporn (1998), Chia et al (1999), Inthapthim (2000), Meemark (2000), Yudhana (2000), and Aunruen (2005).

Some researchers employed a combination of methods and procedures for collecting data in needs analysis. Frankel and Dunlop (1981), Siri Wong (1984), Wanasiree (1985), Uraiskul (1988), and Deutch (2003) conducted a thorough needs

analysis study based on both interviews and questionnaires. Bocher and Smallkoski (2002) used a combination of interviews (the main instrument), observation, and questionnaires.

This chapter has discussed definitions of key terms, theoretical concept, and conceptual frameworks of needs analysis. A review of previous studies has also been provided in terms of relevant research topics and research methods used in those studies. The review has provided a good basis for the design of the topic and research method of the present study, which will be elaborated in the following chapter.

CHAPTER III

RESEARCH METHODOLOGY

This chapter aims to review the research methodology, which is divided into seven main parts. The first part examines objectives of the study and research questions. Then, research paradigms and the paradigm of research in the present study are described. In the third part, different sampling theories in the selected research paradigm are discussed, followed by a description of sampling in the present study. The fourth part deals with the discussion of data collection methods and procedures. Next, data analysis is discussed. The last part is the explanation of verification elements of research methods and findings as well as ethical consideration of the present study.

Objective of the Study and Research Questions

The present study aims to investigate the English language needs and problems of Thai students during their participation in the Work and Travel USA Program in 2005. It is anticipated that the obtained data may provide some useful suggestions, and can be used as a guideline for students to prepare their English language abilities according to their needs in order to participate in the program in the near future. This study intends to answer two main research questions: 1) What were the English language needs of Thai students during their participation in the Work and Travel USA program in 2005?; and 2) To what extent did Thai students have problems when using English during their participation in the Work and Travel USA Program in 2005?

According to the research questions, it provides a limitation for the design of research methods for the present study.

Research Paradigms

Overview of Research Paradigms

In general, a paradigm refers to a type, pattern or model of something, and a collection of beliefs shared by scientists or a set of agreements about how problems are to be understood. In research, a research paradigm means a dominant theory of research approach exploited by researchers, based on their ontological, epistemology, and methodology assumptions (Creswell, 1994). According to Thomas Kuhn (1992–1996), paradigms are essential to scientific inquiry, for “no natural history can be interpreted in the absence of at least some implicit body of intertwined theoretical and methodological belief that permits selection, evaluation and criticism” Moreover, paradigms help scientific communities to bound their discipline in that they help the scientists create avenues of enquiry, formulate questions and select methods with which to examine questions and define areas of relevance.

Three philosophical components on paradigms that researchers must fully comprehend are ontology, epistemology, and methodology. According to Denzin and Lincoln (2001), *ontologically*, the theory of ‘being’ or ‘reality’ is a set of basic objects emphasized by the paradigm. The theory relates to the status of the world dealing with human beings based on two principle views: *objective* and *subjective*. In the objective view, reality is the same for everyone. In contrast, in the subjective view, reality is interpreted differently by the individual. *Epistemology* is an absolutist view of ‘knowledge’. It involves the relationship between ‘the inquirer’ and ‘the known’. Similarly, epistemology can be viewed objectively and subjectively. In the *objective* view, knowledge is out there and is the same for everyone. On the other hand, in the *subjective* view, knowledge is internalized differently by each individual person and depends on personal knowledge. *Methodology* is a theory of ‘how to find knowledge’. This theory emphasizes method and technique whether it is appropriate and valid to use in order to obtain knowledge. Methodology can also be viewed objectively and subjectively as well.

In the *objective* view, the best way/method to generate and justify knowledge is one that results in universal laws; whereas the *subjective* side views that the best way/method to generate and justify knowledge is method that results in knowledge perceived by different individuals.

Educational research concerns systematic enquiry intended to result in new knowledge. Ernest (1994) explains that once the topic of enquiry has been decided, the issue of how to carry out education research is raised. The methods of enquiry used may involve technical skills and techniques. However, before choosing which specific methods are appropriate there is the issue of the educational research methodology involved. It is undeniable, therefore, that the concepts of three main different research paradigms (*scientific*, *interpretative*, and *critical paradigms*) for different types of inquiry should be clearly understood first. Significant features of each paradigm will be illustrated in six main topics: historical background, conceptual framework, philosophical components, purpose/interest, intended outcome, and data collection and analysis methods.

Scientific Research Paradigms

The scientific research paradigm known as positivism originated in the 19th century as an attempt to apply the methods of the natural sciences to social phenomena. Comte (1882, cited in Babble, 1998) believed that the concept of positivism is based on scientific objectivity rather than subjective beliefs. Thus, he coined the term *sociology* and employed reliable measurements to investigate and find its universally governing rules. The scientific research paradigm is an investigation dealing with objectivity and the discovery of scientific generalizations or laws. This paradigm is often from an outsider perspective and is about prediction and control. It is a top-down perspective which uses “the general” to describe “the particular” (Ernest, 1994). *Ontologically*, the existence of reality is external to human beings. Reality is objective and not influenced by the human. *Epistemologically*, knowledge is perceived as objective. Knowledge is independent of personal values and judgments. *Methodologically*, the methods rely heavily on

quantitative measure with relationships among variables commonly shown by mathematical means (Ernest, 1994). The main objective of the scientific paradigm is to come up with the universal laws, regularities, or rules which can be applied to similar events in order to predict the nature of the phenomena (Ernest, 1994). Obtaining valid and reliable knowledge underlying universal principles can explain, predict, and control human behavior across individuals and organizations. There are considered to be two main methods under this research paradigm: quantitative methods and experimental methods. This research paradigm relies heavily on quantitative measures. Data is collected from questionnaire surveys, archival records, observations and/or documents. Experiment methods are based on scientific theory. Data is collected from experimentation, through empirical testing. Since data mostly deals with numbers, it can be analyzed by using computers and statistics. Qualitative methods can be used as well as quantitative methods when appropriate, especially in education research (Ernest, 1994).

Interpretative Research Paradigms

In the 17th century, individual interpretations in an attempt to make sense of the Bible give issues to the interpretative research paradigm. This paradigm is also known as the naturalistic, constructivist, alternative research paradigm (Ernest, 1994). The interpretative research paradigm is a bottom-up perspective, which is primarily concerned with human understanding, interpretation, intersubjectivity and truth in human terms (Ernest, 1994 cited in Berry, 1998). In other words, it can be said that human beings are the main source for this paradigm because this paradigm needs personal feelings, attitudes and/or beliefs in order to determine results by interpreting. *Ontologically*, the being or reality is subjective. Reality is constructed individually. What is true for one may not be true for another because of their different culture, social background, and history. *Epistemologically*, knowledge is perceived as subjective which is created through understanding. Knowledge is personal; it depends only on values and judgments. *Methodologically*, this research paradigm contains qualitative methodological and case study methods which provide an opportunity to collect detailed information that may not be observable

using other research techniques, and may or may not be based on the assumption that the information gathered on a particular individual, group, community, etc., will also be true of the other individuals, groups, or communities. Interpretative researchers usually use qualitative forms of enquiry; however, quantitative methods can be used as well when appropriate (Ernest, 1994; Kim, 2003; Packer, 1999). The purpose of this paradigm is to explore how each individual views and understands the world in everyday situations, and not to disturb research contexts. Expected outcomes of interpretative research are illuminative subjective understandings or 'live true' (Ernest, 1994). This research paradigm typically uses multi-methods: qualitative methods and/or case study approaches. Data is collected by observations, in-depth interviews, group interviews, documents, texts, photographs, video tapes, and written descriptions by participants. Analyzing the data begins when the first data is collected, and finally data is interpreted by the researcher/experts. Typically, for the case study, researchers choose not more than four cases (Berry, 1998; Ernest, 1994).

Critical Research Paradigms

This critical research paradigm, also termed the emancipatory research paradigm, is based on the critical theory supported by Marxist, feminist, and critical theorists of the Frankfurt School in 1923. It aims to offer a critique of modern society and search for causes of problems in order to help participants solve their own ongoing problems (Ernest, 1994). *Ontologically*, the reality is subject to different individuals' interpretations in the society. The individuals' existence is very important. *Epistemologically*, knowledge is constructed by the society that individuals learn through their self-construction of knowledge, facilitated by their social circumstances. *Methodologically*, this research paradigm emphasizes the critique method, especially action research (Ernest, 1994; Packer, 1999). The main purpose of research under the critical paradigm is to bring about positive changes in society. The intended outcomes, therefore, engage to create a social balance and to promote revolution in all forms of discrimination as a means of social reform (Ernest, 1994). According to Ernest (1994), there are various methods which are

generally common to the qualitative methods used for data collection: participant observations, questionnaires, documents, and cases studies. The main critique method is action research. According to O'Brien (1998), in action research, both researchers and participants are involved in analyzing data in order to learn social problems. Then they try to find ways to solve them. The power is on the participants who are able to see the results and take part in the research steps.

To clearly understand the assumptions of each paradigm, the researcher has compared the three research paradigms (See Table 1).

Table 1 The Comparison of three Research Paradigms

Paradigms	The Scientific Research Paradigm	The Interpretative Research Paradigm	The Critical Research Paradigm
Term/Synonym	Positivism and Normative	Naturalistic, Constructivist, and Alternative	Emancipation
Framework	Predict and describe social phenomena	Seek to understand human beings' feelings	Seek to reform social problems
Ontology	Objective reality	Subjective reality	Person in society
Epistemology	Objective knowledge	Personal knowledge	Socially construct knowledge
Methodology	Quantitative methods and experimental methods	Qualitative methods and case study approaches	Multi-method mainly action research
Purpose	To predict the nature of phenomenon	To understand individual view of social phenomena	To bring about changes and develops

Table 1 (continued)

Paradigms	The Scientific Research Paradigm	The Interpretative Research Paradigm	The Critical Research Paradigm
Intended Outcome	Valid and reliable knowledge	Subjective knowledge	Social developments, justice, and reform

Source: Adapted from Creswell, (1994); Earnest, (1994); Kumer (1999) and Griffiths (2000)

To sum up, it can be seen that the three research paradigms differ in terms of their key concepts, approaches to design, purposes, and intended outcomes. Therefore, researchers can choose a paradigm that is most suitable for a current study. Subsequently, researchers are able to select data collection and analysis methods under the paradigm appropriately and validly. Furthermore, researchers can find out limitations of selected methods and try to reduce them as well.

Research Paradigm in this Study

The present study employed the scientific research paradigm utilizing quantitative methods in the study of needs analysis for Thai students who participate in the Work and Travel USA program. The main method of the current study was a survey conducted to explore the use of English of Thai students so as to analyze the present needs of using English language during their participation in the Work and Travel USA program. For this study, the questionnaire was considered because of the large number of respondents (322). The responses were analyzed to investigate the most critical English language needs of those students based on statistical techniques. The interpretation of the results of the present study can also be generalized to the whole population.

The features reflecting that a scientific research paradigm is appropriate for my research are 1) the researcher aims to investigate the needs of English for the students which signify objective reality and verify without researcher judgment and attitude; 2) the findings rely on quantitative measures because it deals heavily with the number and frequency of the English language needs that can be quantified systematically based on statistic techniques; 3) this study generalizes the needs of English which helps the researcher to predict the social phenomena of English language needs of the students who join the program; 4) the results will not be judged or interpreted because of the characteristic of generalization.

Sampling Procedures

Types of Sampling Procedures

Wisker (2001: 139) points out that any research method will depend initially on your ability to find work on a sample. Sampling is an important research step. If you cannot find ways of discovering a sample you will have no data. If you choose too small a sample size the data will be invalid, and if you sample only from a small and unrepresentative proportion of the population your results will be affected by the influence of this skewed sample. Deciding how to find and take a sample, what to take into consideration and what to acknowledge as affecting the data when using the results from this sample are essential. According to Cohen and Manion (1994) there are two methods of sampling: 1) *probability samples* which means the probability of selection of each respondent is known; 2) *non-probability sample* which means the probability of selection is unknown.

Probability sampling can be divided into five categories (ibid). In *sample random sampling*, each member of the population under study has an equal chance of being selected. The method involves selecting at random, from a list of the population, the required number of subjects for the sample. Due to probability and chance, the sample should contain subjects with characteristics similar to the population as a whole. *Systematic sampling* is a modified form of simple random

sampling which involves selecting subjects from a population list in a systematic rather than a random fashion. Stratified sampling involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics such as sex, age, ethnic, education background, and so on. The whole population can be reflected in the sample. *Cluster sampling* is taken into considerations when the population is large and widely dispersed. This method involves several stages of random selection. The population is divided into fragments, and then various fragments are selected at random. *Stage sampling* is an extension of cluster sampling which involves selecting the sample in stages, which is, taking sample from samples.

Non-probability sampling can be divided into five categories (ibid). *Convenience sampling*, or accidental sampling, which involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. *Quota sampling* is similar to probability stratified sampling; however, the researcher selects a sample based on a set of criteria such as nationality, ethnicity, etc. This method attempts to obtain representatives of the various elements of the total population in the proportions in which they occur. In *Purposive sampling*, researchers handpick the cases to be included in the sample on the basis of their judgment. Researchers also build up a sample that is satisfactory to their specific needs. *Dimensional sampling* is simply a further refinement of quota sampling which involves identifying various factors of interest in a population and obtaining at least one respondent of every combination of those factors. In *snowball sampling*, researchers identify a small number of individuals who have characteristics that they require. These people are then used as informants to identify others who qualify for inclusion and these, in turn, identify others.

Sampling Procedures in the Present Study

The population in the present study was estimated to be 2,500 Thai students who participated in the Work and Travel USA program in 2005.

The researcher intended to pick one of many Educational Agencies, International Study and Travel Center (ISTC) which the researcher has been working for two years. ISTC was chosen due to the convenience and benefit of the researcher's career. Besides, ISTC offered a scholarship for the researcher to participate in the Work and Travel USA program in 2005 which was helpful in obtaining the data used for this recent study. ISTC has been sending Thai students abroad with the Work and Travel USA program since 2002. Therefore, the researcher used probability stratified sampling through collecting the year that the students participate in the program. The researcher selected the students who participated in the year 2005 (322) so as to assess the data in a recent year. Moreover, it was convenient for the researcher to access these students.

Data Collection Method and Procedures

There are various ways to elicit data concerning the needs of learners. The most frequently used are questionnaires, interviews, observations, data collection and gathering texts, and informal consultations with sponsors, learners and others. According to Hutchinson and Waters (1987: 59), in order to choose a method of collecting data, the choice will depend on time and resources available and the procedure of each will certainly depend partly on accessibility.

The Method Used in the Present Study

The main instrument used to assess the English language needs of Thai students who participated in the Work and Travel USA Program in 2005 was questionnaire. There are fundamental reasons for questionnaires used in several surveys as mentioned in the related studies. Questionnaires are probably the most

common method of collecting data. Some of the advantages of questionnaires are: 1) they can be sent comfortably to numerous people; 2) they are inexpensive to administer; and 3) they are fairly easy to analyze (Youngman 1984: 156). For this study, the questionnaire is considered because of the large number of respondents (322). Furthermore, the data collected can be easy to analyze in order to establish statistical trends. The researcher applied several methods in constructing the questionnaire in order to ensure its reliability and validity.

The Construction of the Questionnaire

To construct and develop the questionnaires used in this study, the following procedures were used. First, the researcher reviewed a number of research studies related to needs analysis and English for Specific Purposes (ESP), and then studied examples of several questionnaires to be used as a guideline in constructing it. Based on the information gathered, the questionnaire was constructed related to the purpose of the study and the research questions. The researcher intended to make the questionnaires in Thai language. The draft questionnaire was checked for facts and validity by the thesis adviser and some of the researcher's colleagues in the MA in ESP program. In order to conduct valid and reliable questionnaires, a pilot study was used before using them with the respondents in order to ensure that the respondents fully understood and interpreted the questions in the same way as the researcher expected. Then, some alumni who participated in the Work and Travel USA program in the previous year were asked to give comments and suggestions while filling out the questionnaires. Their opinions were recorded; then certain items were deleted, modified and changed in the final version of the questionnaire.

The Questionnaire

The questionnaire instrument was used in this study to obtain required information from Thai students who participated in the Work and Travel USA program in 2005. The questionnaire consisted of four parts: general information;

general opinions; needs of the English language for Thai students; and problems in using the English language while participating in the Work and Travel USA program.

Part I General Information

This part was divided into four sections. The first section asked the participants about their personal information concerning their gender, age, and educational background. The second part asked them about experience of participation in the Work and Travel USA program and job placement during their participation in the program. The third part asked them about the frequency of the needs of using English language during participation in the program and people with whom they typically used English. The last part was the English proficiency of the respondents. The respondents also needed to rank the language skills and elements which Thai students used and encountered the most problems with. The language skills and elements in the questionnaire were composed of listening, speaking, reading, and writing.

Part II General Opinion

The second part consisted of two items. Item 1 asked the respondents to indicate their feelings about the necessity of English language elements. There were five Likert scales for the respondents to rate their opinions, as follows:

- 5 = Extremely necessary
- 4 = Very necessary
- 3 = Fairly necessary
- 2 = Rarely necessary
- 1 = Unnecessary

Item 2 was about the difficulty of English language elements. The respondents were asked to rate their difficulties of English skills on five choices of a Likert scale as follows:

- 5 = Extremely difficult
- 4 = Very difficult
- 3 = Fairly difficult
- 2 = Rarely difficult
- 1 = Not difficult at all

Part III Needs of English Language for Thai Students

The third part was about the needs of English language for Thai students who participated in the Work and Travel USA program in 2005. The questions covered information regarding using English skills --- listening, speaking, reading, and writing. The respondents had to indicate their answers on a five-point Likert scale as follows:

- 5 = Very strong need
- 4 = Strong need
- 3 = Moderate need
- 2 = Little need
- 1 = Very little need

Within each skill, the questions were divided into sub items which are clarified in the following data:

Listening Skills: Item 1 asked the respondents to identify what kinds of specific English-related sources the students have to listen to and to what extent. Seven sub-items were given. Item 2 asked the respondents to identify what kinds of specific English-related activities the students have to listen to and to what extent.

Eight sub-items were given. An open-ended statement was also included in both item 1 and 2, in case the respondents needed this.

Speaking Skills: Item 3 asked the respondents to identify with whom and to what extent the students have to speak English. Five sub-items were given. Item 4 asked the respondents to identify what kinds of specific English-related activities the students have to use English to speak and to what extent. Eight sub-items were given. An open-ended statement was also included in both items 3 and 4, in case the respondents needed this.

Reading Skills: Item 5 asked the respondents to identify what kinds of English documents the students have to read and to what extent. Eight sub-items were given. An open-ended statement was also included, in case the respondents needed this.

Writing Skills: Item 6 asked the respondents to identify to whom and to what extent the students have to write in English. Five sub-items were given. Item 7 asked the respondents to identify what kinds of specific English-related activities the students have to write and to what extent. Nine sub-items were given. An open-ended statement was also included in both items 6 and 7, in case the respondents needed this.

Part IV Problems in Using English Language to Communicate with Foreign Clients

The fourth part dealt with the problems in using English language of Thai students who participated in the Work and Travel USA program in 2005. The questions covered information regarding using English skills --- listening, speaking, reading, and writing. The respondents had to indicate their answers on a five-point Likert scale as follows:

- 5 = Very serious problem
- 4 = Serious problem
- 3 = Moderate problem
- 2 = Little problem
- 1 = Very little problem

Within each skill, the questions were divided into sub items which are clarified in the following data:

Listening Skills: Item 1 asked the respondents to identify what kinds of specific English-related activities the students have a problem in listening to and to what extent. Eight sub-items were given. An open-ended statement was also included, in case the respondents needed this.

Speaking Skills: Item 2 asked the respondents to identify what kinds of specific English-related activities in which the students have problems speaking and to what extent. Eight sub-items were given. An open-ended statement was also included, in case the respondents needed this.

Reading Skills: Item 3 asked the respondents to identify what kinds of English documents the students have a problem reading and to what extent. Eight sub-items were given. An open-ended statement was also included, in case the respondents needed this.

Writing Skills: Item 4 asked the respondents to identify what kinds of specific English-related activities the students have a problem in writing and to what extent. Nine sub-items were given. An open-ended statement was also included, in case the respondents needed this.

The questionnaire ended with an open-ended item for the respondents' comments or suggestions. Putting ticks, crossing out, and ranking numbers in boxes were the ways of answering all the parts of the questionnaire. The questionnaire

used in the present study was written in Thai so that the respondents would be able to better understand the intended message. The questionnaire was checked and approved by the researcher's thesis advisor and some of the researcher's colleagues in the MA in ESP program. (See Appendix A)

A Pilot Study

A pilot study was conducted to obtain further information relevant to the final questionnaire. A pilot study was also used to test the effectiveness of the questionnaire and also eliminate ambiguity before using the questionnaires in the main study. The pilot questionnaire was administered to thirty alumni who had participated in the Work and Travel USA program, carried out on the orientation day in January 28th 2004. Thirty questionnaires (seven from males, twenty three from females) were completed and returned on the day given. The results illustrated that the majority of the participants were concerned about the importance of English in their participation in the Work and Travel USA program. The majority of them thought that listening was the most important skill they needed during their participation in the program, followed by speaking and reading. Writing was rated as of the lowest importance. Nevertheless, concerning their difficulties of using English in the program, the majority of the respondents found speaking to be the most problematic, followed by listening and reading. Writing was the least problematic. The comments and suggestions of the respondents were helpful in the development of the final version of the questionnaire.

Main Study

After developing and revising the questionnaire based on the pilot study, the revised questionnaire was administered to 322 students who participated in the Work and Travel USA program in 2005. The questionnaire was delivered in person to the students when they came to report to ISTC within the first two weeks of their return to Thailand. The questionnaires were to be completed and returned to the

researcher within the specified date. Therefore, the duration of the questionnaire administration for the main study was about four weeks. The return rate was 100%.

Data Analysis

The Analysis of Data in the Present Study

The data obtained from the questionnaires was analyzed with the help of the Statistic Package for Social Sciences (SPSS) to identify the needs and problems of English for the program participants. Another statistical device used in the study is elucidated as follows: 1) *percentages* and *frequency distribution* were employed in the analysis of the answer concerning the background information of the respondents (Part I); 2) *a five-point Likert scale* was used to rate the respondents' opinion about necessity, difficulty, needs, and problems of English language for Thai students who participated in the Work and Travel program in 2005 (Part II, III, and IV). The criteria used for scoring were as follows:

Scale	Necessary English Language Elements	Mean Range
5	Extremely necessary	4.21 – 5.00
4	Very necessary	3.41 – 4.20
3	Fairly necessary	2.61 – 3.40
2	Rarely necessary	1.81 – 2.60
1	Unnecessary	1.00 – 1.80

Scale	Difficulty of English Language Elements	Mean Range
5	Extremely difficult	4.21 – 5.00
4	Very difficult	3.41 – 4.20
3	Fairly difficult	2.61 – 3.40
2	Rarely difficult	1.81 – 2.60
1	Not difficult at all	1.00 – 1.80

Scale	Needs of English Language Elements	Mean Range
5	Very strong need	4.21 – 5.00
4	Strong need	3.41 – 4.20
3	Moderate need	2.61 – 3.40
2	Little need	1.81 – 2.60
1	Very little need	1.00 – 1.80

Scale	Problems of English Language Elements	Mean Range
5	Very serious problem	4.21 – 5.00
4	Serious problem	3.41 – 4.20
3	Moderate problem	2.61 – 3.40
2	Little problem	1.81 – 2.60
1	Very little problem	1.00 – 1.80

3) *Mean (X)* and *Standard Deviation (SD)* were used to calculate the average of the English language necessity, difficulty, needs, and problems of the students who participated in the Work and Travel USA program in 2005; and 4) *weighted scores* were used to rank the needs and problems of English concerning English language elements for Thai students who participate in the program (Part I). A specific weight, as illustrated below, was assigned for each specific rank:

Rank	Weight Scores
1	4
2	3
3	2
4	1

Verification Elements

Oxford Advance Learner's Encyclopedic Dictionary defines *verify* as 'make sure that something is true or accurate or check'; *verification* as 'verifying or being verified or proof or evident; and *verifiable* as 'that can be verified' (e.g. truths, facts, and assets). There are generally considered to be three main verification elements researchers should take into account to make their findings convincing: reliability, validity, and generalizability (Cresswell, 1994).

Definitions of Reliability, Validity, and Generalizability

Reliability typically refers to the accuracy of research instruments. This verification element aims to ascertain that the same data collection methods produce the same results. There are various authors who propose conceptualizations of reliability. According to Kumer (1999: 140), he states that if a research tool is consistent and stable, and hence, predictable and accurate, it is said to be reliable. A scale or test is reliable to the extent that repeated measurements made by it under constant conditions will give the same results (Moser and Kalton, 1989: 353). Nunan (1992) proposes that there are two types of reliability: *internal* and *external reliability*. Internal reliability refers to the consistency of the result obtained from a piece of research and external reliability refers to the extent to which independent researchers can duplicate a study and obtain results comparable to those obtained in the original study. There are various methods to measure reliability, such as Test-retest, Parallel-forms, Split-half, Alpha-Coefficient, etc.

Validity is regarded as the trustworthiness of the analysis, interpretation, and explanation, focusing on whether researchers and research instruments measure or explain what they are supposed to measure and explain. Maxwell (1996) notes that to avoid invalidity, researchers need to: first, identify '*validity threats*' or ways in which data may not be valid; and then explain how they deal with these threats. Validity threats are divided into two types: *bias* and *reactivity*. Bias takes place when researchers consider pieces of data that fit their theory or perception only.

Reactivity identifies the effects of researchers on the research setting or participant, typically during participant observation and interviews. However, there are various ways to increase validity; researchers might have to deal with these threats throughout their research process through the following stages. *At the research design stage*, the researchers select methods logical and appropriate to the research questions to increase methodological validity (triangulation of methods or data sources) and to ensure they collect and describe complete and accurate data (pilot studies). *At the analysis and interpretation stage*, ensuring that researchers are not imposing their interpretation while disregarding other meaning by using feedback on the interpretation from research participants (member check) and using two or more people to code data at the same time, compare result, find out the degree of similarity of the results and reach general agreement (triangulation of analysts). *At the theoretical stage*, ensuring that researchers are not disregarding data inconsistent with patterns discovered, by reorganizing the data to enable different understandings to emerge, or logically considering other possibilities (testing rival explanation) and checking whether the data contain cases that do not match patterns discovered (negative cases).

Generalizability is contextually independent and mainly a goal of quantitative research, in which the concept can be referred to as ‘*applicability*’, which is how to draw a logical conclusion, or formulate a deduction from assured results which is able to explain some important results’ implications relating to the research questions (Maxwell, 1996).

Reliability, Validity, and Generalizability in the Present Study

1. Reliability

The researcher used *internal reliability* to check the consistency of the results obtained from the study. The method used to evaluate the questionnaire in the pilot study was Cronbach’s Alpha–Coefficient to measure reliability. Using

Cronbach's Alpha method, the reliability coefficient of the questionnaire was .8507, which is accepted for social research with a reliability of 85.07%.

2. Validity

In order to ensure validity of the questionnaire, the questionnaire was modified and revised according to the thesis adviser and some of the researcher's colleagues in the MA in ESP program. *At the research design stage*, the researcher constructed the questionnaire in accordance with the research questions and objectives. The instrument was valid due to the logical relationship between each question or item on the scale and the study objectives. In addition, to ensure they collected and described complete and accurate data, the questionnaire was tried out with 30 students who participate in the Work and Travel USA Program as the pilot study who were not included in the study's 322 students. After that, the questionnaire was revised and improved according to the feedback for more validity before using it in the actual study. *At the analysis and interpretation stage*, the data obtained was analyzed in accordance to the answers of questionnaires based on statistical techniques. *At the theoretical stage*, the researcher paid attention to the data to enable different understandings to emerge, or to logically consider other possibilities.

3. Generalizability

The responses were analyzed to investigate the most frequently noted problems and needs of the English language of the large number of respondents (322) based on statistical techniques. The interpretation of the results of the present study can also be generalized to the whole population since the respondents are a fairly accurate representation of the people who participate in the program. Thus, it is safe that listening and speaking will be the most common areas of difficulty when the participants of this program interact with native speakers of English. This indicates that Thai students have difficulty in using English for communicative purpose.

Ethical Consideration

Cambridge Advance Learner's Dictionary defines *ethic* as a system of adapted beliefs which control behavior, especially such a system based on morals; and ethics as 'the study of what is morally right and what is not'. Ethical is the adjectival form, often used to modify such words as "problem", "standard", "practice", "people", and so on. Researchers should consider ethics in conducting research due to knowledge and truth tend to be the major focus. Researchers also need to consider whether their research actions are right or proper.

We cannot focus on the quality of the knowledge we are producing, as if its truths were all that counts. We must also consider the rightness or wrongness of our actions. (Huberman and Miles, 1994: 288)

In the course of conducting a research study, the study population may be: adversely affected by some of the questions (directly or indirectly); deprived of an intervention; expected to share sensitive and private information; or expected to be simply experimental 'guinea pigs' (Kumer, 1999: 39)

Ethical Issues in the Present Study

Methodologically, this study relied heavily on quantitative research rather than personal interaction. This study recognized the following as fundamental ethical concerns:

1. *Gaining access* - the researcher first asked the Principal of Educational Agencies, as an informal gatekeeper, for permission to approach the students who participated in the Work and Travel USA Program in 2005.

2. *Informed consent in terms of comprehension* - the researcher informed the students of the research idea -the needs of English- and also explained to them that their answers would be useful for future participants in the program.

3. *Confidentiality* - in order to make the data confidential, the study withheld the identity of the participants, as well as other personal information. This indicated that the respondents' names, addresses, and identification numbers were not included. In addition, the names of organizations were presented in a general way; therefore, they could feel secure when supplying the data.

4. *Correct reporting* - the researcher did not make any changes in any way that may distort the findings in order to ensure that the research was trustworthy.

5. *Using information* - the researcher had to ensure that the data was not being used against the participants. The findings of this study would be used as a guideline for the students who participate in the Work and Travel USA Program in the following years.

6. *Information owner* - this study was useful for the researcher's career and was given to Kasetsart University as a Master's Degree Thesis. This study was also given to educational agencies as a research guideline for the students who participate in the Work and Travel USA Program in the future.

This chapter has illustrated the research methodology and design of the present study. The objectives of the study and research questions, research paradigms, sampling, data collection methods and procedures, data analysis, verification elements of research methods and findings, and ethical considerations of the present study are discussed. The results of the study will be presented in the following chapter.

CHAPTER IV

RESULTS

This chapter presents the results obtained from the questionnaire data. The findings of English language needs of the participants in the Work and Travel USA program in 2005 are illustrated in detail with tables presenting the rating of the participants in the form of frequency, percentage, mean, standard deviation, and meaning of rating.

This chapter consists of four main parts:

1. General Information
2. General Opinions
3. Needs of English Language for the participants during their participation in the Work and travel USA program in 2005
4. Problems in using English language of the participants during their participation in the Work and travel USA program in 2005

General Information

This part presents general information on the 322 participants who completed and returned the questionnaires. The general information was divided into four sections. The first section was about the participants' personal information. The second section was about experience of participation in the Work and Travel USA program and jobs placement during their program participation in 2005. The third section was the needs of using the English language and people with whom the participants typically used English during their program participation. The final part was the English proficiency and rank of skills, which

the participants used and with which they encountered most problems during their program participation. The language skills used in the present study were listening, speaking, reading, and writing.

Information about Participants' Personal Information

The first section was about the participants' personal information concerning their gender, age, and educational background.

Table 2 General Information about the Participants: their Gender, Age, and Educational Background

General Information	Frequency	Percent (%)
1. Gender		
Male	88	27.3
Female	234	72.7
Total	322	100
2. Age		
Under 20	19	5.9
20-25	300	93.2
Over 25	3	0.9
Total	322	100
3. Educational background		
Bachelor's degree	287	89.1
Master's degree	35	10.9
Total	322	100

Table 2 demonstrates that out of the total number of 322 participants, 72.7% of them were female, while 27.3% were male. Of all of the participants, 93.2% were between the ages of 20 – 25 years old. With regard to their educational background, most of the participants (89.1%) were studying for their bachelor's degree, whereas 10.9% were pursuing a master's degree.

Information about Experience of Participation in the Work and Travel USA Program and Job Placement during their Program Participation in 2005

Table 3 Experience of Participation in the Work and Travel USA Program and Job Placement during their Program participation in 2005

General Information	Frequency	Percent (%)
1. Experience of participation in the program		
Yes	17	5.3
No	305	94.7
Total	322	100
2. Jobs placement of the program in 2005		
Hotels and resorts	127	39.4
Amusement parks	74	23.0
Fast food and other restaurants	86	26.7
Grocery stores	35	10.9
Total	322	100

As can be seen from Table 3, nearly all of the participants (94.7%) had no experience of participation in the Work and Travel USA program. 39.4% of all the participants worked in hotels and resorts, while 26.7% worked in fast food and other restaurants, and 23.0% worked at amusement parks. Only 10.9% worked at grocery stores in the year 2005.

Information about the Needs of Using English and People with whom the Participants typically Used English during their Program Participation in 2005

Table 4 The Needs of Using English and People with whom the Participants typically Used English

General Information	Frequency	Percent (%)
1. The needs of using English language		
Most	124	38.5
A lot	101	31.4
Moderate	59	18.3
A little	31	9.63
Least	7	2.17
Total	322	100
2. People with whom the participant used English		
<i>Customers</i>		
Use	312	96.9
Not use	10	3.1
Total	322	100
<i>Employers</i>		
Use	322	100
Not use	0	0
Total	322	100
<i>Subordinates</i>		
Use	55	17.1
Not use	267	82.9
Total	322	100

Table 4 (continued)

General Information	Frequency	Percent (%)
<i>Colleagues</i>		
Use	314	97.5
Not use	8	2.5
Total	322	100
<i>Other people: such as travelers</i>		
Use	54	16.8
Not use	268	83.2
Total	322	100

As can be seen from Table 4, (38.5%) thought that the English language was needed most and (31.4%) considered that it was needed a lot during their participation in the Work and Travel program in 2005. Only 2.17% thought that the language was needed least. Furthermore, people with whom the participants typically used English were mainly their employers (100%), colleagues (97.5%), and customers (96.9%).

Information about the English Proficiency and Rank of Skills which the Participants Used and with which they Encountered most Problems.

Table 5 The English Proficiency and Rank of Skill, which the Participants Used and with which they Encountered most Problems

General information	Frequency	Percent (%)
1. Level of English proficiency		
Beginner	6	1.9
Elementary	160	49.7
Lower intermediate	127	39.4
Upper intermediate	26	8.07

Table 5 (continued)

General information	Frequency	Percent (%)
Advanced	3	0.93
Total	322	100

2. Rank of language skills which the participants used most

Listening	123	38.3
Speaking	96	29.7
Reading	64	19.9
Writing	39	12.2
Total	322	100

3. Rank of language skills which the participants encountered problems most

Listening	104	32.4
Speaking	107	33.3
Reading	59	18.3
Writing	52	16.0
Total	322	100

As can be seen from Table 5, the majority of the participants (49.7%) thought that their level of English was elementary, 39.4% considered that they were lower intermediate, and a few thought they were beginners (1.9%). Only 8.07% were confident that their levels of English were upper intermediate, and 0.93% felt they were advanced.

The largest group of participants (38.3%) ranked listening as the skill that they thought was important most during their participation in the Work and Travel USA program in 2005. The second highest percent was speaking (29.7%), followed by reading (19.9%). Writing was rated of the lowest importance (12.2%).

As for the English skills in which the participants encountered problems, speaking was the skill that posed the most problems (33.3%) while 32.4% ranked listening as the second. They also encountered problems in reading skills (18.3%) and writing skills (16.0%).

General Opinions

This part consisted of two sections: necessity and difficulty of English language skills for Thai students who participated in the Work and Travel USA program in 2005.

Necessity of English Language Skills

The first section indicated the participants' feelings about the necessity of English skills. All of them were asked to rate their feelings on a five-point Likert scale. The criteria used for scoring were as follows:

Scale	Necessity of the English skills	Mean range
5	Extremely necessary	4.21 – 5.00
4	Very necessary	3.41 – 4.20
3	Fairly necessary	2.61 – 3.40
2	Rarely necessary	1.81 – 2.60
1	Unnecessary	1.00 – 1.80

The results of this part are presented in the form of mean (\bar{x}), standard deviation (S.D.), and the meaning of each response.

Table 6 The Participants' Feelings about the Necessity of English Skills

Necessity of English language skills	\bar{x}	S.D.	Meaning
Listening	4.86	0.39	Extremely necessary
Speaking	4.58	0.58	Extremely necessary
Reading	3.26	0.70	Fairly necessary
Writing	2.43	0.75	Rarely necessary
Total	3.78	0.43	Very necessary

As seen in Table 6, the participants considered that using English language skills were greatly needed during their participation in the Work and Travel USA program in 2005 (total $\bar{x} = 3.78$). Particularly, listening ($\bar{x} = 4.86$) and speaking ($\bar{x} = 4.58$) were rated extremely necessary for the students during their program participation. The participants felt that reading was fairly necessary and writing was rarely necessary to them.

Difficulty of English Skills

The second section was about the degree of difficulty of English skills. The respondents were asked to rate their difficulties of English skills on a five-point Likert scale as follows:

Scale	Difficulty of the English skills	Mean range
5	Extremely difficult	4.21 – 5.00
4	Very difficult	3.41 – 4.20
3	Fairly difficult	2.61 – 3.40
2	Rarely difficult	1.81 – 2.60
1	Not difficult at all	1.00 – 1.80

Table 7 The Participants' Difficulties with English Skills

Difficulty of English skills	\bar{x}	S.D.	Meaning
Listening	3.81	1.00	Very difficult
Speaking	3.85	1.05	Very difficult
Reading	2.91	0.89	Fairly difficult
Writing	2.55	0.91	Rarely difficult
Total	3.26	0.64	Fairly difficult

From Table 7, the participants felt that English language skills were difficult during their participation in the Work and Travel USA program in 2005 ($\bar{x}=3.26$). Speaking ($\bar{x} = 3.85$) and listening ($\bar{x} = 3.81$) were seen as very difficult skills.

**Needs of the English Language for Thai Students during their Participation
in the Work and Travel USA Program in 2005**

This part responds to the first research question: What were the English language needs of Thai students during their participation in the Work and Travel USA program in 2005? The third part of the questionnaire concerned information regarding using English skills --- listening, speaking, reading, and writing.

Listening Skills: This section of the questionnaire asked the respondents to identify what kinds of specific English-related sources they had to listen to and to what extent, and also to identify what kinds of specific English-related activities they had to engage in and to what extent.

Speaking Skills: This section of the questionnaire asked the respondents to identify with whom the students spoke English to and to what extent, and then to identify what kinds of specific English-related activities the students had to use English to speak and to what extent.

Reading Skills: This section of the questionnaire asked the respondents to identify what kinds of English documents they had to read and to what extent.

Writing Skills: This section of the questionnaire asked the respondents to identify to whom they had to write English to and to what extent, and then to identify what kinds of specific English-related activities they had to write about and to what extent.

The participants had to indicate their answers on a five-point Likert scale as follows:

Scale	Difficulty of the English skills	Mean range
5	Very strong need	4.21 – 5.00
4	Strong need	3.41 – 4.20
3	Moderate need	2.61 – 3.40
2	Little need	1.81 – 2.60
1	Very little need	1.00 – 1.80

Table 8 The Participants' Needs of English Listening Skills during their Participation in the Work and Travel USA Program in 2005

Needs of Listening	\bar{x}	S.D.	Meaning
Sources			
Customers	4.07	0.96	Strong need
Employers	4.31	0.70	Very strong need
Subordinates	1.84	1.20	Very little need
Colleagues	4.19	1.00	Strong need
Telephone	2.97	1.05	Moderate need
Radio, tape, and/or television	3.19	1.04	Moderate need
Total	3.43	0.99	Strong need

Table 8 (continued)

Needs of Listening	\bar{x}	S.D.	Meaning
Activities			
Listening to face-to-face conversation	4.72	0.64	Very strong need
Listening to telephone conversations	3.08	1.00	Moderate need
Listening to spoken discourse on job topics	4.06	0.90	Strong need
Listening and summarizing what the customers want	4.31	0.80	Very strong need
Listening to communication on job and business	3.37	0.95	Moderate need
Listening to conferences, seminars, and/or reports	2.34	1.08	Little need
Listening to instructions	4.47	0.72	Very strong need
Listening to news, advertising, and/or music	3.46	0.88	Strong need
Total	3.73	0.55	Strong need

According to Table 8, the total mean of listening skill related sources (total $\bar{x} = 3.43$) suggested that Thai students had strong needs to listen to English-related sources during their participation in the Work and Travel program in 2005. In particular, they had a very strong need to listen to employers ($\bar{x} = 4.31$), colleagues ($\bar{x} = 4.19$) and customers ($\bar{x} = 4.07$). However, they had very little need to listen to subordinates ($\bar{x} = 1.84$).

Regarding needs of listening-related activities, the total mean (total $\bar{x} = 3.73$) suggested that Thai students had strong needs to listen to English related activities during their participation in the Work and Travel program in 2005.

Notably, they had a very strong need to listen to face-to-face conversations ($\bar{x} = 4.72$), instructions ($\bar{x} = 4.47$), and to listen to and summarize what the customers wanted ($\bar{x} = 4.31$). Moreover, the participants had a strong need to listen to spoken discourse on job topics ($\bar{x} = 4.06$) and to listen to news, advertising, and/or music ($\bar{x} = 3.46$). On the other hand, they had little need to listen to conferences, seminars, and/or reports ($\bar{x} = 2.34$).

Table 9 The Participants' Needs of English Speaking Skills during their Participation in the Work and Travel USA Program in 2005

Needs of Speaking	\bar{x}	S.D.	Meaning
Sources			
Customers	4.18	0.90	Strong need
Employers	4.21	0.74	Very strong need
Subordinates	1.90	1.26	Little need
Colleagues	4.34	0.91	Very strong need
Other people such as merchants, tradespersons, and/or new friends	3.86	0.90	Strong need
Total	3.70	0.61	Strong need
Activities			
Conducting face-to-face conversations	4.76	0.55	Very strong need
Conducting telephone conversations	3.31	0.94	Moderate need
Taking notes on job topics	3.93	0.85	Strong need
Making an announcement	2.61	1.08	Moderate need
Asking for information	3.91	0.83	Strong need
Answering questions	4.40	0.77	Very strong need
Making persuasions	2.69	1.00	Moderate need
Issuing an order to other people	2.23	1.12	Little need
Total	3.48	0.61	Strong need

As can be seen from Table 9, the total mean of speaking-related sources (total $\bar{x} = 3.70$) suggest that Thai students had strong needs to speak English. They needed to speak to colleagues ($\bar{x} = 4.34$) and employers ($\bar{x} = 4.21$). The participants also needed to speak to customers ($\bar{x} = 4.18$) and other people, such as merchants, tradespersons, and/or new friends ($\bar{x} = 3.86$). However, they had little need to speak to subordinates ($\bar{x} = 1.90$).

With respect to needs of speaking-related activities, the participants significantly needed to speak English during their participation in the Work and Travel program in 2005 (total $\bar{x} = 3.48$). Highly significant needs include conducting face to face conversations ($\bar{x} = 4.76$), and answering questions ($\bar{x} = 4.40$). In addition, the participants considered it was very important to be able to talk on job topics ($\bar{x} = 3.93$), and to ask for information ($\bar{x} = 3.91$). Their need to issue an order to other people was less ($\bar{x} = 2.23$).

Table 10 The Participants' Needs of English Reading Skills during their Participation in the Work and Travel USA Program in 2005

Needs of Reading	\bar{x}	S.D.	Meaning
Reading job memos	3.53	0.99	Strong need
Reading notice boards	3.25	0.77	Moderate need
Reading brochures about products and services	3.29	0.80	Moderate need
Reading manuals and/or handbooks	3.34	0.98	Moderate need
Reading business letters and/or emails	2.80	1.90	Moderate need
Reading faxes	1.47	0.64	Very little need

Table 10 (continued)

Needs of Reading	\bar{x}	S.D.	Meaning
Reading reports from conferences, monthly reports, and/or yearly reports	1.76	0.83	Very little need
Reading news and advertisements from press and/or the Internet	3.02	0.97	Moderate need
Total	2.81	0.52	Moderate need

As shown in Table 10, the participants moderately needed the following reading skills during their participation in the Work and Travel USA program in 2005. They had great need in reading job memos ($\bar{x} = 3.53$) whereas the participants considered that reading faxes ($\bar{x} = 1.47$) and reading reports from conferences, monthly reports, or/and yearly reports were not so necessary ($\bar{x} = 1.76$).

Table 11 The Participants' Needs of English Writing Skills during their Participation in the Work and Travel USA Program in 2005

Needs of Writing	\bar{x}	S.D.	Meaning
Sources			
Customers	2.03	1.03	Little need
Employers	2.67	1.11	Moderate need
Subordinates	1.54	0.92	Very little need
Colleagues	2.78	1.20	Moderate need
Other people	2.30	1.07	Little need
Total	2.26	0.83	Little need

Table 11 (continued)

Needs of Writing	\bar{x}	S.D.	Meaning
Activities			
Producing business letters	1.77	0.92	Very little need
Producing personal letters such as cover letters and thank you letters	1.90	1.00	Little need
Taking notes from face-to-face conversations	2.38	1.10	Little need
Taking notes from telephone conversations	2.29	0.92	Little need
Answering business letters and/or emails in appropriate formats	2.35	1.23	Little need
Producing faxes in a proper format	1.22	0.44	Very little need
Writing conference reports, monthly reports, and/or yearly reports	1.46	0.65	Very little need
Producing manuals and/or handbooks	2.05	0.99	Little need
Writing orders	2.56	1.16	Little need
Total	2.00	0.61	Little need

The results showed that the participants slightly needed to write English during their participation in the Work and Travel program in 2005 ($\bar{x} = 2.26$). In particular, they needed to write to colleagues ($\bar{x} = 2.78$) and employers ($\bar{x} = 2.67$). In addition, the participants had little need to write to other people ($\bar{x} = 2.30$), and customers ($\bar{x} = 2.03$) and they had the least need to speak to subordinates ($\bar{x} = 1.54$).

With regard to needs of writing-related activities, the participants needed to write English only slightly during their participation in the Work and Travel USA program in 2005 (total $\bar{x} = 2.00$). They rarely needed to write orders ($\bar{x} = 2.56$), take notes from face-to-face conversations ($\bar{x} = 2.38$), answer business letters and/or emails ($\bar{x} = 2.35$), take note from telephone conversations ($\bar{x} = 2.29$), produce manuals and/or handbooks ($\bar{x} = 2.05$), and produce personal letters such as cover letters or thank you letters ($\bar{x} = 1.90$). In addition, the participants considered that they had less of a need write business letters ($\bar{x} = 1.77$), write conference reports, monthly reports, and/or yearly reports ($\bar{x} = 1.46$), and produce faxes in a proper format ($\bar{x} = 1.22$) respectively.

The Participants' Problems of Using the English Language during their Participation in the Work and Travel USA Program in 2005

This part aimed to answer the second research question “To what extent did Thai students have problems when using English during their participation in the Work and Travel USA Program in 2005?” The fourth part was about the participants’ problems in using the English language of Thai students who participated in the Work and Travel USA program in 2005. The questions covered information regarding the use of English skills --- listening, speaking, reading, and writing.

Listening Skills: This section of the questionnaire asked the respondents to identify what kinds of specific English-related discourse they had problems listening to and to what extent.

Speaking Skills: This section of the questionnaire asked the respondents to identify what kinds of specific English-related discourse they had problems with and to what extent.

Reading Skills: This section of the questionnaire asked the respondents to identify what kinds of English documents the students had problems reading and to what extent.

Writing Skills: This section of the questionnaire asked the respondents to identify what kinds of specific English-related documents they had problems writing and to what extent.

The respondents had to indicate their answers on a five-point Likert scale as follows:

Scale	Difficulty of the English skills	Mean range
5	Very serious	4.21 – 5.00
4	Serious	3.41 – 4.20
3	Fairly serious	2.61 – 3.40
2	Not serious	1.81 – 2.60
1	Not serious at all	1.00 – 1.80

Table 12 The Participants' Problems of English listening Skills during their participation in the Work and Travel USA Program in 2005

Problems in Listening	\bar{x}	S.D.	Meaning
Understanding face-to-face conversations	3.58	1.10	Serious
Understanding telephone conversations	3.32	0.83	Fairly serious
Understanding spoken discourse on job topics	3.04	0.86	Fairly serious
Understanding what customers want	3.16	0.98	Fairly serious

Table 12 (continued)

Problems in Listening	\bar{x}	S.D.	Meaning
Understanding details of communication on job and business	2.96	0.70	Fairly serious
Understanding details of conferences, seminars, and/or reports	2.45	0.99	Not serious
Understanding instructions	2.86	0.82	Fairly serious
Understanding news, advertising, and/or music	2.90	0.73	Fairly serious
Total	3.03	0.63	Fairly serious

As can be seen from Table 12, the total mean of the participants' problem of listening skills (total $\bar{x}=3.03$) signified that Thai students had problems in listening to English during their participation in the Work and Travel USA program in 2005. They encountered problems understanding telephone conversations ($\bar{x}=3.32$), understanding what customers want ($\bar{x}=3.16$), understanding spoken discourse on job topics ($\bar{x}=3.04$), understanding details of communication in job and business situations ($\bar{x}=2.96$), understanding news, advertising, and/or music ($\bar{x}=2.90$), and understanding instructions ($\bar{x}=2.86$) respectively. Notably, the participants had serious problems understanding face-to-face conversations ($\bar{x}=3.58$). However, they had fewer problems understanding details of conferences, seminars, and/or reports ($\bar{x}=2.45$).

Table 13 The Participants' Problems of English Speaking Skills during their Participation in the Work and Travel USA Program in 2005

Problems in Speaking	\bar{x}	S.D.	Meaning
Conducting face-to-face conversations	3.80	1.16	Serious
Conducting telephone conversations	3.40	0.87	Fairly serious
Taking notes on job topics	3.31	0.87	Fairly serious
Making an announcement	2.40	1.00	Not serious
Asking for information	3.01	0.98	Fairly serious
Answering questions	3.37	1.15	Fairly serious
Making persuasions	3.35	1.18	Fairly serious
Issuing an order to other people	3.43	1.20	Serious
Total	3.26	0.63	Fairly serious

From Table 13, the participants encountered great difficulties in speaking English during their participation in the Work and Travel USA program in 2005, as seen from the total mean ($\bar{x}=3.26$). They thought that they had serious problems in conducting face-to-face conversations ($\bar{x}=3.80$) and issuing orders to other people ($\bar{x}=3.43$). The participants had fewer problems in making an announcement ($\bar{x}=2.40$).

Table 14 The Participants' Problems of English Reading Skills during their Participation in the Work and Travel USA Program in 2005

Problems in Reading	\bar{x}	S.D.	Meaning
Understanding details of job memos	2.58	0.80	Not serious
Understanding details on notice boards	2.74	0.87	Fairly serious
Understanding brochures about products and services	2.70	0.97	Fairly serious
Understanding manuals and/or handbooks	2.90	1.04	Fairly serious
Understanding business letters and/or emails	2.43	0.68	Not serious
Understanding faxes	2.02	0.89	Not serious
Understanding reports from conferences, monthly reports, and/or yearly reports	2.21	0.83	Not serious
Understanding news and advertisements in print and/or on the Internet	2.81	0.83	Fairly serious
Total	2.55	0.64	Not serious

As shown in Table 14, the participants encountered some difficulties in reading English texts, as seen from the total score ($\bar{x}=2.55$). They found problems in understanding manuals or/and handbooks ($\bar{x}=2.90$), print news advertising and/or on the internet ($\bar{x}=2.81$), details on notice boards ($\bar{x}=2.74$), and brochures about products and services ($\bar{x}=2.70$). However, the participants had slightly fewer problems in understanding details of job memos ($\bar{x}=2.58$), business letters and/or

emails ($\bar{x}=2.43$), reports from conferences, monthly reports, and/or yearly reports ($\bar{x}=2.21$), and faxes ($\bar{x}=2.02$) respectively.

Table 15 The Participants' Problems of English Writing Skills during their Participation in the Work and Travel USA Program in 2005

Problems in Writing	\bar{x}	S.D.	Meaning
Producing business letters	2.10	1.03	Not serious
Producing personal letters such as cover letters and thank you letters	2.32	0.99	Not serious
Taking notes from face-to-face conversations	2.34	0.93	Not serious
Taking notes from telephone conversations	2.50	1.06	Not serious
Answering business letters and/or emails in appropriate formats	2.23	0.85	Not serious
Producing faxes in the proper format	1.96	1.17	Not serious
Writing conference reports, monthly reports, and/or yearly reports	2.11	1.21	Not serious
Producing manuals and/or handbooks	2.34	1.15	Not serious
Writing orders	2.42	1.12	Not serious
Total	2.26	0.85	Not serious

According to Table 15, the participants faced some problems in writing skills during their participation in the Work and Travel USA program in 2005, as seen from the total score ($\bar{x}=2.26$). They found problems in taking notes from

telephone conversations ($\bar{x}=2.50$), writing orders ($\bar{x}=2.42$), producing manuals or/and handbooks ($\bar{x}=2.34$), taking notes from face-to-face conversations ($\bar{x}=2.34$), producing personal letters such as cover letters and/or thank you letters ($\bar{x}=2.32$), answering business letters and/or emails in appropriate formats ($\bar{x}=2.23$), writing conference reports, monthly reports, and/or yearly reports ($\bar{x}=2.11$), producing business letters ($\bar{x}=2.10$), and producing faxes in a proper format ($\bar{x}=1.96$) respectively.

This chapter has presented the results of the present study with tables illustrating the rating of the participants in the form of frequency, percentage, mean, standard deviation and the meaning of the rating in four main parts. The results were divided into general information; general opinions; needs of English language for Thai students; and problems in using English language during their participation in the Work and Travel USA program in 2005. The next chapter will discuss the findings of the study, implications, limitations, recommendations, and conclusion of the study.

CHAPTER V

DISCUSSION

This chapter presents a discussion of the survey findings with reference to the research questions and previous studies, relationships between the answers of the research questions, implications, limitations, recommendations, and conclusions of the study.

Discussions of Research Findings

The statistical results obtained from the questionnaires can be used to answer the two main research questions:

1. What were the English language needs of Thai students during their participation in the Work and Travel USA program in 2005?
2. To what extent did the participants have problems when using English during their participation in the Work and Travel USA program in 2005?

The English Language Needs of Thai Students during their Participation in the Work and Travel USA Program in 2005

According to this study, almost all of the participants thought that the English language played an important role during their participation in the Work and Travel USA program in 2005. The participants stated that as America is one of the countries that use English as their mother tongue, they had to use English during their program participation in America. Typically, Thai students start studying/learning English at primary school; however, they do not use the language in everyday life because they have their own language. Therefore, most of them considered that their English proficiency was still at the elementary level, and a lot of them thought that their English proficiency was at the lower intermediate level.

They often encountered problems using it. Thus, all Thai students believed that learning English was necessary to them.

Thai students who participated in the Work and Travel program had to work in America where English was used as a mother tongue; consequently, they had to use English to communicate with native speakers. During their participation in the program, the participants considered that English language skills, especially listening and speaking, were necessary. From the results, the greatest needs of English skills were listening followed by speaking. Reading was considered of lower use for them while writing was the lowest need. The findings of the needs of each skill are discussed as follows.

1. Listening Skills

Of the four English skills, listening was considered to be of the greatest importance for the participants. This is supported by the findings of various researchers concerning both academic and occupational purposes. For example, Khemateerakul (1996) found that listening was needed most for international students at Bangkok University in their study program. Chia et al. (1999) also maintained that listening was the most important skill to improve for the Taiwan medical college students, for both their studies and their future careers. Yutdhana (2000) also found that businesspersons' greatest need was increased listening skills. Furthermore, Meemark (2002) maintained that listening was the most important skill for tourist police.

In the present study, Thai students needed to listen to native speakers during their program participation, especially their employers, colleagues, and customers. From this study, the most frequent situations in which the participants used listening skills were related to face-to-face conversations, listening to instructions, and listening and summarizing what their customers wanted. It could be seen that during their participation in the Work and Travel USA program, the students had to listen to and understand their employers' instructions. They also had

to listen to their colleagues' suggestions about work instructions and to their customers in order to help them. To sum up, the students had to listen to English directly from native speakers during their participation in the work and travel program; hence, they needed to be trained in order to understand them.

2. Speaking Skills

Speaking skills were regarded as the second highest need for Thai students during their participation in the Work and Travel program USA in 2005. In this study, listening was highest followed closely by speaking. This was similar to Ketkew (1997), who found that listening and speaking were both greatly needed for cabin attendants in Thai Airway International. Similarly, Aunreun (2005) maintained that listening and speaking skills were greatly needed for travel agents in Chiang Mai.

In the present study, Thai students needed to speak to native speakers during their program participation especially their colleagues, employers, and customers. The students indicated that they spoke to their colleagues and employers mostly on the job topic and asked for information related to work. The students also needed to speak English to make sure that they understand their colleagues and employers. Apart from that, they needed to talk to the customers in order to provide information and respond to questions. Their conversations with their colleagues, employers, and customers were mostly face-to-face. From these results, the students might need to learn appropriate English to make conversations, ask questions, and also to deal appropriately with customers.

As mentioned above, the participants might need training in English conversation skills so as to avoid difficulties when dealing with native speakers. Furthermore, the students might need to practice asking appropriate questions of their colleagues, employers, and customers.

3. Reading Skills

With regard to reading skills, the students who participated in the program needed to read and understand materials related to their jobs. This study indicates that the students strongly needed to read job memos in order to get detailed information related to their obligations. They also needed to read manuals and/or handbooks, brochures about products and services, notice boards, and news or advertisements in print and/or on the Internet so as to obtain information related to their jobs. Interestingly, these results were parallel to Sucompa (1998) and Aunreun (2005) who found that tourism workers and travel agents needed to read travel journals, brochures, and news related to tourism in order to get detailed information related to their job. The students who participated in the program also stated that due to their entry level jobs (ride attendant, guard, housekeepers, cashiers, etc) they rarely needed to read reports from conferences, monthly reports, and/or yearly reports and faxes.

4. Writing Skills

The participants felt that writing skills were of less use due to their entry level job positions, most of which required little or no written communication. There were some students, however, who were at the upper intermediate and advanced level, and were therefore placed in higher positions. Those students needed to write the orders given by their employers in order to remind them what to do. Note taking during face to face conversations was also needed, as was writing important information from colleagues and employers, or writing suggestions related to their jobs. In addition, the students sometimes needed to take notes during telephone conversations in case they needed to relay to messages their employers and colleagues. Although the participants felt that writing was not often needed during their participation in the Work and Travel program in 2005, they might require practice in the writing of formal letters, such as thank you letters, cover letters, and so on.

The Extent to which Thai Students had Problems when Using English during their Participation in the Work and Travel USA Program in 2005

The results of this study showed that most of the participants considered that their English proficiency was still at the elementary level, and many of them thought that their level was lower intermediate. Most of the participants still had some problems in some English skills during their participation in the Work and Travel USA program in 2005. They all realized the importance of English and knew that they needed to improve their English skills. In this study, the participants perceived that speaking and listening were very difficult for them while other skills were seen as fairly difficult. This is related to Bocher and Smallkoski (2002)'s study which aimed to develop a listening and speaking course in a health-care setting to respond to what was identified as the area of greatest difficulty for the students. Generally, Thai students only had the opportunity to practice their English in their schools. It was barely possible to truly learn to use the language from a textbook. Thus, they were not familiar with the language and were not confident when using English first-hand, in the US, with native speakers. In this study, the researcher investigated which English language skills posed the greatest challenge to Thai students during their program participation. The findings suggested that speaking, followed by listening were the most challenging. The students did not have problems in reading, and writing skills were not generally considered problematic.

1. Speaking Skills

In this study, the ability to speak English was perceived as the greatest need for Thai students during their participation in the Work and Travel USA program in 2005. When considering the problem of English language skills for Thai students during their program participation, speaking was specified as the most problematic. The findings indicated that the participants needed to speak English in order to communicate mostly with their colleagues, employers, and customers respectively. The participants spent most of the day talking to those people and

regularly dealt with them during their participation in the program. Based on the results, the students thought that conducting face-to-face conversations and issuing orders to others were their major problems. The participants mentioned that they usually thought in Thai first and then translated their thoughts into English. As they had to maintain grammatical accuracy, the process took some time and interrupted the flow of their conversation. In addition, the students added that conducting telephone conversations was a major problem for them. Answering questions, making arguments, speaking on work topics, and asking information were also crucial problems. The students said that making an announcement was not a big problem due to the short sentence format, and the fact that they could write the sentences down first and read them for accuracy. Speaking skills, however, were a major problem for the participants; therefore, it was important for them to learn how to speak English fluently and practice it in order to be effective communicators.

2. Listening Skills

With regard to listening, the participants generally listened mostly to their employers, colleagues, and customers respectively and listening was considered to be the most important English language skill. Their most serious problems came during face-to-face conversations, as they had to pay attention to what their employers, colleagues, and customers were saying, taking much time to understand the points being made. Understanding telephone conversations, what the customers' comments, spoken discourse on job topics, details of news, advertising, and/or music, and instructions was also a problem to a moderate extent. Participants also had to listen to different native English accents which were not familiar to them and were sometimes unable to understand what was said.

3. Reading Skills

Thai students encountered some problems in reading during their participation in the Work and travel USA program in 2005. The participants normally read information in both printed and electronic forms. They mostly had problems in understanding manuals and/or handbooks. In addition to that, they also had problems understanding written news and advertisements. Understanding details on notice boards and brochures about products and services was also difficult for them. In addition, the participants had some problems in understanding details of job memos, business letters, emails, reports from conferences, monthly reports, and/or yearly reports, and faxes.

4. Writing Skills

Writing skills presented the smallest problem to the students who participated in the Work and Travel USA program in 2005. The participants needed to write to their colleagues, employers, and customers respectively. They had problems taking notes from telephone conversations, writing orders, producing manuals and/or handbooks, and taking notes from face-to-face conversations. Producing personal letters, such as cover letters and thank you letters, was also difficult for them. In addition, the students had some problems answering business letters and emails in appropriate formats, writing conference reports, monthly reports, yearly reports, producing business letters and producing faxes in a proper format. Most of the students were placed in entry level jobs which infrequently dealt with writing skills. However, it was important for them to learn how to write appropriately.

**Comparisons between Needs and Problems of English for Thai Students
during their Participation in the Work and Travel USA Program in 2005**

There were direct relations between needs and problems.

Listening Skills

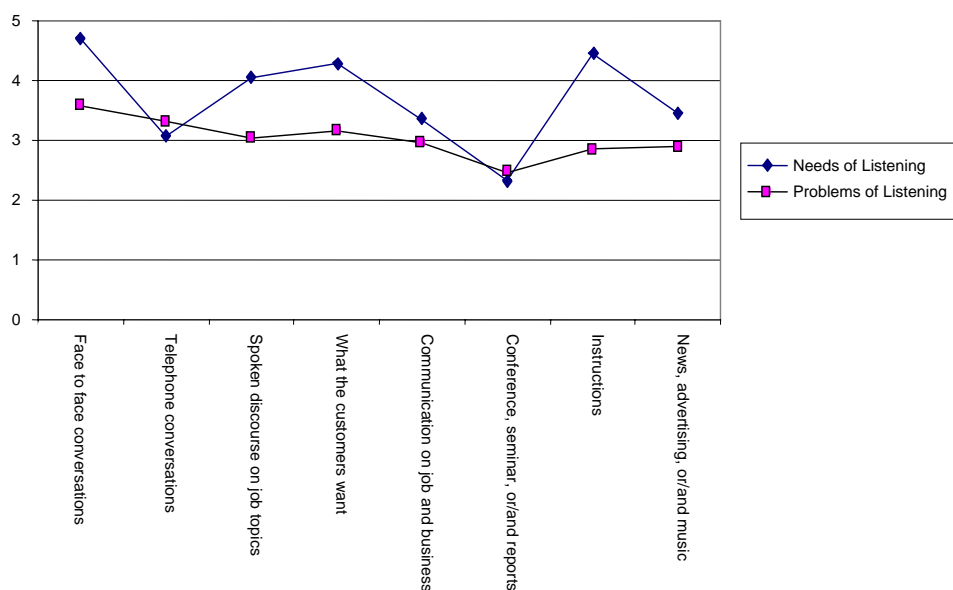


Figure 3 A Relation between Needs and Problems of Listening Skills

According to Figure 3 listening was a skill that Thai students needed yet and encountered many problems using during their participation in the Work and travel USA program in 2005. In listening, there were many similarities between needs and problems. It was found that the students significantly needed to listen well during face-to-face conversations. In addition, they found most problems in understanding face to face conversations. It was found that listening to telephone conversations was practically needed while understanding telephone conversations was a major problem. Moreover, the participants highly needed to listen to instructions, and listen to and summarize what customers want. Understanding instructions and understanding what the customers want were also their problems. However,

listening to conferences, seminars, and reports was not as crucial and not a significant problem for the participants.

Speaking Skills

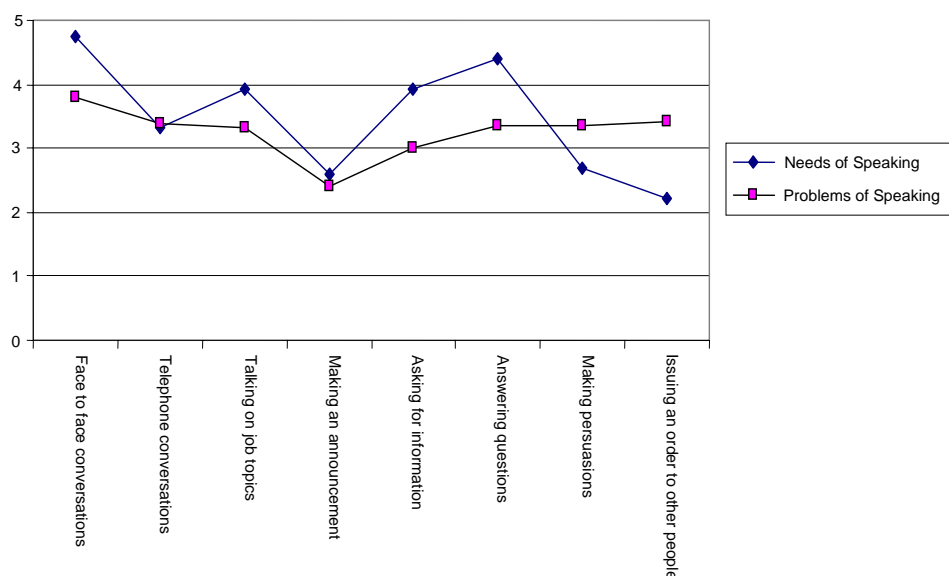


Figure 4 A Relation between Needs and Problems of Speaking Skills

According to Figure 4, speaking was considered the skill that Thai students greatly needed and encountered problems with the most during their participation in the Work and travel USA program in 2005. In speaking, there were some similarities between needs and problems. The students had the highest needs in conducting face-to-face conversations and they encountered most problems while conducting face-to-face conversations. Answering questions was much needed, and the students found that answering questions was also their main problem. Asking for information and talking on job topics was highly needed and considered problematic. It was found that the students practically needed to conduct telephone conversations and encountered moderate problems doing so. The participants had less need making an announcement, and this was not considered a main problem for them. Making arguments and issuing orders to others were not much used but posed a great problem when they had to deal with them.

Reading Skills

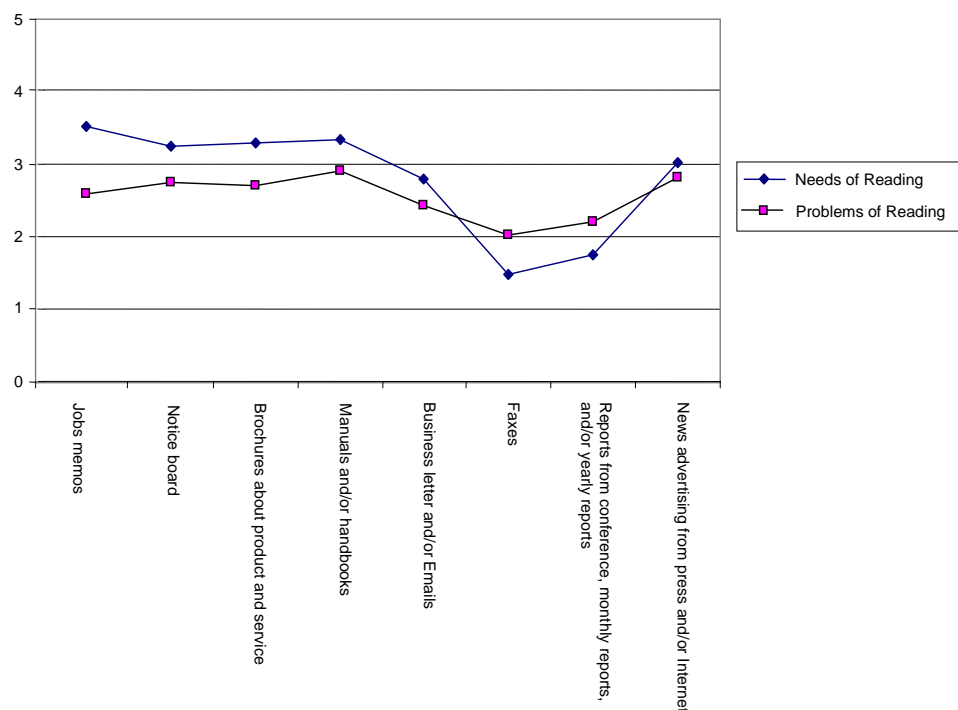


Figure 5 A Relation between Needs and Problems of Reading Skills

According to Figure 5, reading was considered as the skill that Thai students fairly needed and encountered some problems with during their participation in the Work and travel USA program in 2005. In reading, there were some similarities between needs and problems. The students had the highest needs in reading job memos. Reading manuals and/or handbooks was much needed and the students also had problems understanding this of writing. Moreover, the participants frequently read brochures about products and services related to their job. With news and advertisements from print and/or on the Internet, they found a lot of problems understanding them. The students also needed to read business letters and emails and had some problems doing so. The participants had few problems understanding reports from conferences, monthly reports, and yearly reports. Understanding faxes was of the lowest need for the students.

Writing Skills

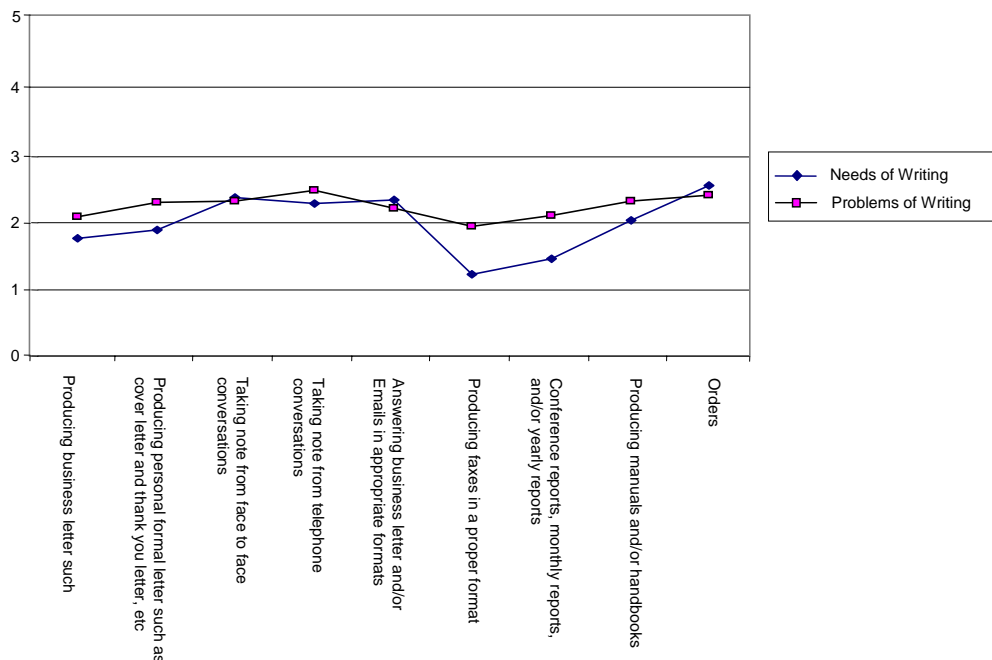


Figure 6 A Relation between Needs and Problems of Writing Skills

According to Figure 6, writing was considered a the skill that Thai students had little need for and faced a few problems with during their participation in the Work and travel USA program in 2005. In writing, there were some similarities between needs and problems. The students needed to use these skills in writing orders most and also encountered lot problems in doing so. The students were required to take notes from face-to-face conversations and answer business letters and emails in appropriate formats and faced problems doing so. In addition, it was found that they had average needs in taking notes from telephone conversations and they found it very difficult to take these notes. Producing business letters, producing personal formal letters such as cover and thank you letters, and producing manuals and handbooks were not highly needed. However, they found it difficult to produce these letters and manuals and/or handbooks. Writing conference reports, monthly reports, and yearly reports, and producing faxes in a proper format

were among the lowest needs. Still, the participants found average problems in writing these conference reports and producing formal faxes.

Implications, Limitations, Recommendation and Conclusion of the Study

Implications of the Study

According to Brown (1995), needs analysis is the first step in developing a language curriculum in the field of language program planning. It is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the results of the study so as to meet the needs.

The present needs analysis study investigated the needs and problems of Thai students when using English during their participation in the Work and Travel USA program in 2005. The needs analysis enabled the researcher to provide some useful suggestions which could be used as a guideline for students to prepare their English language abilities according to their needs in order to participate in the program in the near future. Moreover, the needs analysis allowed the researcher to justify assumptions and recommendations that might be useful for designing an English course so as to be responsive to the needs of participants. The findings could be generalized to overall needs and problems to the students who participated in the Work and Travel USA program in 2005. Moreover, the design of the study could also be used to investigate the needs of the students in various study programs (internship program in USA, high school exchange student program, work study in the UK, summer study tour, and so on). The essential language skills that were useful for the students during their participation in the Work and Travel program in USA were identified. The suggestions drawn from the analysis of the data could be used as a guideline to be used in the preparation and course design to meet actual needs for the students.

Since there are currently no specific courses of English offered to the students who participated in the Work and Travel USA program, this study suggested that English language courses should be offered to them, as the majority of the students suggest that this kind of study was essential. Such courses would also provide a basic understanding of the American culture. The course should focus primarily on conversational skills, as the English needed during participation in the Work and Travel program USA in 2005 was mainly focused on listening and speaking. The needs of the students should be considered in the process of planning the content of the English language course. The instructors and counselors should be both Thai and native English speakers.

Limitations of the Study

As the students were not all available at the same time, the researcher was not able to interview all the participants about their needs and problems of using English during their participation in the Work and Travel USA program in 2005. However, the researcher had some opportunities to ask for explanations for any ambiguous and misunderstanding about the questions with some students. Furthermore, the participants could also give their opinion in the 'other suggestions' area of the questionnaire; therefore, the researchers could observe some significant details for this study. Also, the present study employed only one instrument - a questionnaire survey - as a data collection method. Moreover, the questionnaire used in this study also included closed-ended questions; consequently, the choice of the answer would be limited to the answer of the participants. Nevertheless, the section of 'other suggestions' at the end of the questionnaire was opened for the students to give their opinions.

Recommendations for further Study

From the results of the study, the following recommendations could be made:

Firstly, the present study was conducted with the students' needs and problems in using English during their participation in the Work and Travel program only in USA. There are also Work and Travel program in other countries such as Australia where another variety of English is used as a first language. Comparing the experiences of students in different Work and Travel programs would show if there are different needs and problems dependent upon the type of English spoken.

Secondly, the data collection of this study was carried out only through the questionnaire. Further research could consider other kinds of methods, such as interviews, observations, and case studies, so as to find out more details and understand the needs of participants in depth. Yalden (1987) suggests that interviews provide helpful information and allow the interviewers to gather some unexpected or surprising information. Mackay and Mountford (1978) add that the advantages of an interview are the completeness of coverage and the opportunity to clarify and extend because of the physical presence of the interviewer.

Thirdly, employers should be included in data collection to highlight their views of problems of their employees and the level of English they expect the employees to be capable of using during their program participation. By including the employers' point of view, a broader range of information would be obtained. Robison (1991) believes that needs analysts should be cautious in collecting information from various sources according to the diversity and variety of views on the prerequisites for an ESP course.

Lastly, a survey should be conducted to identify students' needs during participation in the Work and Travel USA program in the following years in order to ensure that the English course will meet their needs.

Conclusion of the Study

The present study was carried out to answer research questions regarding the needs and problems of English for the students during their participation in the Work and Travel USA program in 2005. The data were collected by means of questionnaire and analyzed using statistic techniques. Specific functions and language skills- listening, speaking, reading, and writing- were categorized in the questionnaire survey.

The findings indicated that listening and speaking were rated the highest essential and difficult for the students during their participation in the Work and Travel USA program in 2005. The participants typically used English mainly with their employers, colleagues, and customers and listening was considered the most important skill needed, followed by speaking, and reading respectively. Writing was rated as of the lowest use. Due to the problems of English use, speaking was indicated as the most problematic skill of the students, followed by listening. They rarely encountered problems in reading and writing skills. Accordingly listening, together with speaking skills, should be highly emphasized in English courses.

The results of this study may provide some useful insights, and can be used as a guideline for students to prepare their English language abilities according to their needs in order to participate in the program in the future. The findings of this study will also be useful for designing an ESP (English for Specific Purposes) course to meet the needs of Thai students during their participation in the Work and Travel USA program. The results of the survey might help related educational consultation companies to have a clearer understanding of the English needs and problems of students so as to design appropriate training of English to meet their needs; therefore, the students would be able to use language efficiently.

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APPENDIXES

APPENDIX A
The Questionnaire (Thai Version)

แบบสอบถาม

เรื่อง การสำรวจความต้องการภาษาอังกฤษของนักศึกษาไทยในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005

คำชี้แจง

แบบสอบถามนี้มีวัตถุประสงค์เพื่อสำรวจข้อมูลเกี่ยวกับความต้องการและปัญหาในการใช้ภาษาอังกฤษของนักศึกษาไทย ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005 คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์หาความต้องการในการใช้ภาษาอังกฤษของนักศึกษาไทยที่เข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกา เพื่อเป็นแนวทางให้กับนักศึกษาไทยที่จะเข้าร่วมโครงการทำงานและท่องเที่ยวในรุ่นต่อไป

กรุณาเลือกคำตอบที่ตรงกับข้อมูลและความคิดเห็นของท่าน หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่านเป็นอย่างดี และขอบคุณมา ณ โอกาสนี้

แบบสอบถามชุดนี้ประกอบด้วย 4 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลเกี่ยวกับนักศึกษาที่เข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005

ส่วนที่ 2 ความคิดเห็นทั่วไปเกี่ยวกับการใช้ภาษาอังกฤษ

ส่วนที่ 3 ความต้องการในการใช้ภาษาอังกฤษของนักศึกษาในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวใน อเมริกาปี ค.ศ. 2005

ส่วนที่ 4 ปัญหาในการใช้ภาษาอังกฤษของนักศึกษาในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005

แบบสอบถาม

เรื่องการสำรวจความต้องการภาษาอังกฤษของนักศึกษาไทยในระหว่างการเข้าร่วมโครงการ
ทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005

ส่วนที่ 1 ข้อมูลเกี่ยวกับนักศึกษาที่เข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005
คำชี้แจง กรุณาใส่เครื่องหมาย ✓ ลงในช่อง ☐ ที่ตรงกับข้อมูลของท่าน และเขียนคำตอบของ
ท่านลงในช่องว่างที่กำหนดให้

1. เพศ ☐ หญิง ☐ ชาย
2. อายุปี
3. กำลังศึกษาอยู่ในระดับ ☐ ปริญญาตรี
☐ ปริญญาโท
4. ก่อนที่จะเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005 นักศึกษาเคยมี
ประสบการณ์ในการเข้าร่วมโครงการ ทำงานและท่องเที่ยวในอเมริกามาก่อนหรือไม่
☐ มี
☐ ไม่มี
5. สถานที่ทำงานในระหว่างเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005
☐ โรงแรม และรีสอร์ท
☐ สวนสนุก
☐ ร้านอาหาร
☐ ร้านขายของชำ
6. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยว นักศึกษามีความจำเป็นต้อง
ใช้ภาษาอังกฤษมากน้อยเพียงใด
☐ มากที่สุด
☐ มาก
☐ ปานกลาง
☐ น้อย
☐ น้อยที่สุด

7. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยว นักศึกษาใช้ภาษาอังกฤษติดต่อกับบุคคลใดบ้าง (เลือกได้มากกว่าหนึ่งข้อ)
- ☐ ลูกค้า
 - ☐ ผู้บังคับบัญชา (เจ้านาย หรือผู้ที่มีตำแหน่งสูงกว่า)
 - ☐ ผู้ใต้บังคับบัญชา (ลูกน้อง หรือผู้ที่มีตำแหน่งต่ำกว่า)
 - ☐ เพื่อนร่วมงาน
 - ☐ อื่นๆ (โปรดระบุ).....
8. ท่านคิดว่าระดับความรู้ความสามารถในการใช้ภาษาอังกฤษของท่านอยู่ในระดับใด
- ☐ มีความรู้ความเข้าใจในภาษาอังกฤษระดับเริ่มต้น
 - ☐ มีความรู้ความเข้าใจในภาษาอังกฤษระดับพื้นฐาน
 - ☐ มีความรู้ความเข้าใจในภาษาอังกฤษระดับค่อนข้างดี
 - ☐ มีความรู้ความเข้าใจในภาษาอังกฤษระดับดี
 - ☐ มีความรู้ความเข้าใจในภาษาอังกฤษระดับสูง
9. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005 ท่านใช้ทักษะภาษาอังกฤษต่อไปนี้นาน้อยเพียงใด (กรุณาเรียงตามลำดับ จากมากไปหาน้อย โดย 1 = ใช้มากที่สุด และ 4 =ใช้น้อยที่สุด)
- ☐ การฟัง
 - ☐ การพูด
 - ☐ การอ่าน
 - ☐ การเขียน
10. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005 ท่านพบปัญหาในการใช้ทักษะภาษาอังกฤษต่อไปนี้นาน้อยเพียงใด (กรุณาเรียงตามลำดับ จากมากไปหาน้อย โดย 1 = มีปัญหามากที่สุด และ 4 = มีปัญหาน้อยที่สุด)
- ☐ การฟัง
 - ☐ การพูด
 - ☐ การอ่าน
 - ☐ การเขียน

ส่วนที่ 2 ความคิดเห็นทั่วไปเกี่ยวกับการใช้ภาษาอังกฤษ

คำชี้แจง กรุณาใส่เครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดเห็นของท่านมากที่สุดโดย

5 = จำเป็นอย่างยิ่ง 4 = จำเป็นมาก 3 = ค่อนข้างจำเป็น

2 = จำเป็นเล็กน้อย 1 = ไม่จำเป็น

1. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยว ในอเมริกา ปี ค.ศ. 2005 ท่านมีความจำเป็นในการใช้ ทักษะภาษาอังกฤษต่อไปนี้มากน้อยเพียงใด	5	4	3	2	1
1.1 การฟัง					
1.2 การพูด					
1.3 การอ่าน					
1.4 การเขียน					

คำชี้แจง กรุณาใส่เครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดเห็นของท่านมากที่สุดโดย

5 = ขากมากที่สุด 4 = ขากมาก 3 = ค่อนข้างขาก

2 = ขากเล็กน้อย 1 = ไม่ขาก

2. ท่านคิดว่าทักษะภาษาอังกฤษต่อไปนี้ มีความอยากมาก น้อยเพียงใด	5	4	3	2	1
2.1 การฟัง					
2.2 การพูด					
2.3 การอ่าน					
2.4 การเขียน					

ส่วนที่ 3 ความต้องการในการใช้ภาษาอังกฤษของนักศึกษาในระหว่างการเข้าร่วมโครงการ
ทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ในช่องว่างที่ท่านคิดว่าตรงกับข้อมูลการใช้ภาษาอังกฤษในแต่ละทักษะ
ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005 โดย

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

ทักษะการฟัง	ปริมาณการใช้				
1. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวใน อเมริกานักศึกษาฟังภาษาอังกฤษจากแหล่งใดมากน้อยเพียงใด	5	4	3	2	1
1.1 ลูกค้ำ					
1.2 ผู้บังคับบัญชา (เจ้านาย หรือผู้มีตำแหน่งสูงกว่า)					
1.3 ผู้ใต้บังคับบัญชา (ลูกน้อง หรือผู้มีตำแหน่งต่ำกว่า)					
1.4 เพื่อนร่วมงาน					
1.5 โทรศัพท์					
1.6 วิทยุ / เทป / โทรทัศน์					
1.7 อื่นๆ (โปรดระบุ).....					
2. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวใน อเมริกา นักศึกษาต้องฟังอะไรบ้างมากน้อยเพียงใด	5	4	3	2	1
2.1 ฟังบทสนทนา – แบบเผชิญหน้า					
2.2 ฟังบทสนทนา – ทางโทรศัพท์					
2.3 ฟังบทสนทนาในหัวข้อที่เกี่ยวกับเรื่องงาน					
2.4 ฟังและสรุปสิ่งที่ลูกค้ำต้องการ					
2.5 ฟังการติดต่อเรื่องงาน / การติดต่อธุรกิจ					
2.6 ฟังการประชุม / สัมมนา / รายงาน					
2.7 ฟังคำสั่งต่าง ๆ					
2.8 ฟังข่าว / โฆษณา / เพลง					
2.9 อื่นๆ (โปรดระบุ).....					

ทักษะการพูด	ปริมาณการใช้				
3. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวใน อเมริกานักศึกษาต้องพูดภาษาอังกฤษกับใครบ้างอย่างน้อย เพียงใด	5	4	3	2	1
3.1 ลูกค้ำ					
3.2 ผู้บังคับบัญชา (เจ้านาย หรือผู้ที่มีตำแหน่งสูงกว่า)					
3.3 ผู้ใต้บังคับบัญชา (ลูกน้อง หรือผู้ที่มีตำแหน่งต่ำกว่า)					
3.4 เพื่อนร่วมงาน					
3.5 บุคคลทั่วไป เช่น พ่อค้า แม่ค้า และเพื่อนใหม่เป็นต้น					
3.6 อื่นๆ (โปรดระบุ).....					
4. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวใน อเมริกานักศึกษาจำเป็นต้องใช้ทักษะการพูดภาษาอังกฤษ แบบใดบ้างอย่างน้อยเพียงใด	5	4	3	2	1
4.1 สนทนา – แบบเผชิญหน้า					
4.2 สนทนา – ทางโทรศัพท์					
4.3 สนทนาในหัวข้อที่เกี่ยวกับเรื่องงาน					
4.4 ประชาสัมพันธ์ (ประกาศ)					
4.5 ถามคำถาม					
4.6 ตอบคำถาม					
4.7 พูดโน้มน้าว / ชักจูง					
4.8 พูดออกคำสั่งให้ผู้อื่นปฏิบัติ					
4.9 อื่นๆ (โปรดระบุ).....					

ทักษะการอ่าน	ปริมาณการใช้				
5. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวใน อเมริกันนักศึกษาต้องใช้ภาษาอังกฤษอ่านสิ่งใดบ้าง อย่างน้อยเพียงใด	5	4	3	2	1
5.1 อ่านบันทึกภายในที่ทำงาน					
5.2 อ่านป้ายนิเทศ (บอร์ด)					
5.3 อ่านแผ่นพับต่างๆเกี่ยวกับสินค้าและบริการ (Brochures)					
5.4 อ่านคู่มือการใช้เครื่องมือต่างๆ (Manuals / handbooks)					
5.5 อ่านจดหมายธุรกิจ / จดหมายอิเล็กทรอนิกส์ (emails)					
5.6 อ่านโทรสาร (Fax)					
5.7 อ่านรายงานการประชุม / รายงานประจำเดือน / ประจำปี					
5.8 อ่านข่าว และโฆษณาจากสื่อสิ่งพิมพ์ และอินเทอร์เน็ต					
5.9 อื่นๆ (โปรดระบุ).....					

ทักษะการเขียน	ปริมาณการใช้				
6. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกา นักศึกษาต้องใช้ทักษะภาษาอังกฤษในการเขียนถึงใครบ้างอย่างน้อยเพียงใด	5	4	3	2	1
6.1 ลูกค้ำ					
6.2 ผู้บังคับบัญชา (เจ้านาย หรือผู้ที่มีตำแหน่งสูงกว่า)					
6.3 ผู้ได้บังคับบัญชา (ลูกน้อง หรือผู้ที่มีตำแหน่งต่ำกว่า)					
6.4 เพื่อนร่วมงาน					
6.5 อื่นๆ (โปรดระบุ).....					
7. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกา นักศึกษาต้องใช้ภาษาอังกฤษในการเขียนอะไรบ้างอย่างน้อยเพียงใด	5	4	3	2	1
7.1 เขียนจดหมายธุรกิจ					
7.2 เขียนจดหมายส่วนตัวอย่างเป็นทางการ เช่น จดหมายแนะนำตัวเองและจดหมายขอบคุณเป็นต้น					
7.3 เขียนจดบันทึกข้อความที่ฟังจากการสนทนา – แบบเผชิญหน้า					
7.4 จดบันทึกข้อความที่ฟังจากการสนทนา – ทางโทรศัพท์					
7.5 เขียนตอบจดหมายธุรกิจ/ จดหมายอิเล็กทรอนิกส์ (emails)					
7.6 เขียนโทรสาร (Fax) ที่ถูกต้องตามรูปแบบ					
7.7 เขียนรายงานการประชุม / รายงานประจำเดือน / ประจำปี					
7.8 เขียนคู่มือรายละเอียดสินค้า					
7.9 เขียนรับคำสั่ง					
7.10 อื่นๆ (โปรดระบุ).....					

ส่วนที่ 4 ปัญหาในการใช้ภาษาอังกฤษของนักศึกษาในระหว่างการเข้าร่วมโครงการทำงานและ
ท่องเที่ยวในอเมริกาปี ค.ศ. 2005

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่องว่างที่ท่านคิดว่าตรงกับปัญหาการใช้ภาษาอังกฤษในแต่ละ
ทักษะในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกาปี ค.ศ. 2005 โดย
5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย 1 = น้อยที่สุด

ทักษะการฟัง	มีปัญหา				
	5	4	3	2	1
1. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยว ในอเมริกานักศึกษามีปัญหาในการใช้ทักษะการฟัง สิ่งต่อไปนี้มากน้อยเพียงใด					
1.1 เข้าใจบทสนทนา – แบบเผชิญหน้า					
1.2 เข้าใจบทสนทนา – ทางโทรศัพท์					
1.3 เข้าใจบทสนทนาในหัวข้อที่เกี่ยวกับเรื่องงาน					
1.4 เข้าใจสิ่งที่ลูกค้าต้องการ					
1.5 เข้าใจข้อมูลการติดต่อเรื่องงาน / การติดต่อธุรกิจ					
1.6 เข้าใจข้อมูลการประชุม / สัมมนา / รายงาน					
1.7 เข้าใจคำสั่งต่าง ๆ					
1.8 เข้าใจข่าว / โฆษณา / เพลง					
1.9 อื่นๆ (โปรดระบุ).....					

ทักษะการพูด	มีปัญหา				
	5	4	3	2	1
2. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยว ในอเมริกานักศึกษามีปัญหาในการใช้ทักษะการพูด สิ่งต่อไปนี้มากน้อยเพียงใด					
2.1 พูดสนทนา – แบบเผชิญหน้า					

2.2 พุดสนทนา – ทางโทรศัพท์					
2.3 พุดสนทนาในหัวข้อที่เกี่ยวกับเรื่องงาน					
2.4 พุดประชาสัมพันธ์ (ประกาศ)					
2.5 พุดถามคำถาม					
2.6 พุดตอบคำถาม					
2.7 พุดโน้มน้าว / ชักจูง					
2.8 พุดออกคำสั่งให้ผู้อื่นปฏิบัติ					
2.9 อื่นๆ (โปรดระบุ).....					

ทักษะการอ่าน	มีปัญหา				
3. ในระหว่างการเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกา นักศึกษามีปัญหาในการใช้ทักษะการอ่านสิ่งใดบ้างมากที่สุดเพียงใด	5	4	3	2	1
3.1 เข้าใจข้อมูลจากบันทึกภายในที่ทำงาน					
3.2 เข้าใจข้อมูลจากป้ายนิเทศ (บอร์ด)					
3.3 เข้าใจข้อมูลจากแผ่นพับต่างๆเกี่ยวกับสินค้าและบริการ (Brochures)					
3.4 เข้าใจข้อมูลจากคู่มือการใช้เครื่องมือต่างๆ (Manuals/ handbooks)					
3.5 เข้าใจข้อมูลจากจดหมายธุรกิจ และ / จดหมายอิเล็กทรอนิกส์ (emails)					
3.6 เข้าใจข้อมูลจากโทรสาร (Fax)					
3.7 เข้าใจข้อมูลรายงานการประชุม / รายงานประจำเดือน / ประจำปี					
3.8 เข้าใจข่าว และโฆษณาจากสื่อสิ่งพิมพ์ และอินเทอร์เน็ต					
3.9 อื่นๆ (โปรดระบุ).....					

ทักษะการเขียน	มีปัญหา				
	5	4	3	2	1
4. ในการระหว่างเข้าร่วมโครงการทำงานและท่องเที่ยวในอเมริกา นักศึกษามีปัญหาในการใช้ทักษะการเขียนสิ่งใดบ้างมากที่สุดเพียงใด					
4.1 เขียนจดหมายธุรกิจ					
4.2 เขียนจดหมายส่วนตัวอย่างเป็นทางการ เช่น จดหมายแนะนำตัวเอง และจดหมายขอบคุณ เป็นต้น					
4.3 เขียนบันทึกข้อความที่ฟังจากการสนทนา – ต่อหน้า					
4.4 เขียนบันทึกข้อความที่ฟังจากการสนทนา – ทางโทรศัพท์					
4.5 เขียนตอบจดหมาย / จดหมายอิเล็กทรอนิกส์ (emails)					
4.6 เขียนโทรสาร (Fax) ที่ถูกต้องตามรูปแบบ					
4.7 เขียนรายงานการประชุม / รายงานประจำเดือน / ประจำปี					
4.8 เขียนคู่มือรายละเอียดสินค้า					
4.9 เขียนรับคำสั่ง					
4.10 อื่นๆ (โปรดระบุ).....					

ข้อเสนอแนะ

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ขอขอบคุณทุกท่านเป็นอย่างยิ่งที่สละเวลาในการตอบแบบสอบถามครั้งนี้

APPENDIX B

The Questionnaire (English Version)

Questionnaires

English Language Needs of Thai Students during the participation in the Work and Travel USA program in 2005

Please kindly complete this questionnaire with regard to your information

Part I General Information

Instructions: Please put (✓) in the box provided ☐ and please write your answer where a broken line is provided.

1. Sex ☐ Female ☐ Male
2. Ageyears old
3. Educational background ☐ Bachelor's degree
☐ Master's degree
4. Have you ever participated in the Work and Travel USA program before the year 2005?
☐ Yes
☐ No
5. Where was your job placement during the participation in the Work and Travel USA program in 2005?
☐ Hotel and/or resort
☐ Amusement Park
☐ Fast food or other restaurant
☐ Grocery Store
6. How much did you need to use English during the participation in the Work and Travel program in 2005?
☐ Almost always
☐ A lot
☐ Moderate
☐ Little
☐ Least

7. With whom did you usually use English during the participation in the Work and Travel USA program in 2005?
(You can choose more than one answer)
- ☐ Customers
 - ☐ Employers
 - ☐ Subordinates
 - ☐ Colleagues
 - ☐ Other (Please specify).....
8. Please choose your current level of English proficiency (Choose only one)
- ☐ Beginner
 - ☐ Elementary
 - ☐ Lower intermediate
 - ☐ Upper intermediate
 - ☐ Advanced
9. Which of the following language skills did you use most during the participation in the Work and Travel USA program in 2005? **(Please rank 1-4 in order of priority, 1 being most, 4 being least)**
- ☐ Listening
 - ☐ Speaking
 - ☐ Reading
 - ☐ Writing
10. Which of the following language skills did you encounter problems with most often during your participation in the Work and Travel USA program in 2005? **(Please rank 1-4 in order of priority, 1 being most, 4 being least)**
- ☐ Listening
 - ☐ Speaking
 - ☐ Reading
 - ☐ Writing

Part II General Opinions

Instructions: Please indicate your attitude towards the following topic areas by checking (✓) the appropriate numbers as follows:

5	=	Extremely necessary
4	=	Very necessary
3	=	Fairly necessary
2	=	Rarely necessary
1	=	Unnecessary

1. During your participation in the Work and Travel USA program in 2005, how necessary was the following English language skills?	5	4	3	2	1
1.1 Listening					
1.2 Speaking					
1.3 Reading					
1.4 Writing					

Instructions: Please indicate your attitude towards the following topic areas by checking (✓) the appropriate numbers as follows:

5	=	Extremely difficult
4	=	Very difficult
3	=	Fairly difficult
2	=	Rarely difficult
1	=	Not difficult at all

2. How difficult are the following skills of the English language?	5	4	3	2	1
2.1 Listening					
2.2 Speaking					
2.3 Reading					
2.4 Writing					

Part III English language needs of Thai students during the participation in the Work and Travel USA program in 2005

Instructions: Please indicate your opinion towards the following topic areas by checking (✓) the appropriate numbers as follows:

5	=	Very strong need
4	=	Strong need
3	=	Moderate need
2	=	Little need
1	=	Very little need

Listening	Amount of use				
1. To whom, and to what manner, did you have to listen to in English during the participation in the Work and Travel USA program in 2005?	5	4	3	2	1
1.1 Customers					
1.2 Employers					
1.3 Subordinates					
1.4 Colleagues					
1.5 Telephone					
1.6 Radio / tape / television					
1.7 Other (Please specify).....					

2. What kinds of specific English - related activities did you have to listen to English during the participation in the Work and Travel USA program in 2005?	5	4	3	2	1
2.1 Listening to face o face conversations					
2.2 Listening to telephone conversations					
2.3 Listening to spoken discourse on job topics					
2.4 Listening and summarizing what the customers want					
2.5 Listening to communication on job and business					
2.6 Listening to conferences, seminars, and/or reports					
2.7 Listening to instructions					
2.8 Listening to news, advertising, and/or music					
2.9 Other (Please specify).....					

Speaking	Amount of use				
3. With whom did you have to speak English to during the participation in the Work and Travel USA program in 2005?	5	4	3	2	1
3.1 Customers					
3.2 Employers					
3.3 Subordinates					
3.4 Colleagues					
3.5 Other people such as merchants, tradeswomen, and/or new friends					
3.6 Other (Please specific).....					

4. What kinds of specific English - related activities did you have to speak English to during the participation in the Work and Travel USA program in 2005?	5	4	3	2	1
4.1 Conducting face-to-face conversations					
4.2 Conducting telephone conversations					
4.3 Talking on job topics					
4.4 Making an announcement					
4.5 Asking for information					
4.6 Answering questions					
4.7 Making arguments					
4.8 Issuing an order					
4.9 Other (Please specify).....					

Reading	Amount of use				
5. What kinds of English documents did you have to read during your participation in the Work and Travel USA program in 2005?	5	4	3	2	1
5.1 Reading job memos					
5.2 Reading notice boards					
5.3 Reading products and services brochures					
5.4 Reading manuals and/or handbooks					
5.5 Reading business letters and/or emails					
5.6 Reading faxes					
5.7 Reading reports from conferences, monthly reports, and/or yearly reports					
5.8 Reading news, advertisements in print and/or in the Internet					
5.9 Other (Please specify).....					

Writing	Amount of use				
6. To whom did you have to write English during the participation in your Work and Travel USA program in 2005?	5	4	3	2	1
6.1 Customers					
6.2 Employers					
6.3 Subordinators					
6.4 Colleagues					
6.5 Other (Please specify).....					
7. What kinds of specific English - related activities did you have to write about during your participation in the Work and Travel USA program in 2005?	5	4	3	2	1
7.1 Producing business letters					
7.2 Producing personal formal letters such as cover letters and thank you letters					
7.3 Taking notes from face-to-face conversations					
7.4 Taking notes from telephone conversations					
7.5 Answering business letters and/or emails in appropriate format					
7.6 Producing faxes in a proper format					
7.7 Writing conference reports, monthly reports, and/or yearly reports					
7.8 Producing manuals and/or handbooks					
7.9 Writing orders					
7.10 Others (Please specify).....					

Part IV Problems using English language during participation in the Work and Travel USA program in 2005

Instructions: Please indicate your opinion towards the following topic areas by checking (✓) the appropriate numbers as follows:

- | | | |
|---|---|--------------------|
| 5 | = | Very serious |
| 4 | = | Serious |
| 3 | = | Fairly serious |
| 2 | = | Not serious |
| 1 | = | Not serious at all |

Listening	Problems				
	5	4	3	2	1
1. To what extent did you have problems with listening skills during your participation in the Work and Travel USA program in 2005?					
1.1 Understanding face-to-face conversations					
1.2 Understanding telephone conversations					
1.3 Understanding spoken discourse on job topics					
1.4 Understanding what customers want					
1.5 Understanding details of communication on job and business topics					
1.6 Understanding details of conferences, seminars, and/or reports					
1.7 Understanding instructions					
1.8 Understanding news, advertising, and/or music					
1.9 Other (Please specify).....					

Speaking	Problems				
2. To what extent did you have problems with speaking skills during your participation in the Work and Travel USA program in 2005?	5	4	3	2	1
2.1 Conducting face-to-face conversations					
2.2 Conducting telephone conversations					
2.3 Talking on job topics					
2.4 Making an announcement					
2.5 Asking for information					
2.6 Answering questions					
2.7 Making arguments					
2.8 Issuing an order to other people					
2.9 Other (Please specify).....					

Reading	Problems				
3. To what extent did you have problems with reading skills during your participation in the Work and Travel USA program in 2005?	5	4	3	2	1
3.1 Understanding details of job memos					
3.2 Understanding details on notice boards					
3.3 Understanding brochures about products and services					
3.4 Understanding manuals and/or handbooks					
3.5 Understanding business letters and/or emails					

3.6 Understanding faxes					
3.7 Understanding reports from conferences, monthly reports, and/or yearly reports					
3.8 Understanding news advertisements in print and/or in the Internet					
3.9 Other (Please specify).....					

Writing	Problems				
4. To what extent did you have problems with writing skills during your participation in the Work and Travel USA program in 2005?	5	4	3	2	1
4.1 Producing business letters					
4.2 Producing personal formal letters such as cover letters and thank you letters					
4.3 Taking notes from face-to-face conversations					
4.4 Taking notes from telephone conversations					
4.5 Answering business letters and/or emails in appropriate formats					
4.6 Producing faxes in a proper format					
4.7 Writing conference reports, monthly reports, and/or yearly reports					
4.8 Producing manuals and/or handbooks					
4.9 Writing orders					
4.10 Other (Please specify).....					

Do you have any other comments? If so, please write them here:

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Thank you very much for taking your time to fill out this questionnaire