A CORRELATION STUDY OF THE CONTRIBUTION AND USAGE OF THE FACTORS THAT CONTRIBUTE TO A COMPETENT SPEAKER OF ENGLISH IN A BUSINESS CONTEXT

Christine Carunungan

I.D. No. 5719490

A Thesis Submitted in Partial Fulfilment of the

Requirements for the Degree of

MASTER OF ARTS PROGRAM

in English Language Teaching

Graduate School of Human Sciences

ASSUMPTION UNIVERSITY OF THAILAND

2020

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Thesis Title: A CORRELATION STUDY OF THE CONTRIBUTION AND USAGE OF THE FACTORS THAT CONTRIBUTE TO A COMPETENT SPEAKER OF ENGLISH IN A BUSINESS CONTEXT

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Filed of Study: ENGLISH LANGUAGE TEACHING

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ABSTRACT

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Key Words: BELF, COMPETENT ENGLISH SPEAKER, ELF, ENGLISH IN BUSINESS CONTEXT, FACTORS, GLOBAL COMMUNICATIVE COMPETENCE

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This study investigates the correlation of the *contribution* and *usage* of the factors that contribute to a competent speaker of English in a business context. Further, it examines the communication knowhow that employees and employers must have in order to communicate effectively with people across borders. There are four research questions which lead to the findings that achieve the objectives. The 278 participants were selected from a multinational semi-conductor manufacturing company located in Thailand. The majority of the participants were Thai nationals who dealt with international clients and suppliers on a daily basis. Because the participants practice global communication, this study adapted Global Communicative Competence (GCC) framework by Louhiala-Salminen & Kankaanranta (2011). Using mixed-methodology research design, the answers to the research questions were realized. The findings indicated that employees and employers perceive the six factors in GCC, which are 1) Business-Specific Knowledge, 2) English Competence, 3) Communication Strategies, 4) Strategic Skills, 5) Cultural Knowledge & Skills, and 6) Accommodation Skills, to contribute a competent speaker of English in business context with the Mean (M) = 4.08 for employees and M = 4.17 for employers. The findings also showed that most of the factors were often used by the employees and employers with M = 3.76 and

M = 3.89 respectively. In addition, the findings indicated that, there was a significant correlation between the contribution and usage of each factor, except for English Competence. Moreover, more than 90% of the employees and employers believe that the communication knowhow which consists of Technical English Vocabulary used in their company and in departments within, as well as English Vocabulary for email writing, report writing, meetings, presentations, telephone calls, and conference calls are imperative for effective communication across borders. These findings show that, in this particular study, employees and employers need to possess all the factors or competencies and all the elements in communication knowhow to become competent speakers of English in business context.

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LIST OF ABBREVIATIONS

Below is the list of abbreviation used in this research together with their full form.

Abbreviation	Full Form
AS	Accommodation Skills
BELF	English as business lingua franca
BSK	Business-Specific Knowledge
CKH	Communication Knowhow
CKS	Cultural Knowledge & Skills
CS	Communication Strategies
EC	English Competence
ELF	English as Lingua Franca
ELT	English Language Teaching
EV	English Vocabulary
GCC	Global Communicative Competence
M	Mean
MBA	Master of Business Administration
n	Sample
N	Population
NNS	Non-Native Speaker
NSE	Native Speaker of English
SD	Standard Deviation
SS	Strategic Skills
TEV	Technical English Vocabulary

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CHAPTER I

Introduction

Globalization transforms the landscape of business and has made English as a multinational linguistic power sharing tool to compete in this competitive world and becomes a lingua franca of business.

To be competitive, several companies are striving to send their employees to English language classes to improve their English proficiency in communication. At the same time, the numbers of English language centers increased offering English classes to prospect companies who want their employees to learn English. Part of this campaign is to help the companies to remain competitive in various domains of business as well as different institutions in Thailand. The interest recently spiked due to the opening of Association of Southeast Asian Nations (ASEAN), where a regulated flow of capital and labor is established amongst its ten country members.

When the Education Ministry of Thailand launched a program called 'Train-the-Trainer' in March 2016, the focus was to develop Thai teachers' skills in teaching English language (Fredrickson, 2015). According to the adviser of the Deputy Education Minister Teerakiat Jaroensettasin, Thai teachers should learn conversational English as well as English teaching techniques that would help promote a higher level of students' English proficiency especially in terms of communicative purposes (Fredrickson, 2015). However, to be proficient in English language communication, knowing how to teach the language alone might not be proficient especially in the context of business where the majority of the companies are dealing with people who speak different languages and come from diverse culture.

Hence, to be a proficient speaker of English language is not a straightforward task to do as there are various factors that contribute to a realization of being a successful speaker of English. The question is, what is categorized as competent intercultural speakers of English in business context? To answer that question, this study aims to investigate employers and employees' perceptions on what it meant to be competent intercultural speakers which contribute to the success or failure of various domains of business in Thailand where English is used as a common language or a lingua franca.

Rationale of the Study

Since English is the language used for international communication and viewed as a business lingua franca, employers and employees in Thailand are encouraged to learn English. As being proficient in English language is given importance and priority in many companies, to fore ground this particular study, different rationales are posed.

English language teachers are normally seen as important foundation to students' knowledge when it comes to learning the language. To be able to understand what it means to be a competent speaker of English, therefore is not only about knowing the language but understanding the students' diverse culture, may it be in the language classroom or in business settings. This is the reason why, knowing different factors that contribute to a competent speaker of English might provide some initiative to develop materials that specifically aim to teach learners of English in business settings.

In the business world, often, employers and employees are not only evaluated through performances but through communication such as presentation, negotiation, and email correspondence, therefore appropriate communicative skills are needed to avoid miscommunication. As miscommunication could lead to problems among diverse culture in

companies, multicultural skills should be incorporated in teaching English as a lingua franca of business.

Furthermore, building good relationships with stakeholders from different countries is one of the integral parts of business, thus the way a person perceives others has a tendency to influence how he/she interacts and interprets or constructs meaning in a communication. Hence, the use of BELF or business English as a lingua franca, consequently, can be viewed as a 'neutral' shared communication in global business community (Kankaanranta & Planken, 2010). Additionally, as BELF is a context-specific resource for international audience in the business world (Louhiala-Salminen & Kankaanranta, 2011), to be culturally aware while using English to communicate between speakers with different languages will be able to build a strong relationship among employees, employers or business associates and stakeholders.

While employers and employees' demands for English are high, the supply for English courses at work is also high. As courses are specifically designed for workers who work in different sectors of business, the English courses, teaching strategies, and materials need to be suitably aligned with the employees, employers and companies' goals. Meaning, the English language employees need should be based on the context or purpose of the company, such as for selling or negotiating.

For these reasons, workers who attend the English training can grow not only professionally but also inter-culturally.

Another reason is that, it allows English language teachers to see the differences between teaching English in classrooms (schools and universities) settings and teaching adult learners who specifically seek to learn English for employment or business purposes. As McDonald (2008) stated, teachers are responsible on implementing different types of instruction to teach and assess students.

Lastly, the reason why Kankaanranta & Louhiala-Salminen's (2011) *Global Communicative Competence* theoretical framework is used in this study, is because this framework consists of three layers: multicultural competence, competence in English as a Business Lingua Franca, and the communicator's business 'know how'. These three layers are regarded to have a big impact in communication specifically in the business world.

Background

With the consistent effort to help Thai people to be better equipped in English language, the seven-year English proficiency trend presented by the *Education First English Proficiency Index* needs to be reviewed. According to the Education First English Proficiency Index (2017), Thailand has "low" English proficiency as it ranked 53 out of 80 participating countries in 2017. However, from 2011 to 2016, Thailand has constantly been ranked "very low" (Education First, 2017). This shows that the need for English language development is still very strong.

As more and more companies in Thailand enter the international market, their demands for employees who are proficient in English communication becomes stronger. This increases the demand of learning in English to job seekers or employees for professional enrichment, especially those who deal with international market. Knowing the *Education First English Proficiency Index*, it seems like more work needs to be done for Thailand Education to be placed side by side with its neighboring countries. Therefore, to be competitive in business, companies in Thailand spend money in hiring English teachers to train their workers to learn English.

Since the economic crisis of the late 1990s, most Thai business organizations have undergone significant changes by having to develop new work structures and practices to compete effectively in a rapidly changing, global, business environment. Thai businesses

have adopted corporate strategies such as mergers and collaborations with outside entities and thus, have experienced organizational restructuring necessitating deeper interaction with people from other countries and cultures (Hiranburana, 2017).

Norton & Toohey (2001) argued that a good language learner needs to pay attention to the contexts and the social and cultural practices that certain situation takes place. Different researchers (Ashton, 1990; Brookhart & Freeman, 1992; Clark, 1988; Putnam & Duffy, 1984) believe that behavior is guided by thought as perceptions and beliefs are not simple matter as these affect how people interpret and organize the situation (Wood, 2016). In a traditional sense, the notion of a good English speaker is someone who speaks and writes English in a correct grammar. Globalization, however, brings different changes and shifts in English language teaching and learning. One of those is emphasizing the role of English as a lingua franca which is used by different speakers of English in the world. In a business context, the reason for the increasing usage of English is connected with the globalization of business operations and communication technology. Therefore, the success in business does not only rely on employee's linguistic competence but his/her ability to successfully communicate with people from other cultures or a person's intercultural competence (Gajst, 2014). In this manner, English teachers need to be aware of the 'cultural turn' in teaching and learning English specifically in business communication.

Thus, the program launched by the Ministry of Education to improve teachers' teaching strategies to help English language learners in using English for communicative purposes may be far from being successful. Some researchers who have looked into English requirements especially in the business settings have emphasized the importance of competence in listening and speaking only (Wiriyachitra, 2001). This implies that the English curriculum in Thai universities in its current form cannot meet the needs of the English learners in the business settings. This is where the practice of English as a lingua franca

(ELF) comes in handy for workers or professionals for it does not focus on the traditional definition of "good" English speaker where perfect grammar and accents similar to native speakers are used as the basis of high competency. The use of ELF also means that they neither need to be taught nor use English traditionally. Instead, they adapt themselves and accommodate their fellow non-native speakers in order to understand them and have a successful communication with them. From an ELF perspective, all English varieties are accepted in their own right rather than evaluated against the benchmark of native speakers of English or NSEs (Jenkins, 2006a). Jenkins (2006) also explains that ELF sees non-native Englishes as different rather than deficient; and for ELF, code-switching is seen as a bilingual resource.

In a multilingual, multicultural, and multinational business setting, English is used as the shared code to 'get work done'. Most empirical studies have shown that ELF communication is less problematic than expected (Kaur 2009; Mauranen 2006; Pitzl 2005) because speakers cooperate and use various strategies that ensure communicative competence (Cogo 2009, 2010).

When ELF is used in the business domain by business professionals, it has been labeled as English as the business lingua franca or BELF (Louhiala-Salminen, Charles, & Kankaanranta, 2005). English as a Business Lingua Franca (BELF) can be defined as 'neutral' and shared communication code for the function of conducting business (Louhiala-Salminen et al., 2005). The distinction of BELF to ELF is the purpose and domain of use (Jenkins, 2000, 2007; Seidlhofer 2000, 2001, 2004). BELF focuses on the use of ELF in business contexts. Louhiala-Salminen & Kankaanranta (2011) refers to it as the language that business professionals from different cultural and linguistic backgrounds use to conduct their daily work activities. Louhiala-Salminen et al. applied the concept of BELF to emphasize, firstly, the overall communicative goal of communicators, ultimately that of the business

activity, and secondly, the domain of language use which means that the reference point for competence must be the language of a "business professional", not that of a "native speaker".

Competency in BELF can therefore be measured by the ability to (a) communicate with directness and clarity instead of grammatical accuracy, (b) use business-specific vocabulary and genres rather than just general English, and (c) use expressions that are oriented toward building rapport and relationship rather than merely explaining the factual content of the message (Kankaanranta & Planken, 2010).

However, even though the speakers of BELF share the 'B', i.e. the context of business, the 'E', i.e. the use of English and, to some extent its discourse practices, they are still separated by the previous knowledge and experience connected with their various native tongues, their native discourse practices, and their own, often hidden and implicit rules of communication (Louhiala-Salminen & Kankaanranta, 2011).

Hence, BELF is not the only factor that affects a business professional's communication. Their communicative competency also plays an important role in their business discourses.

According to Canary & Spitzberg (1989), communicative competence has mostly been defined as *effective* and *appropriate* interaction. They say that effectiveness relates to the other person's reaction to the communicative act, and appropriateness to suitability for situation and social rules. Spitzberg & Cupach (1984) define linguistic competence as "how to use a language" and communicative competence as "knowledge about how to execute one's language knowledge appropriately". This means that the ability of business people to reach their goals in professional life also depends heavily on their communicative competence.

Thailand must expand their focus from linguistic competence in English, which is the emphasis of most educational institutions, to communicative competence in English in order

to build a bridge that can connect English for educational purposes to English for business purposes and domains, and therefore create business professionals that are holistically and globally competent.

Research Questions

The following are the research questions:

1. What are the levels of employees' *perceived contribution* and *usage* of factors that contribute to a competent speaker of English in the business context?
   1.1 Is there a correlation between employees' perceived contribution and usage of factors which contribute to a competent speaker of English in the business context?
2. What are the levels of employers' *perceived contribution* and *usage* of factors that contribute to a competent speaker of English in the business context?
   2.1 Is there a correlation between employers' perceived contribution and usage of factors which contribute to a competent speaker of English in the business context?
3. What are the employees' communication knowhow in business imperative for effective communication across borders?
4. What are the employers' communication knowhow in business imperative for effective communication across borders?

Research Objectives

The objectives of this study are:

1. to identify the level of *employees' perceived contribution* and *usage* of factors that contribute to a competent speaker of English in the business context;

1.1 to identify if there is a correlation between employees' *perceived contribution* and *usage* of factors which contribute to a competent speaker of English in the business context;

2. to identify the level of *employers' perceived contribution* and *usage* of factors that contribute to a competent speaker of English in the business context;

2.1 to identify if there is a correlation between employers' *perceived contribution* and *usage* of factors which contribute to a competent speaker of English in the business context;

3. to examine *employees' communication knowhow* in business context imperative for effective communication across borders; and

4. to examine *employers' communication knowhow* in business context imperative for effective communication across borders

Theoretical Framework

This study employs Kankaanranta & Louhiala-Salminen's (2011) *Global Communicative Competence (GCC)* framework as it deals with communicative competence in English specifically in business context.

Figure 1.1 Global Communicative Competence (adapted from Kankaanranta & Louhiala-Salminen, 2011)

According to Kankaanranta & Louhiala-Salminen (2011), Global Communicative Competence (GCC) is wrapped with three layers, the multicultural competence, competence in BELF, and business knowhow. Multicultural competence deals with person's knowledge and skills in managing communication in different contexts of the situation. Meaning, a person should require accommodation skills not only in terms of language but also culture. BELF competence focuses on the interpersonal aspect of language in which a person should require competence in English 'core'. This involves a person's familiarity of 'business-specific genres, communication strategies such as clarity, brevity, directness and politeness, in other words, 'creating rapport and maintaining relationship' with others (Kankaanranta & Louhiala-Salminen, 2013, p. 28). The last most important layer of GCC is the business knowhow as it filters and influences its other layers. According to Kankaanranta & Louhiala-Salminen (2013, p. 29), this layer is business-specific knowledge and combines two integral

elements: the particular "domain of use" and the wider, overall goals, norms and strategies of business shared by the business community.

The in-depth explanation of this framework can be found in Chapter 2.

Conceptual Framework

The conceptual framework used in this study is adapted and adopted from Kankaanranta & Louhiala-Salminen's (2011) Global Communicative Competence (GCC) framework to answer the research questions based on theories represented in this study. GCC plays a big part to research in business in which "language-sensitive" research has produced knowledge about language issues in multinational companies (Piekkari & Tietze, 2011).

There are three major interlinked factors that contribute to a globally competent speaker of English as a business lingua franca: business knowhow, BELF competence, and multicultural competence. Business knowhow is dependent on business-specific knowledge or the knowledge of business-specific vocabulary and genre conventions rather than only 'general' English (Kankaanranta & Planken, 2010). BELF competence is dependent on English competence; communication strategies which focus on clarity, brevity, directness and politeness (Louhiala-Salminen & Kankaanranta, 2013); and strategic skills or the ability to ask for clarifications, make questions, repeat utterances, and paraphrase (Mauranen, 2006). BELF reflects its very nature: variation, hybridity, dynamism, context-dependency and individual idiosyncrasies (Kankaanranta & Louhiala-Salminen, 2013, p. 30). Therefore, BELF is very much connected to *Intercultural Communicative Competence (ICC)*, synonymous to multicultural competence. Multicultural competence is dependent on cultural knowledge and skills or the ability to manage communicative situations with representatives of different national, organizational, and professional cultures, and accommodation skills

which include respect and tolerance towards different communication styles (Louhiala-Salminen & Kankaanranta, 2013).

Using the competencies gathered from GCC, the conceptual framework below was created to help attain the objectives of this study.

Figure 1.2 shows the illustrated conceptual framework of this study.

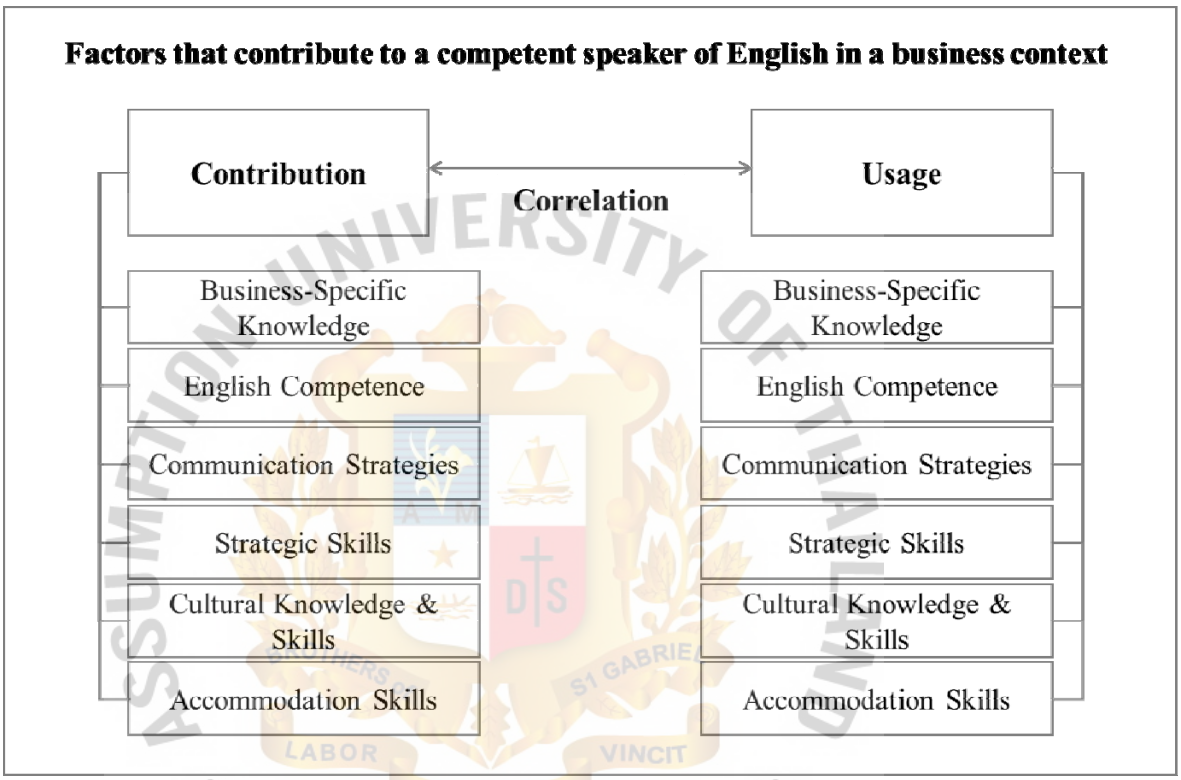

Figure 1.2 Conceptual Framework

Scope of the Study

This study investigated a multinational company's employees and employers' perceptions on the factors that contribute to competent speakers of English language in business context in Thailand. This company has a headquarter in Singapore. In Thailand, it has around 6,000 factory workers. Out of these workers, only 800 were chosen to participate in this study using *Nonprobability Convenience Sampling* technique. The chosen participants consist of employers and employees who use English on a daily basis for different work

activities such as conference calls, telephone calls, meetings, and presentations. In addition, some of them are also responsible for writing emails and reports, as well as, communicating with their customers, suppliers, and vendors from all over the world. These employees work in different departments such as Customer Service, Engineering, and Quality Assurance.

This study had employed a mixed methodology design. The questionnaires were used to collect the data from all of the participants and analyzed quantitatively using computer statistics program. The structured interviews were also conducted to collect the data from 4 employees and 5 employers, and were then analyzed using thematic analysis to support the quantitative data. All of these data were collected and analyzed to answer the research questions using Kankaanranta & Louhiala-Salminen's (2011) Global Communicative Competence framework.

Definition of Terms

1. ***Accommodation Skills (AS)*** is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' ability to understand others' opinions, and make them feel good.

2. ***Business-Specific Knowledge (BSK)*** is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' knowledge on what, who, when, and how to communicate. It is also the workers' knowledge on using technical English words with people who do understand them; explaining the technical English words to people who do not understand them; and avoiding technical English words with people who may not understand them.

3. ***Communication Knowhow (CKH)*** refers to the knowledge that workers must have in order to communicate with their business partners from and in different parts of the world.

4. ***Communication Strategies (CS)*** is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' ability to communicate with directness, clarity, conciseness, politeness, understanding, and also maintain relationships while communicating.

5. ***Competent speaker*** refers to an Employee or Employer who is contextually, linguistically, and culturally competent in communicating in English for business domain.

6. ***Contribution*** is one of the two variables used in this study. It refers to the level of Employees and Employers' perceived contribution of the six factors on their successful communication at work.

7. ***Correlation*** refers to the relationship of the two variables used in this study – contribution and usage of the six factors.

8. ***Cultural Knowledge & Skills (CKS)*** is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' knowledge and ability to consider their interlocutor's national culture, organizational culture, and role in the organization.

9. ***Elements*** refer to workers' Communication Knowhow. These include Technical English Vocabulary used in the Company/Department, and English Vocabulary for

Email writing, Report writing, Meetings, Presentations, Telephone calls, and Conference calls.

10. ***Employees*** refer to the office-level employees who are the subordinates of the Employers. They learn English language specifically for communicative purposes at work. They report to the Employers.

11. ***Employers*** refer to the office-level employees whose positions are supervisors, managers, and directors. They learn English language specifically for communicative purposes at work. The Employees report to them.

12. ***English as a Business Lingua Franca (BELF)*** refers to the shared language or code used in international business arena to get the work done.

13. ***English Competence (EC)*** is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' ability to use English for different communicative purposes at work which include email writing, report writing, meeting, presentation, telephone calls, and conference calls.

14. ***English courses/English classes*** refer to the English language courses or classes conducted in The Company.

15. ***English language teachers (ELTs)*** refer to the teachers who teach English classes or courses in the companies.

16. ***Factors/Constructs*** refer to the six competencies that contribute to competent BELF speakers. These include Business-Specific Knowledge (BSK), English Competence (EC), Communication Strategies (CS), Strategic Skills (SS), Cultural Knowledge & Skills (CKS), and Accommodation Skills (AS).

17. ***Global Communicative Competence (GCC)*** refers to the theoretical framework created by Kankaanranta & Louhiala-Salminen in 2011. The framework suggests that for a person to become a globally competent communicator, s/he must possess competencies in business, BELF, and cultures. It was adapted and adopted for the construction of conceptual framework in this study.

18. ***Strategic Skills (SS)*** is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' ability to ask for clarifications and questions, repeat utterances, and paraphrase.

19. ***The Company*** refers to the multinational semi-conductor manufacturing company in Thailand where the research has been conducted.

20. ***Usage*** is one of the two variables used in this study. It refers to Employees and Employers' actual usage of the six factors on their communication at work.

21. ***Workers*** refer to all Employees and Employers who use English for their work on a daily basis at The Company.

Significance of the Study

This study is of great significance in the field of business and English Language Teaching (ELT) based on these different points.

The findings will be able to provide important insights from both the employers and employees' perspectives that can help English language teachers, especially those who teach in business organizations to adjust their teaching and learning materials to be aligned to the companies' policy and goals in terms of workers' needs using the GCC framework. Through Global Communicative Competence framework, teachers' will be able to understand which

skills the workers need. This includes the cultural aspect, linguistics, as well as, their business knowhow. Developing workers' understanding on other cultures better will help them to accommodate people with different cultural background in various situations and communicate competently.

As people's perceptions and experiences vary, they perceive certain situations differently. Hence, understanding the concept of GCC will enable students to be aware that context is the most important foundation on perception specifically if BELF is taught in companies, for example, how to act accordingly, in certain task or situation.

Developers of teaching materials for business context will gain better knowledge on how to produce materials intended for workers who are trying to develop their English language competence at work. English teaching materials which are business specific are likely to help learners to gain knowledge of the English language specifically designed for job purposes and communication in different business contexts.

Business companies will appreciate English courses more because they cater to their workers' needs and are more related to companies' course of action. As the majority of companies in Thailand advocate the use of English as a lingua franca, understanding GCC will be able to position companies in a competitive advantage in international trade.

Organization of the Study

The organization of this study is presented into five different chapters.

Chapter 1 provides the overview of the whole study. It presents the rationale of this study, the background, the research objectives, the research questions, the theoretical

framework and the conceptual framework, the scope of the study, the working definitions, the significance of the study, and lastly the organization of the study.

Chapter 2 is the review of the related literature. This provides insights to different concepts and theories focusing on English as a Lingua Franca (ELF), English as a Business Lingua Franca (BELF), Culture and Intercultural Communication (CIC), Intercultural Communicative Competence (ICC), and Global Communicative Competence (GCC). It also shows meaningful, relevant, and significant results from previous related studies such as Professional Communication in a Global Business Context: The Notion of Global Communicative Competence by Louhiala-Salminen & Kankaanranta (2011), and English as a Business Lingua Franca: A Comparative Analysis of Communication Behavior and Strategies in Asian and European Contexts by Du-Babcock (2013).

Chapter 3 is the research methodology which explains about the context of the study, population and sample, the research design, research instruments and their validity and reliability, and the methods for data collection and analysis.

Chapter 4 shows the analysis of the data and the findings for each research question.

Chapter 5 presents the summary of the findings, the pedagogical implications, the limitation of the study, the recommendations for business and ELT context, recommendation for further research, and the overall conclusion of the research.

CHAPTER II

LITERATURE REVIEW

Introduction

The influence and importance of English in the world have increased in a great speed and influences how business markets are being shaped over the last 20 years. Globalization pushes people especially in the business world to communicate with someone with different cultural and linguistic backgrounds in a common language which is English (Hendriks, Van Meurs, & De Groot, 2015; Seidlhofer, Breiteneder, & Pitzl, 2006). In the context of Thailand, this means that they have to use English as a Lingua Franca or their common language. Thailand is a country where English is a foreign language and for years the speakers of English have grown rapidly. Due to the country's economic growth, Thailand's multinational companies have grown rapidly which means great competitions to Thai local companies. Furthermore, due to the ASEAN integration, English becomes the most important language to be able to engage in business communication.

To communicate to speakers of other languages in the context of business, Thai speakers are encouraged to use English. In order to do so, a person should possess certain knowledge of the English language to be conversant. However, language alone is not enough especially if a person is dealing with speakers who come from different parts of the world with different cultural and linguistic backgrounds. Knowing how to speak a language does not mean a person is a competent speaker. Problem could arise as comprehensibility is depending on interlocutors' know-how to communicate. The implication is that, to be a

competent speaker of English, a speaker should have cultural knowledge, linguistic knowledge, and discourse knowledge to be able to deliver a message comprehensively.

The English Language Revisited

English language, although just one, can vary in forms, grammar, accents, and pronunciations depending on the user. Most of the time, it is localized and therefore could reflect one's identity. English as a lingua franca or ELF is the language most commonly used by people whose mother tongues are not English when they discourse with each other in any contexts, and English as a business lingua franca or BELF is the language most commonly used in business contexts.

English as a Lingua Franca (ELF)

Lingua Franca is defined as languages used as common or commercial tongues among peoples of diverse speech (Merriam-Webster, 2018). English as a Lingua Franca is a concept concerning the usage of English as a common tongue between communicators.

In 1999, Graddol predicted that English would be a dominant language used in multilingual contexts as a second language and for communication between non-native speakers. He also wrote an interesting metaphor regarding English as a lingua franca. He compared the world to a village and the people to villagers. He suggested that the 'global village' speaks English, however not every villager speaks English as different 'Englishes' are spoken in various corners of the community among diverse speakers with varying degrees of frequency. The variability in terms of constellations and frequency exists due to the fact that English is not the only language in their linguistic repertoires, but simply one of them (Graddol, 1999, p. 57).

One might predict that when people from diverse linguacultural backgrounds use English as Lingua Franca to communicate, there would be difficulties in communication. In business, having an excellent knowledge of English has become a vital aspect for any employee's career if they want to be successful (Ahmad, 2016). However, most empirical studies have shown that ELF communication is less problematic than expected (Kaur, 2009; Mauranen, 2006; Pitzl 2005) as speakers cooperate and use various strategies that ensure communicative success (Cogo, 2009; 2010). Successful communication in English is no longer just about being able to use "correct" English, but more on having the capability to adjust oneself in order to understand other interlocutors despite the differences in "their" English.

ELF communication has been described as content-oriented and issues of correctness according to NS standards are considered secondary to accommodation processes. Negotiation strategies such as signaling strategies (Cogo, 2010; Pitzl, 2005), repetition (Cogo, 2009; Kaur, 2009; Lichtkoppler, 2007), paraphrasing or rephrasing (Kaur, 2009; Mauranen, 2006) have also been found to be used in ELF communication. Therefore, interlocutors of English from different parts of the world have become more accommodating with each other because they understand that English is not their first language.

Several researches about ELF have been conducted for many years. One of them was made by Cogo, Archibald & Jenkins (2011) where they found that supportive and cooperative nature of interactions exist in ELF communication. According to them, speakers pay more attention to content than form. Under form, pronunciation is given more importance compared to grammar and lexis especially when interlocutors face problems with understanding.

However, many researchers have also begun prioritizing accommodation over pronunciation as it is one of the important aspects of communication, especially in ELF settings. Accommodation means incorporating pragmatic strategies where willingness to accept differences are shown and interlocutors' linguacultural practices are adapted to.

In the book called *Latest Trends in ELF Research*, Kaur & Kalocsai (2011) both agreed that in order to build rapport or promote interpersonal relationship, salient strategies such as utterance completions and code-switching must be used.

English as a Business Lingua Franca (BELF)

BELF competence can be considered an essential component of business knowledge required in today's global business environment (Kankaanranta & Planken, 2010). BELF is "a 'neutral' and shared communication code for the function of conducting business" (Louhiala-Salminen et al., 2005, Bargiela-Chiappini et al., 2013). It is shared in the sense that it is used for conducting business within the global community whose members are BELF users and communicators in their own right – not non-native speakers or learners (Grygiel, 2015).

The concept of BELF, which originally stood for "Business English as Lingua Franca" was later used as the abbreviation to refer to "English as Business Lingua Franca" in the research made by Kankaanranta and Louhiala-Salminen (2013). With that change, they wanted to emphasize the "B" or "Business" as the domain of use rather than the type of English. BELF entails the professional domain of internationally operating companies and the people representing various "cultural identities" (Jameson, 2007) who constitute that domain, which can be characterized by its goal-oriented (inter)actions. This distinguishes it from ELF, General English, and Business English.

Similar to ELF, BELF speakers do not focus on grammatical correctness. BELF speakers give more importance on the genre knowledge of their own specific field of expertise, involving a shared understanding of what, why, how and when to communicate in business contexts (Kankaanranta & Louhiala-Salminen, 2013).

Furthermore, BELF is also culture-neutral just like ELF because its speakers do not share a particular cultural background (Meierkord, 2002). However, Kankaanranta (2009) argues that BELF communication is always intercultural: BELF speakers share the 'B', i.e. the context and culture of business, the 'E', i.e. English and its discourse practices, but are separated by their personal cultural background, their discourse practices, and hidden, implicit rules of communication.

Recent Research in BELF

For decades, scholars such as Nickerson (2002), Bargiela-Chiappini (2005), and Louhiala-Salminen, Kankaanranta & Charles (2005) have conducted researches contributing to our current understanding of BELF in Europe. There are also scholars who have studied BELF in Asia, for example, Rogerson-Revell (1999), Bilbow (2002), and Du-Babcock (1999, 2003, 2005 & 2006). In this section, the usage of BELF in Europe and Asia are discussed and compared using the previous researches drawn from different scholars.

Europe

In 2005, a research conducted by Louhiala-Salminen, Charles & Kankaanranta discussed Finnish and Swedish business professionals' use of BELF as a language.

The research found that Finnish and Swedish participants use English to communicate and surpass their language barrier in order to achieve business goals in all hierarchical

positions. They found out that English language was used by the participants based on their target audience and their preference. It was perceived as a neutral and equal alternative because it was neither party's mother tongue and was thus "owned" by neither.

Furthermore, the result showed that Finnish seemed to be more direct and issue-oriented. In Finnish participants' emails that were analyzed, it was found out that they were inclined to write "check the figures". In contrast, Swedish prefers interpersonal communication and were more discussion-oriented. In their emails, they wrote, "could you please check the figures". This shows that linguistic and cultural background are embedded in their BELF communications. Their BELF communications were not cultureless but rather a "linguistic masala" and that BELF carries its speaker's "culture" and thus the features of his/her mother tongue discourse, at least to some degree (Meierkord, 2002).

The research also suggested that accommodation skills, listening skills and ability to understand different varieties of English and communication styles are what a BELF speaker needs to possess.

In 2010, Kankaanranta & Planken studied the perceptions of internationally operating business professionals regarding BELF communication and its success at work. The research was conducted in European multinational companies using quantitative and qualitative methods. Using the data they collected from 987 participants who answered their online survey and 27 participants they interviewed, they learned that BELF competence is perceived as an essential part of business knowledge for internationally operating business professionals. According to them, BELF could be characterized as a simplified, hybridized, and highly dynamic communication code. The authors also said that it is plausible to

categorize English language used by NNSs at work as BELF as it is an instrument for getting the job done in international business environment.

Based on the result of their research, BELF competence and successful communication requires clarity and accuracy of content (not grammatically correct language nor a native English pronunciation) and knowledge of vocabulary used for specific business and genre conventions (not general English). For their respondents, being able to use the language strategically, even though they may contain grammar errors, is important. Also, being able to accommodate each other, ask for clarifications, and check for understanding while making the other party feel good were all seen vital for the success of their BELF communication.

Moreover, the relational orientation is perceived as an essential part of BELF competence as BELF is used in interactions between NNSs that come from different cultural backgrounds. Their participants reported that the length of the relationship affects the ease of BELF communication. The longer the business relationship is, the easier for them to find common ground and more shared business and non-business knowledge exists. This, in turn, can enhance their negotiation with each other and allow them to simply get down to business.

Asia

Du-Babcock conducted a research in 2009 to examine the similarities and differences of the communication behaviors of business professionals who come from different cultural contexts.

The data was collected from Asian (Hongkong and Japan) and European (Sweden and Finland) business professionals. The researcher used quantitative research method to examine

the participants' turn-taking behaviors, and qualitative research method to examine the participants' socialization/small talk, backchannel, and turn-taking and floor management.

The results suggest that European business professionals took more turns and used more spoken words while Asian business professionals took fewer turns, used fewer words to elaborate their opinions, and therefore spoke less. According to the researcher, the participants' English-language proficiency could explain why they spoke in such ways. The higher English-language proficiency of both Asian and European business professionals, the more they took turns, the longer they spoke, and the more words they used.

It was also found that Asian business professionals exhibited socialization/small talk at the beginning of the meeting while the European business professionals injected small talk throughout the meetings, particularly when new topic is initiated.

The Asian business professionals with low level of English-language proficiency also tend to use backchannels such as "yes", "OK", "U-hmm", "yeh", and "you are right" more frequently than those with high level of English-language proficiency. In contrast, the European group revealed an opposite direction.

It was also revealed that in Cantonese meeting, the Chairperson controlled the floor management. However, in European meeting, the Chairperson did not exhibit control and the exchange of messages among the participants flowed freely.

Culture and Intercultural Communication

According to Hall (1976), culture has elements which can be categorized into two: surface/conscious (food, language, festivals) and deep/unconscious (beliefs, values,

perceptions). These elements influence our actions, behaviors, and the way we interact with each other.

Communication scholars from the social science paradigm view culture as a set of learned, group-related perceptions (Hall, 1992). Hofstede (1984) defines culture as the programming of the mind. He believes that every person carries within him or herself patterns of thinking, feeling, and potential acting which were learned throughout his or her lifetime. Singer (1987) also defined culture as a pattern of learned, group-related perception—including both verbal and nonverbal language, attitudes, values, beliefs system, disbelief system, and behavior.

Interpretive scholars, influenced by anthropological studies, also view culture as shared and learned; however, they tend to focus on contextual patterns of communication behavior, rather than on group-related perceptions (Martin & Nakamaya, 2010).

Culture is often considered the core concept in intercultural communication (Gudykunst, 2002). Language is embedded in culture; thus, culture influences communication and vice versa. When people from different cultural backgrounds communicate with one another, such as in a multi-national company where BELF is used, it can be said that intercultural communication exists in their discourse.

In the last decades, Intercultural Competence was reintroduced as Intercultural Communicative Competence (ICC) as the result of its impact on foreign language teaching (Lopez-Rocha & Arevalo-Guerrero, 2014). It is further discussed below.

Intercultural Communicative Competence

In 1965, Chomsky introduced the term 'competence' and 'performance' in linguistic field to describe the process of studying language. They asserted that ‘competence’ refers to the communicator's knowledge of the language of the idealized native speaker - an innate biological function of the mind that allows the speaker to generate the indefinite set of grammatical sentences that constitutes the target language. 'Performance' refers to the communicator's actual use of the language in concrete situations - which is based on the communicator's psychological factors involving perception and production of speech (Mede, 2015).

However, in 1970, other scholars such as Campbell & Wales argued that Chomsky’s competence omitted the linguistic ability referring to the production or use of utterances which are grammatically incorrect, but appropriate to the context or the situational and verbal context of the utterance. Therefore, they developed a broader view to competence - the Communicative Competence. This notion includes not only Linguistic (or grammatical) Competence, but also Sociolinguistic Competence. Their views were agreed by several authors including Allen (1978), Jakobovits (1970), Palmer (1978), Paulston (1974), Widdowson (1971), Connors et al. (1978), Cooper (1968), Morrow (1977), Munby (1978), and Savignon (1972).

Their proposal was also agreed by Hymes. According to Hymes (1972), in addition to the linguistic competence, the language user has another intuitive system in which the rules of grammar would be useless. This means the language user can adjust his or her language use based on the factors such as the topic, situation and human relations. Based on this, he also proposed the concept of “communicative competence” which includes both linguistic competence and implicit and explicit knowledge, both the rules of grammar and contextual or

sociolinguistic knowledge of the rules of language use in contexts (Mede, 2015). As Hymes observed:

> "…a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others" (Hymes 1972, p. 277).

As Mede (2015) simply put it, Hymes' communicative competence involves the following: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs.

Based on the realizations mentioned above, linguistic, socio-linguistic, discourse, and intercultural competence were developed by more scholars. Each of the competence mentioned is defined separately below.

Linguistic Competence, often interchangeable with grammatical competence, is the ability to combine grammatical forms (such as phonological forms, morphological forms, syntactic patterns, lexical items) to form grammatical sentences (Canale & Swain, 1980).

According to van Ek (1986), it is the ability to produce and interpret meaningful utterances which are formed in accordance with the rules of the language concerned and bear their conventional meaning… that meaning which native speakers would normally attach to an utterance when used in isolation.

Sociolinguistic Competence is the knowledge of the rules of language use. van Ek (1986) defined it as the awareness of ways in which the choice of language forms; that it is determined by such conditions as setting, relationship between communication partners, communicative invention, and so on; and it covers the relationship between linguistic signals and their contextual – or situational – meaning.

Discourse Competence is the ability to use appropriate strategies in the construction and interpretation of texts (van Ek, 1986).

Intercultural Competence and *Intercultural Communicative Competence (ICC)* differ from each other. According to Byram (1997), the first refers to people's ability to interact in their own language with the people from another country and culture, while ICC takes into account language teaching and focuses on the ability to interact with people from another country and culture in a foreign language. In Byram's (1997) view, a person who has developed ICC is able to build relationships while speaking in the foreign language; communicates effectively, taking into consideration his own and the other person's viewpoint and needs; mediates interactions between people of different backgrounds, and strives to continue developing communicative skills.

In 2009, Byram also said that intercultural competence means knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Intercultural Communicative Competence is composed of two closely related areas including communicative competence, and intercultural competence (Byram 2009, p. 323, cited in Waliński, 2012).

As mentioned above, the communicative competence consists of linguistic competence, sociolinguistic competence, and discourse competence. Intercultural competence consists of three components (knowledge, skills and attitudes) and is supplemented by five values: (1) intercultural attitudes, (2) knowledge, (3) skills of interpreting and relating, (4) skills of discovery and interaction, and (5) critical cultural awareness (Byram et al. 2002, pp. 11-13, cited in Waliński, 2012). These five major intercultural competences are strongly interrelated (Waliński, 2012).

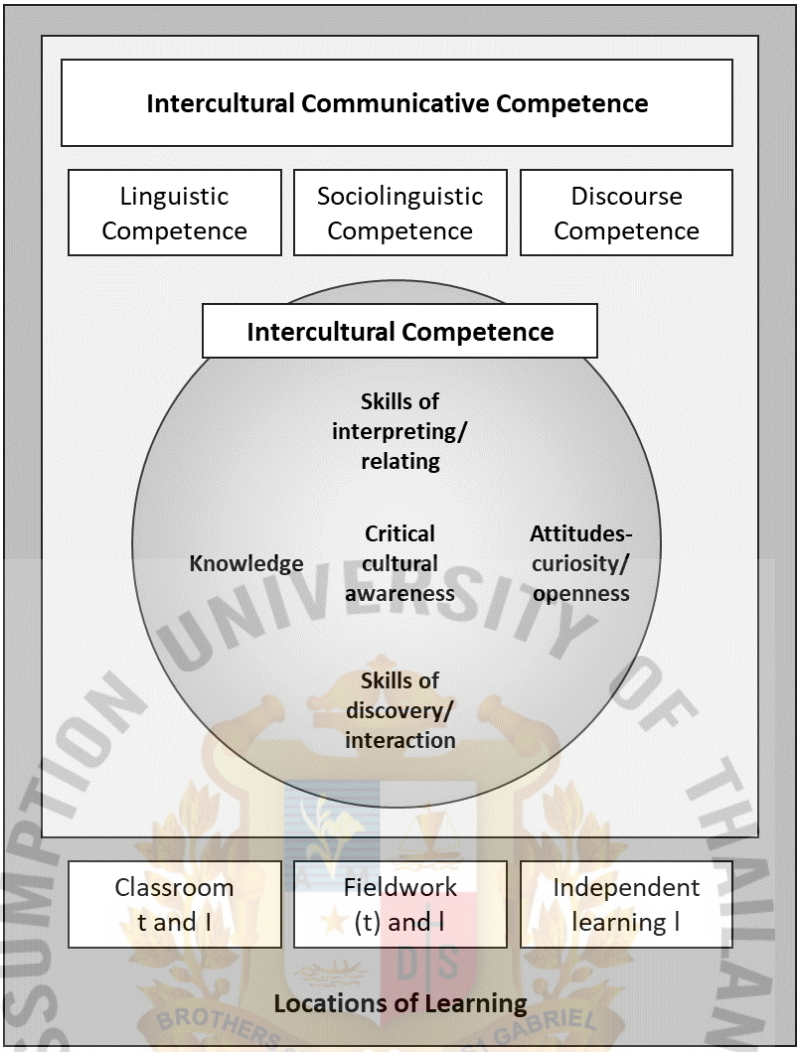

Figure 2.1 Model of Byram's Intercultural Communicative Competence

Byram argues that "the basis of intercultural competence is in the attitudes of the person interacting with people of another culture. Without this basic competence, the other four cannot truly develop."

Global Communicative Competence

Louhiala-Salminen & Kankaanranta (2011) conducted a research discussing communicative competence. They suggested that globalization and new technology in work place has resulted in the needs of understanding communicative competence in global encounters. Complexity of interaction increased due to new technologies in communication,

emergence of new types of business structures, and arrival of societal megatrends. Hence, global professional communication requires a new type of communicative competence.

A few studies had been conducted in that period in response to the current trends. Melton (2009) conducted a research focused on rapport in global encounters and concluded by highlighting the role of intercultural relationship. Ulijn, Lincke & Karakaya (2001) also investigated the impact of non-face-to-face media on intercultural negotiations. They indicated the possibility of involvement building via email with efforts from the communicators.

However, Louhiala-Salminen and Kankaanranta (2011) noticed that one element was overlooked - the language used in global business of which role and nature were not addressed, questioned or problemized. According to them, this language could no longer be perceived as a 'foreign' language as it is used as a shared resource between nonnative speakers (NNSs); therefore, the language largely used for professional communication in global business is the English of NNSs, English Lingua Franca (ELF), whose role in (global) communicative competence has hardly been researched. With this realization, they conducted a research with European samples and created a framework called the *Global Communicative Competence (GCC)* as shown below.

Figure 2.2 Global Communicative Competence by Kankaanranta & Louhiala-Salminen (2011)

The model represents their view of the elements required for Global Communicative Competence - or the successful communication in the global business context.

According to Louhiala-Salminen & Kankaanranta (2011), the inner most layer of the model is GCC of a business professional but for it to exist, the outer layers from inside out of 1) multicultural competence, 2) BELF competence, and 3) business know-how are necessary. Louhiala-Salminen & Kankaanranta's explanation of each layer is below.

Multicultural Competence can only be achieved by a business professional who possesses adequate sociolinguistic and discourse competence. Simply put, they must be sensitive to "different ways of doing things" and includes such issues as listening skills, accommodation skills, and understanding different accents and varieties of language. As Canagarajah (2007) argues, variation is at the heart of the lingua franca system, and variation is primary for communicators at a particular situation to understand each other and proceed

with the communication using their own “situated” variants. Hence, the awareness of one's nation, corporate, and professional cultures is basis to acquire this sensitivity. Meierkords (2002) also explained, the “linguistic masala” is created by the heterogeneity of ELF users and is shown as highly dynamic “communicative hybridity”, which means that the speakers incorporate their own cultural norms and linguistic backgrounds as well as the situation-specific requirements into a mixture that works for them, in particular situation. This will allow them to have flexibility and tolerance needed for GCC to succeed.

BELF Competence seems to be dissimilar to the natural language used by native speakers. The use of English as a lingua franca allows users to implement "core" English language in specific situation. BELF, at the same time, is highly specialized, filled with shared terms and concepts to adapt to the forms and norms of the language required in each business situation. This does not necessarily mean that BELF is more complex, on the contrary they can be simple basic English filled with language errors.

BELF competence also includes the element of strategic competence—being aware of the need to explicate and ascertain messages. Successful BELF communicators ask questions, repeat utterances and use more than one channel to achieve shared understanding.

The third and outermost layer of the model is *Business Know-How* or the field-specific professional competence. For example, a man who works in Engineering Department must have the competence required to perform well in his specific business profession. His tasks may involve frequent communication with customers of different nationalities. In order to perform well, he must incorporate his English competence with his technical skills or know-how in business. Therefore, business know-how is the fundamental concept for GCC. Knowing what, who, when, and how to use technical words in English are vital for the

success of global communication (Andersen & Rasmussen, 2004; Barner-Rasmussen & Aarnio, 2011). This knowledge is important for both written and oral forms of communication, such as email, letters, phone calls, meetings, presentations, and other means of communication and conventions where businesses are conducted (Harzing & Pudelko, 2013) as a person's performance evaluation can be influenced by his/her ability to deal with or handle his/her task using English (Ahmad, 2016).

Without this layer, GCC cannot be achieved by the speaker who wishes to thrive in business communication.

With the literature review, the researcher could relate the previous studies to this study and provide readers more comprehensible context and background. In addition, it was used to support or oppose the findings of this research.

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CHAPTER III

RESEARCH METHODOLOGY

Introduction

In this chapter, the details of the context of study; population; sampling techniques; steps on how the research was conducted and collected using the instruments; and how the data were analyzed are presented.

This study had several purposes, first was to identify the level of employees and employers' perceived contribution and usage of factors that contribute to a competent speaker of English in the business context, second was to check if there is a correlation between the contribution and usage of the factors, and third was to examine their communication knowhow.

The subjects' answers to the online survey were divided according to their position: employees or employers.

Restatement of the Research Questions

1. What are the levels of employees' perceived contribution and usage of factors that contribute to a competent speaker of English in the business context?
    1.1 Is there a correlation between employees' perceived contribution and usage of factors which contribute to a competent speaker of English in the business context?

2. What are the levels of employers' perceived contribution and usage of factors that contribute to a competent speaker of English in the business context?
    2.1 Is there a correlation between employers' perceived contribution and usage of factors which contribute to a competent speaker of English in the business context?
3. What are the employees' communication knowhow in business imperative for effective communication across borders?
4. What are the employers' communication knowhow in business imperative for effective communication across borders?

Context of the Study

The research was conducted at a multinational semi-conductor manufacturing company located in many countries such as China, America, and Thailand. It is an independent provider of assembly and test services for semiconductor chips with various end-uses including in-communication devices (such as smartphones, Bluetooth, and Wi-Fi), consumer devices, computing devices, automatic devices, security devices, and devices for industrial and medical applications. It has been operating in Thailand for more than 40 years and has around 6,000 local employees.

Since it is a multinational company which deals with the global market, it gives importance to the development of English language communication proficiency of its workers. It employs an in-house English language teacher who regularly conducts classes according to the requirements of each department. It also has English newspapers, Facebook lessons, and various activities promoting English language communication skills development.

The company also gives incentives to all of its workers based on their English proficiency. Related policy of the company is translated and displayed in the Appendix D.

The company uses English for their daily work activities such as having conference calls, telephone calls, meetings, and presentations; writing emails and reports; and communicating with their colleagues, customers, suppliers, and vendors from all over the world. Therefore, it is vital for them to have employers and employees who are competent at communicating in English.

Population

The size of population (N) was based on the employee roster obtained from the Human Resource Department of The Company. Although The Company employs around 6,000 workers in Thailand alone, only the workers who need to use English for their work were counted as part of the population.

The population matching the criteria of the research consists of around 300 employers and 500 employees. They use English to communicate with their suppliers, vendors, customers, colleagues and bosses with different nationalities on a daily basis. Most of them work in the office and belong to 17 different departments: Automation, Business Development, Customer Engineering, Customer Service, Engineering, Facilities, Finance, General Management, Human Resource, Industrial Engineering, Information Technology, Operations, Production Control, Quality Assurance, Research Development, Supply Chain, and Test.

Sampling Techniques

As The Company had given the researcher consent to collect the data during The Company's break time and off-work hours, the researcher decided to apply the *Nonprobability Convenience Sampling* in this study. Using the method to determine the sample size (n) from a given population designed by Krejcie & Morgan (1970), 260 participants were sufficient enough to represent the population size of 800.

Around 650 or 80% of the members of the population (N) were approached to participate in the research. Out of those 650 members, 321 or 49% of them participated in the online survey. However, only 290 or 90% of them completed the survey. Out of 290, 12 were eliminated as they answered "Never" or "Rarely" in the screening question (Q83. At work, I use English). After the aforementioned cleaning processes, a total of 278 responses remained for the analysis. They, therefore, constituted the final sample size. From this, 20 were approached to join the interview in qualitative research for further investigation based on Nonprobability Convenience Sampling. However, only nine (9) of them could participate as the others were not available. The nine (9) participants were then contacted and interviewed at the allocated time and place of their convenience.

The following information on the sample called Respondents Components in this research discusses the demographics of the respondents and basic behavioral characteristics. These components are shown to give more insights to the respondents of this research.

A total of 7 components on the two groups of sample, employee and employer, are shown with intensive data.

Table 3.1 summarizes the Respondents Components and how they came about, and their corresponding questionnaire number.

Table 3.1 Summary of Sample Analysis

Component No.	Type of Analysis	Constructs	Q. No.
1	Frequency	Respondents' level	Q98
2	Frequency	Gender	Q93
3	Frequency	Age & Age Groups	Q92
4	Cross-Tabulation	Age Group → Gender	Q92 → Q93
5	Frequency	Departments	Q90
6	Frequency	Nationalities of respondents	Q94
7	Frequency	Nationalities which respondents communicate with the most	Q86

Below are the components of sample.

Component 1: Respondents' level

The figure below shows the sample divided into two groups – Employee and Employer and how many percentages of each group responded.

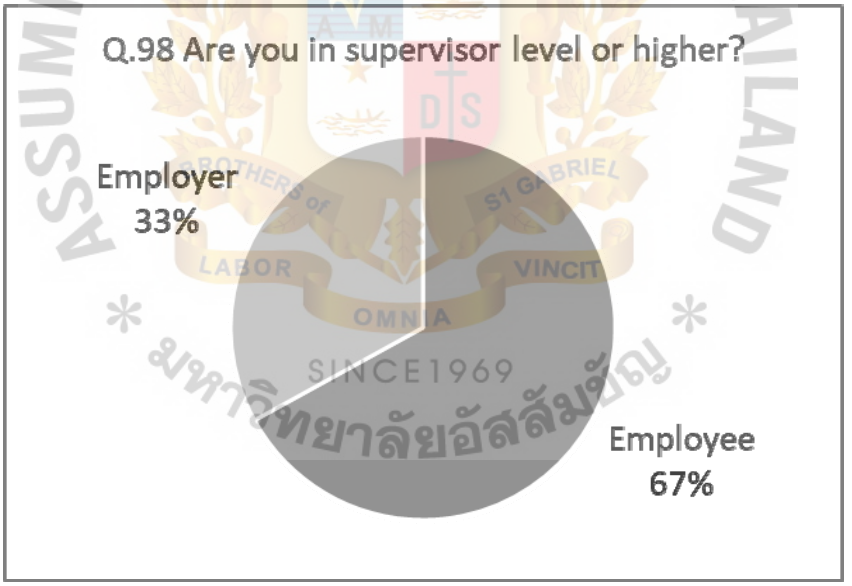

Figure 3.1 Sample by Employer and Employee Groups

Out of 278 respondents, 33% or 92 respondents were in supervisor level or higher (they are called Employers in this study) and the rest were 67% or 186 respondents under supervisor level (also known as Employees in this study).

Component 2: Gender

Below is the figure that shows the percentage of respondents who are in Employee and Employer groups.

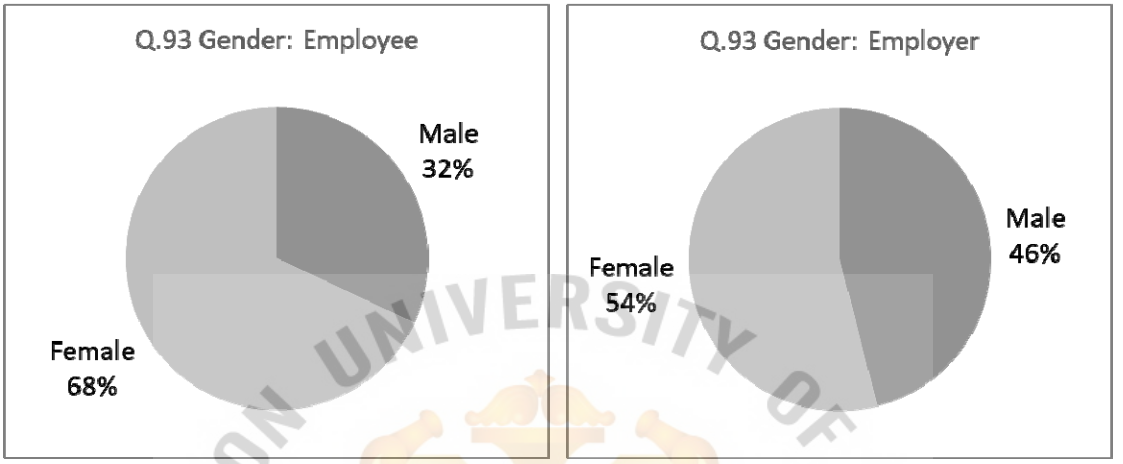

Figure 3.2 Gender of Employee and Employer

Figure 3.2 suggests that 32% of employees were male while 68% were female. 46% of employers were male while 54% were female.

Component 3: Age and Age Group

The figure below is the histograms of frequency of the age of respondents who are employees and employers. The line represents normal distribution curve.

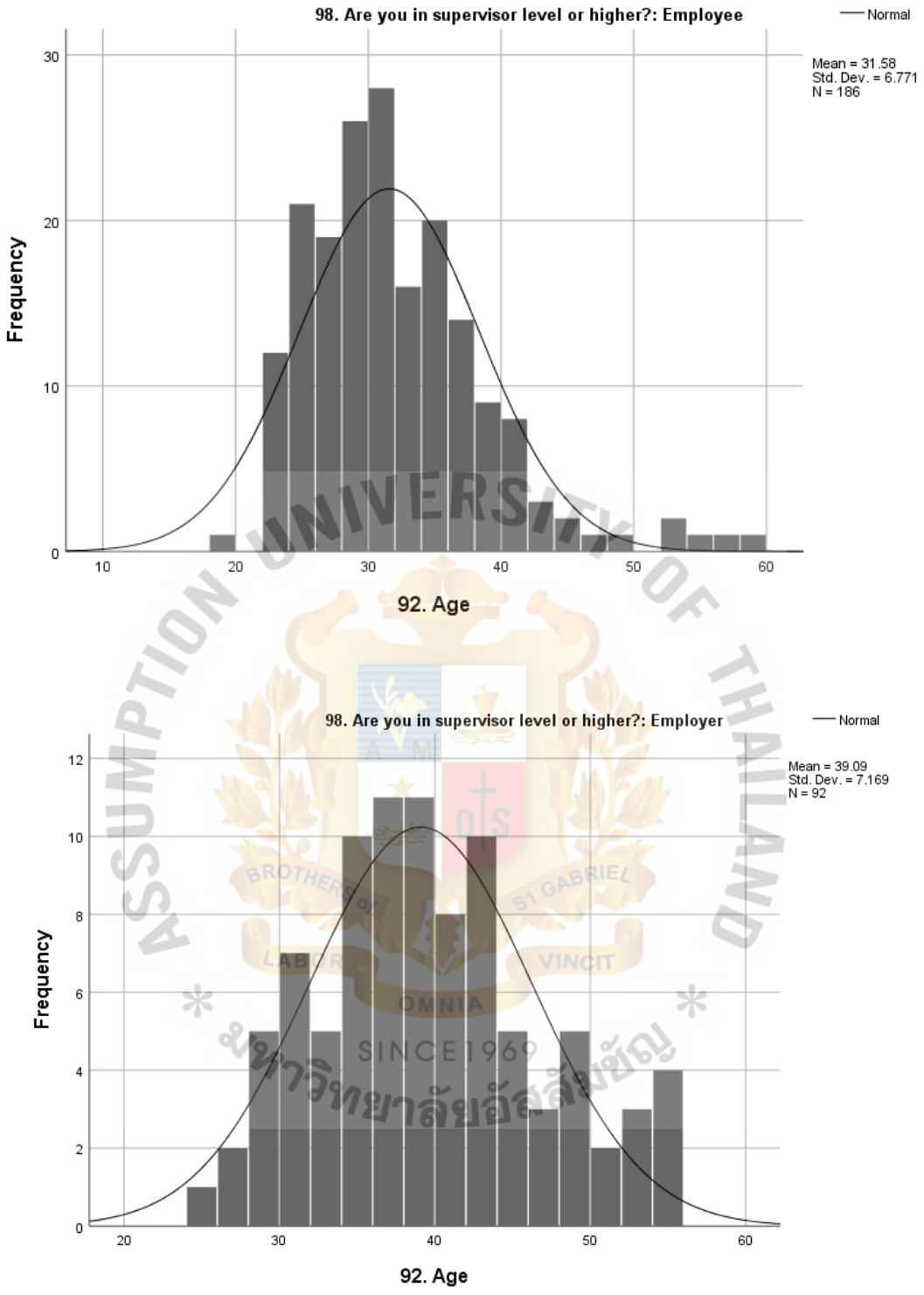

Figure 3.3 Age of Employee and Employer

The average age of employees was 32 while the average age of employers was 39 with standard deviation of approximately 7 for both groups.

The age was divided into 10 different groups for the purpose of further analysis. The table shows frequency of respondents in different age groups.

Table 3.2 Age Group of Employee and Employer

Age groups	Employee	Employer
	Frequency	Frequency
20 and below	1	0
21-25	33	1
26-30	63	9
31-35	46	20
36-40	27	28
41-45	9	17
46-50	2	10
51-55	3	7
56-60	2	0
60 and above	0	0
Total	**186**	**92**

Table 3.2 shows that most of the employees (63) belonged to the age group of 26-30, and most employers (28) were in the age group of 36-40.

Component 4: Age Group and Gender

Table 3.3 below shows different age groups of male and female respondents in percentage form. Each cell represents the percentage based on the total of Employee or Employer groups.

Table 3.3 Age Group vs. Gender of Employee and Employer by Percentage

92.2 Age Group * 93. Gender Crosstabulation
% of Total

98. Are you in supervisor level or higher?			93. Gender Female	Male	Total
Employee	92.2 Age Group	20 and below	0.5%		0.5%
		21-25	11.8%	5.9%	17.7%
		26-30	21.5%	12.4%	33.9%
		31-35	19.4%	5.4%	24.7%
		36-40	9.1%	5.4%	14.5%
		41-45	2.7%	2.2%	4.8%
		46-50	0.5%	0.5%	1.1%
		51-55	1.6%		1.6%
		56-60	1.1%		1.1%
	Total		68.3%	31.7%	100.0%
Employer	92.2 Age Group	21-25		1.1%	1.1%
		26-30	3.3%	6.5%	9.8%
		31-35	12.0%	9.8%	21.7%
		36-40	18.5%	12.0%	30.4%
		41-45	10.9%	7.6%	18.5%
		46-50	5.4%	5.4%	10.9%
		51-55	4.3%	3.3%	7.6%
	Total		54.3%	45.7%	100.0%

Most of the female and male employees were in the age group of 26-30 at 21.5% and 12.4%, while most of the female and male employers were in the age group of 36-40 years old at 18.5% and 12%.

The total ratio of female and male respondents was also slightly higher for employees at 68.3% and 31.7% respectively, whereas respondents from Employer group were 54.3% female and 45.7% male. This represents natural composition of workers in this company as the research did not apply any quota during data collection.

Component 5: Department

The table below illustrates the number of respondents and percentage of total respondents in different departments. The department highlighted contains the highest number of respondents.

Table 3.4 Percentage and Frequency of respondents in different departments

Departments	Employee		Employer	
Automation	1	1%	1	1%
Business Development	3	2%	2	2%
Customer Engineering	3	2%	2	2%
Customer Service	9	5%	8	9%
Engineering	46	25%	14	15%
External Manufacturing	1	1%	0	0 %
Facilities	4	2%	2	2%
Finance	25	13%	9	10%
General Management	1	1%	2	2%
Human Resources	8	4%	3	3%
Industrial Engineering	2	1%	1	1%
Information Technology	17	9%	10	11%
Operations	7	4%	4	4%
Production Control	10	5%	9	10%
Quality Assurance	17	9%	9	10%
Research & Development	8	4%	5	5%
Other	0	0 %	1	1%
Supply Chain Management	10	5%	5	5%
Test	14	8%	5	5%
Total	186	100%	92	100%

Engineering department had the highest number of respondents at 25% for employees and 15% for employers as shown in Table 3.4.

Component 6: Nationalities of Respondents

The figure below shows the nationalities of respondents.

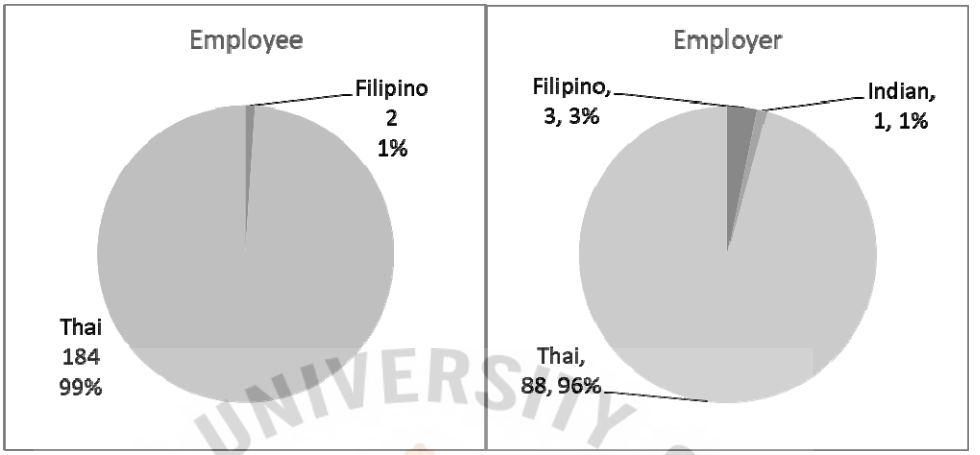

Figure 3.4 Nationality of Respondents

Figure 3.4 shows that the majority of respondents were Thai for both employees (99%) and employers (96%). The other respondents were of Filipino and Indian nationality.

Component 7: Nationalities which respondents communicate with the most

Table 3.5 below shows nationalities which respondents rank as No. 1 in their frequency of communication.

Table 3.5 Nationalities which respondents communicate with the most

Nationality	No. of Respondents	Nationality	No. of Respondents
Singaporean	71	Asian	3
Thai	68	Indian	3
Filipino	37	French	2
Malaysian	21	Taiwanese	2
N/A	22	German	1
American	20	Hong Kong Chinese	1
British	9	Italian	1
Japanese	8	Korean	1
Chinese	7	Burmese	1

The nationality which most respondents indicated as rank number 1 in their frequency of communication was Singaporean (71), followed by Thai (68), and Filipino (37).

Research Design

This study utilized the Explanatory Design. The word *explanatory* in the design name suggests explanation: qualitative findings were used to help explain, refine, clarify, or extend quantitative results (Ivankova & Cresswell, 2007).

According to Ivankova & Cresswell (2007, p. 140), an advantage of the Explanatory design is that its two separate phases make it straightforward and reasonably easy to implement for novice researchers, and that its sequential nature also makes it simple to describe and report on.

To follow the sequence of this design, a quantitative research was done first in order to find out the answers for the research questions. These questions were followed by a qualitative research to get in-depth information.

Figure 3.5 presents the visual diagram of the Explanatory Design procedures in this study.

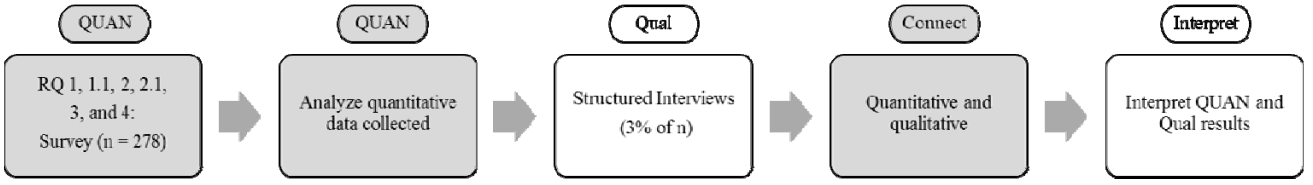

Figure 3.5 Explanatory Design Procedures

The quantitative data collection and analysis came first in the sequence as they represent the major aspect of this mixed methods data collection process and answer the

dominating research questions. The qualitative data were collected through structured interviews. The qualitative results were grouped accordingly based on the themes and were used to support the quantitative findings.

Instruments for Data Collection

The instrument used for quantitative research was the online survey. The structured interviews were conducted for the qualitative part to further investigate the findings presented in quantitative section. The quantitative research was conducted first to gather the level of samples' perceived contribution and usage of factors and their correlations presented in conceptual framework. Qualitative research in the form of interview was conducted after initial data analysis of the questionnaire.

Questionnaire

The online survey was created on a website called SurveyMonkey. It is an online survey development and analysis platform where surveys can be developed, customized, and accessed by participants conveniently, and results are updated immediately as they are cloud-based. This means that any changes made could be seen each time the researcher visited it or refreshed the web page.

The survey was made online for different reasons: 1) it allowed the participants to access it using their smartphones, laptops, and other internet-accessible electronic devices, hence allowing them to complete the survey immediately after the researcher approached them, or at the leisure of their own comfort; 2) it allowed only one-time contact or approach as the researcher did not have to collect the completed survey manually; and 3) to minimize a large amount of paper waste that would occur in conventional questionnaire approach.

The researcher approached the members of population (N) with pamphlets inviting participants to answer the online survey; and showed the steps on how they could access it through the link and QR code and how long it would take them to complete it. It was done inside the company premises as it was convenient for both the participants and the researcher. However, the company required the process to be conducted during the break time and after working hours as to prevent disturbance at work, therefore the collection of data took longer than expected.

According to Krejcie & Morgan (1970), 260 participants are sufficient enough to represent the population size of 800. Hence, as soon as the researcher reached 290 responses, which is a little more than the minimum number of participants required, the collection of quantitative data was ended.

Structure of Questionnaire

In quantitative research, an online survey with 89 closed-ended questions and 10 open-ended questions was used. They are divided into nine parts. The context of each part was based on the factors or constructs in the conceptual framework. The questionnaire presented to participants was bilingual, written in both Thai and English to ensure participants can understand every aspect suitably.

The questionnaire was carefully designed to obtain the following information from participants: 1) contribution of constructs to success at work, 2) usage of constructs at work 3) importance of constructs for work, 4) importance of elements for work, 5) ranking of elements based on their importance, and 6) perceived personal competency of constructs.

Each set of questions aims to capture attitudinal and behavioral aspects of participants. However, the last part of the questionnaire is a classification part which aims to categorize participants based on their demographics.

The majority of the questions utilizes likert scale to capture respondents' perceptions and frequency of corresponding actions. While some parts utilize rating and dichotomous to precisely measure their preference. The complete scales of questions include: Likert scale, ranking, rating, semantic differential, open-ended, and dichotomous questions.

The complete questionnaire can be found in Appendix A. Table 3.6 summarizes the questionnaire structure.

Table 3.6 Structure of Questionnaire

No.	Question Category	Construct	Types of question	Scale of question	Question Number
1	Importance of construct for work	Business Knowhow & Communication	Attitudinal	Likert	1-2
2	Contribution of construct to work	Business Knowhow & Communication	Attitudinal	Likert	3-6
3	Usage of construct at work	Business-specific Knowledge	Attitudinal	Likert	7-9
4	Importance of elements for work	Business-specific Knowledge/ Communication Knowhow	Attitudinal	Likert	10-17
5	Ranking of importance of elements for work	Business-specific Knowledge/ Communication Knowhow	Attitudinal	Ranking	18-25
6	Usage of construct at work	English Competence	Behavioral	Semantic Differential	26-31
7	Perceived personal competency of constructs	English Competence	Attitudinal	Likert	32-38
8	Contribution of constructs to work	English Competence	Attitudinal	Likert	39-42
9	Contribution of constructs to work	Communication Strategies	Attitudinal	Likert	43-48
10	Frequency in usage of constructs at work	Communication Strategies	Behavioral	Semantic Differential	49-54

No.	Question Category	Construct	Types of question	Scale of question	Question Number
11	Importance of construct for work	Communication Strategies	Attitudinal	Ranking	55-60
12	Contribution of construct to work	Strategic Skills	Attitudinal	Likert	61-64
13	Frequency in usage of constructs at work	Strategic Skills	Behavioral	Semantic Differential	65-68
14	Perceived personal competency of constructs	Strategic Skills	Attitudinal	Likert	69-72
15	Frequency in usage of construct at work	Cultural Knowledge & Skills	Behavioral	Semantic Differential	73-75
16	Contribution of construct to work	Cultural Knowledge & Skills	Attitudinal	Likert	76-78
17	Frequency in usage of constructs at work	Accommodation Skills	Behavioral	Semantic Differential	79-80
18	Contribution of constructs to work	Accommodation Skills	Attitudinal	Likert	81-82
19	Screening of BELF Speaker	-	Behavioral	Semantic Differential	83-85
20	Specific Background of people they communicate with	-	Behavioral	Ranking (Open-ended)	86
21	Perceived BELF competency	-	Attitudinal	Rating	87
22	Demographic questions	-	Classification	Open-ended / Dichotomous	88-99

Questionnaire Translation and Verification

The questionnaire was translated by a qualified independent translator who grew up in Thailand with a background of Thai culture and language and also went to an international university with English curriculum and graduated with a Bachelor's Degree in Business Administration. He has experience in teaching English language at an international university and has worked in market research field. The translation was then verified with a process of back translation by three different qualified translators who hold minimum of Bachelor's degree. All of them are native speakers of Thai. Two of them hold Master's degree taught in English curriculum and were also previous lecturers of English language in English centers; while the other one has studied in international schools. They therefore are very fluent in Thai and English.

After the questionnaire was translated and verified, the feedback was compared and combined. The questionnaire was improved based on the feedback of all of the translators which was almost identical. The final edited version of the questionnaire was issued to the participants of pilot test.

The participants of the pilot test belong to the research population. They were chosen based on Nonprobability Convenience Sampling. Because they had participated in the pilot test, they were not approached again for the main quantitative data collection.

Structured Interviews

Qualitative in the form of one-on-one and face-to-face interview was conducted in order to obtain deeper insights to the opinions of participants which could be used to support the data collected from the quantitative data.

Careful study of the subjects' responses in the questionnaire was done prior to the interview. From there, the interview questions had been formed and a structured type of interview was used.

The sample for interview were selected using Nonprobability Convenience Sampling Method. The researcher selected and contacted 9 participants, 5 employees and 4 employers that could represent the total samples. The interviews were conducted out of the participants' working hours, similar to quantitative collection process. Moreover, the interviews were done outside the company premises.

The interview questions were all in English. Each interview lasted for about 10 – 30 minutes. All interviews were recorded and later transcribed. The transcriptions of all interviews can be found on Appendix B. The participants were notified of the purpose of the research as well as the extent to which their interview would be utilized. The structure of the

interview is based on an outline listed in Table 3.7. However, the actual interview was kept flexible and areas of interests were explored as they arose.

Table 3.7 Structure of Interview Questions

No.	Questions	Purposes
1.	Which of the following do you think is the most and least important for your work? Why? a. Technical English Vocabulary used in my **company** b. Technical English Vocabulary used in my **department** c. English Vocabulary used for **email writing** d. English Vocabulary used for **report writing** e. English Vocabulary used for **meetings** f. English Vocabulary used for **presentations** g. English Vocabulary used for **telephone calls** h. English Vocabulary used for **conference calls**	To identify the importance of elements in **Communication Knowhow** through their reasons
2.	Please rate your English competency in business context from 1-10. 10 is the highest.	To learn participants' perceived **BELF competence**
3.	In your opinion, which of the following contributes the most to your English competency at work? Why? a. Having a wide vocabulary of English b. Knowing the English vocabulary of my own business area c. Using grammatically correct English d. Having the ability to understand what other people say in English e. Having the ability to understand what other people write in English f. Having the ability to speak English g. Having the ability to write in English	To understand participants' perceived importance of features of **English Competence** and their reasons
4.	Do you think English competency is an important factor for someone to get promoted in your company? Why?	To know how important **English Competence** is in getting promotion in The Company
5.	At work, which of the following means of communication do you use English the most/least? Why? a. Email writing b. Report writing c. Meetings d. Presentations e. Telephone calls f. Conference calls	To get in-depth information on participants' actual usage of **English Competence** for different purposes
6.	Is it required for you to write in English at work? If so, how often? Do you think having to write in English at	To clarify how important writing in **English**

No.	Questions	Purposes
	work contributes to your English writing skills? Why?	**Competence** is for participants' daily work
7.	In your point of view, which of the following is the most important when you communicate in English at work? Why? a. Directness b. Clarity c. Conciseness d. Politeness e. Understanding f. Maintaining relationships	To identify participants' opinions towards the importance of **Communication Strategies** in their work
8.	Do you do the following when you communicate in English at work? Why? Are there any occasions that prevent you from doing them? Please give an example. a. Ask for clarifications b. Ask questions c. Repeat utterances d. Paraphrase	To understand the participants' reasons for using or not using **Strategic Skills** at work
9.	Which of the following do you consider the most when you communicate in English with someone at work? Why? a. National culture b. Organizational culture c. Role in the organization	To learn the participants' reasons for considering their interlocutor's **Cultural Knowledge & Skills**
10.	How often do you do the following when you communicate in English with someone at work? Why? a. Understanding his/her opinion b. Trying to make him/her feel good	To clarify the frequency and reasons of participants in using **Accommodation Skills** at work

Validity and Reliability

The validity and reliability of the instruments used for the research were tested before the data collection began.

A questionnaire from a research conducted by Kankaanranta & Louhiala-Salminen (2011) was adapted to suit this study and context. However, before the questionnaire was distributed to the sample, its validity had been verified first using Index of the Item – Objective Congruence (IOC) where three experts in the field of the study were involved in checking the questions and making sure they were categorized accordingly.

The three experts who verified the questionnaire's validity are Professors and Assistant Professors in a well-known university in Bangkok who have more than 30 years of teaching experience. Two of them are lecturers in English Language Teaching (ELT) Program, while the other expert is a lecturer in Graduate School of Business. These evaluators therefore are viewed as experts and highly knowledgeable in the field of ELT and business.

To test the validity and reliability of the questionnaire, a pilot test was conducted. It was distributed to 32 members of the population (N) who were not a part of the sample (n). Once they were collected, Cronbach's alpha was calculated. Out of 17 groups of questions in the questionnaire, three (3) yielded Chronbach's alpha of more than 0.90, nine (9) yielded 0.73 to 0.89, and the other five (5) yielded 0.51 to 0.64.

According to Hinton, Brownlow, McMurray & Conzens (2004, p. 364), Cronbach's alpha of 0.90 and above shows excellent reliability; 0.70 to 0.90 shows high reliability; 0.50 to 0.70 shows moderate reliability, and 0.50 and below shows low reliability. Hence, we can conclude that all groups of questions are valid and reliable.

To further investigate the questionnaire's validity and reliability, factor analysis was conducted to check if all sets of questions are pointing towards the same underlying factors. The result shown in Table 3.8 and Appendix C shows that for pilot test, all 12 groups of questions loaded into one component, while the other five (5) loaded into two components. Despite this, the questions were kept as they were and used in the final questionnaire as it was suspected that it could have been caused by the small number of participants in the pilot test. Also, deleting one or more questions in the groups with moderate reliability does not

significantly increase the Cronbach's alpha nor make all of the components load into one. This was confirmed by the results from the main data.

As Table 3.8 illustrates, three (3) groups of questions received Cronbach's alpha of more than 0.91 (excellent reliability) for main research data, 12 received 0.72 to 0.88 (high reliability), and only two (2) received 0.50 to 0.67 (moderate reliability). The question groups which indicated two underlying factors in pilot test data also indicated a single factor in the main research data. This suggests that the lower validity and reliability and extra component loading in pilot test could be the result of a small sample size, as mentioned earlier.

Below is a table that shows the result of Cronbach's alpha and Factor analysis for pilot test and main data.

Table 3.8 Pilot Test and Main Data Result

Question No.	Question Categories	Cronbach's alpha in Pilot Test	Cronbach's alpha in Main Data	No. of Components extracted in Pilot Test	No. of Components extracted in Main Data
1-2	Importance of Business Knowhow & Communication for work	.774	.805	1	1
3-6	Contribution of Business Knowhow & Communication to work	.911	.913	1	1
7-9	Usage of Business Specific Knowledge at work	.515	.506	1	1
10-17	Importance of Business Specific Knowledge for work	.906	.935	2	1
26-31	Usage of English Competence for work	.816	.889	2	1
32-38	Perceived Personal Competency of English Competence	.890	.914	2	1
39-42	Contribution of English	.888	.839	1	1

Question No.	Question Categories	Cronbach's alpha in Pilot Test	Cronbach's alpha in Main Data	No. of Components extracted in Pilot Test	No. of Components extracted in Main Data
	Competence for success at work				
43-48	Contribution of Communication Strategies for success at work	.935	.870	1	1
49-54	Frequency of using Communication Strategies at work	.810	.834	2	1
61-64	Contribution of Strategic Skills for work	.641	.676	1	1
65-68	Frequency of using Strategic Skills at work	.772	.761	2	1
69-72	Perceived Personal Competency of Strategic Skills	.733	.838	1	1
73-75	Frequency of using Cultural Knowledge and Skills for work	.530	.864	1	1
76-78	Contribution of Cultural Knowledge and Skills to work	.868	.872	1	1
79-80	Frequency of using Accommodation Skills at work	.531	.765	1	1
81-82	Contribution of Accommodation Skills for success at work	.818	.726	1	1
83-85	Screening BELF Speakers	.531	.752	1	1

In addition, the result of structured interviews could help triangulate and verify the quantitative data collected from the questionnaire.

Furthermore, both of the instruments were in Thai and English as the population consists of employers and employees from different countries. Their identities were kept confidential to avoid any ethical issues.

Methods for Data Collection

The methods for data collection were based on what would answer the research questions using the maximum sources available to the researcher.

To gather the quantitative and qualitative data, the following steps were taken.

Step 1. A questionnaire from a study made by Louhiala-Salminen & Kankaanranta (2011) was adopted and adapted in this research's online questionnaire as it is highly relevant to this research.

Step 2. Three experts were asked to check the validity of the questionnaire through IOC - two experts were from the field of English Language Teaching (ELT) and one expert from Master of Business Administration (MBA).

Step 3. After the questionnaire had been verified to be valid, a few minor improvements had been made based on the feedback given by the three experts.

Step 4. The questionnaire was translated to Thai language by a highly qualified English-Thai-English translator who graduated with a Bachelor's Degree in Business Administration from an international university, and has experiences in teaching English language at an international university, and doing market research.

Step 5. When the questionnaire was translated, three more Thai nationals who are educated and fluent in Thai and English languages were asked to check the correctness of the translation. Two of them hold Master's degree taught in

English curriculum and were also previous lecturers of English language in English centers; while the other has studied in international schools.

Step 6. After getting feedback from the Thai evaluators, the questionnaire was edited and finalized.

Step 7. The Company was contacted and asked for a consent to be a part of this study through a presentation and a Letter of Consent.

Step 8. When the request had been approved, a pilot test was launched by asking 32 members of the population to answer the questionnaire online so as to check its reliability.

Step 9. The data from the pilot test were analyzed, and the reliability result from Cronbach's alpha for 12 categories of questions was more than 0.70 which means the questionnaire is valid and reliable.

Step 10. After the questionnaire had been proven valid and reliable, small pamphlets with information on how to access the online questionnaire were distributed to around 650 members of the population in order to collect as many data as possible. They were asked to complete the questionnaire within two weeks.

Step 11. Since 260 participants were needed in order to represent the population size of 800 according to Krejcie and Morgan (1970), the data collection was ended after receiving answers from 290 members of the population. However, only 278 were qualified as the sample after failing the screening question in the questionnaire. Therefore, the final sample size is 278.

Step 12. The quantitative data collected from the 278 respondents were analyzed using the computer statistics program.

Step 13. From the quantitative results, 10 questions were formed for the collection of qualitative data using structured interview.

Step 14. From 278 participants, 20 of them (10 employees and 10 employers) were contacted and asked to be interviewed one-on-one and face-to-face. However, only 9 participants (5 employees and 4 employers) could accommodate the interview.

Step 15. All of the interviewees were asked the 10 questions that were prepared by the researcher. Some of them were also asked other questions that were not included in the pre-prepared questions as follow-up questions to gather more information and clarifications from each interviewee. All of the interviews were conducted in English and also recorded.

Step 16. The interviews were transcribed, analyzed using thematic analysis, and were used to support the quantitative results.

By following the 16 steps above, the level of employees and employers' perceived contribution and usage of factors that to contribute to a competent speaker of English were realized in a valid and reliable way.

Methods for Data Analysis

The quantitative data collected were analyzed using a computer statistics program. Furthermore, a Thematic Analysis was used to analyze the qualitative data.

In this part, the methods used for quantitative data and qualitative data analysis are explained.

Framework for the Analysis

The conceptual framework illustrated in Figure 1.2 was used to analyze the data. It was based on the theoretical framework called Global Communicative Competence (GCC) by Kankaanranta & Louhiala-Salminen (2011). This theoretical framework was selected as it has the ability to describe communication in global businesses environment. After a study targeting competency at the perspective of language used for international communication by Kankaanranta & Louhiala-Salminen (2011) was conducted, a research titling *'Professional Communication in a Global Business Context: The Notion of Global Communicative Competence'* was published. The GCC framework was presented based on the findings of their research.

The framework, using language as a key component, suggests that GCC has three preceding layers: multicultural competence, competence in English as a Business Lingua Franca (BELF), and the communicator's business know-how. For a person to achieve Global Communicative Competence the aforementioned layers must exist first. See the figure below for the GCC framework.

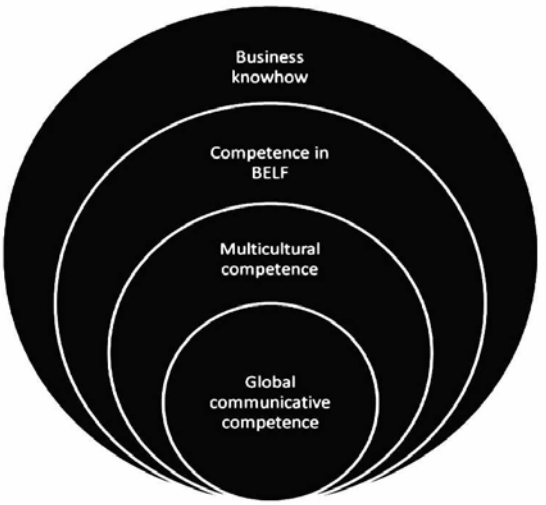

Figure 3.6 Global Communicative Competence (adapted from Kankaanranta & Louhiala-Salminen, 2011)

The first layer is Multicultural competence. It refers to knowledge and skills in managing communicative situations. It requires Cultural Knowledge & Skills to interact with individuals of different national, organizational, and professional cultures. It also requires accommodation skills (Kankaanranta & Louhiala-Salminen, 2013). The next layer is Competence in BELF or English as a Business Lingua Franca. For a person to acquire Competence in BELF they require: competency in English; communication strategies focusing on clarity, brevity, directness, and politeness; and a dynamism entailing strategic skills such as ability to ask for clarifications, make questions, repeat utterances, and paraphrase (Kankaanranta & Louhiala-Salminen, 2013).

The outer most layer of the framework is Business Know-how. It is the fundamental layer of GCC. Business know-how is the field-specific professional competence, or business-specific knowledge a person should have (Kankaanranta & Louhiala-Salminen, 2011 & 2013). It is perceived to be something that a company insider should inherently know, yet impossible for outsider to realize at the same time. To acquire business know-how,

communication knowhow is essential since business is a communication-based activity (Kankaanranta & Louhiala-Salminen, 2011).

Each layer and construct were then used as building blocks of the questionnaire which would be explained further in following sections.

Pilot Test

A total of 32 participants who are also members of population were chosen to conduct a pilot test using Nonprobability Convenience Sampling.

Out of 32 participants, 15 are employees while 17 are employers. They are evenly distributed amongst age group with average age of 35 years. However, there is a slight skew towards female participants. Out of 32, 23 are female and the rest is male. They are from different departments. All of them are Thai.

The questionnaires were prepared and distributed in the exact manner the main research data was collected. Respondents completed the questionnaire by an online platform. They were not informed that they were a part of pilot test. Instead, they were introduced into the research as main participants to minimize bias.

The pilot test results indicated moderate to excellent reliability of several question sets. In addition, five groups of questions loaded into two components. This was the result of small sample size for pilot test, and is further discussed above, in Validity and Reliability section of this research. Apart from the aforementioned problem, no other problems were found.

Statistical Analysis for Quantitative Data

Statistical analysis was used in this study using Mean, Standard Deviation, Frequency, and Correlation.

Mean and Standard Deviation

Mean (M) is the average of a set of numbers. Standard Deviation (SD) is a number used to tell how spread out a set of data from the mean is. A low standard deviation implies that most of the numbers are close to the mean; while a high standard deviation indicates that the numbers are more dispersed.

Both the mean and standard deviation in this study were used to determine the level of the two variables: respondents' perceived contribution and usage of factors that contribute to a competent speaker of English in the business context. They were calculated by following the two steps. The first step was to get the average score each respondent gave to the contribution and usage of each factor. The second step was to use all of the average scores to determine the mean and standard deviation for each variable and factor.

The example of mean and standard deviation is shown under Frequency, in Table 3.9 below.

Frequency

Frequency was used to analyze the number of times the particular answers or choices in closed-ended questions were chosen by the respondents. In this study, the frequency is shown in terms of percentage. Below is an example taken from the findings of this study.

Table 3.9 Example of Frequency in terms of Percentage, Mean, and Standard Deviation: Contribution of Business-Specific Knowledge to work

	Items	3. To get my work done, I need to know *what* to communicate	4. To get my work done, I need to know *who* to communicate with	5. To get my work done, I need to know *when* to communicate	6. To get my work done, I need to know *how* to communicate	Average % of Employees
Employee	**Strongly Disagree**	1%	0%	0%	0%	**0%**
	Disagree	0%	0%	1%	1%	**1%**
	Neutral	3%	2%	2%	2%	**2%**
	Agree	41%	46%	54%	41%	**46%**
	Strongly Agree	56%	52%	43%	56%	**52%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**
					Mean	**4.48**
					Standard Deviation	**0.498**

Table 3.9 shows that 46% of the employees 'Agree' and 52% 'Strongly Agree' that Business-Specific Knowledge for work is one of the factors that they perceive contributes to a competent speaker of English. The mean score of all respondents for Business-Specific Knowledge is 4.48 with the standard deviation of 0.498. This indicates that employees think it is necessary for them to know what, who, when, and how to communicate to get their work done successfully.

Using this example analysis, it would show the level of the respondents' perceived contribution and usage of factors that contribute to a competent speaker of English in the business context.

Correlation

According to Hinton (2004), correlation is the degree to which the scores on two variables co-relate, which means it is the extent to which a variation in the scores on one variable results in a corresponding variation in the scores on the second variable.

For example, you suspect there is a correlation between the frequency of employees using email to communicate with the customers from other countries and employees' English competency. The more the employees write emails to the customers, the more likely they will have better English competency. If that is the case, then there is a positive correlation. However, if the more they write email and the worse their English competency is, then there is a negative correlation.

When interpreting the correlation, the significant value in the table must be checked first. If the Probability or *p* value is less than or equal to 0.05, then it could be said that there is a correlation between the two variables at 95% confidence level or more. This means that the result from the sample (n) could represent or predict the answer of the population (N) as it is statistically significant. It also means that the data should be analyzed further by looking at the Pearson Correlation. The Pearson Correlation is checked to see if the two variables are positively or negatively correlated to one another, and how strong the correlation is. If the result is near +1, it means that there is a strong correlation between the two variables. If the result is near -1, then there is a strong negative correlation. However, if the result is near 0, it means that the correlation between the two variables is weak.

To see how it works, Table 3.10 is provided below as an example of Correlation analysis done in this study. It determines if there is a correlation between two variables: 1)

employers' perceived contribution of Accommodation Skills to work, and 2) employers' usage of Accommodation Skills at work.

Table 3.10 Example of Correlations: Contribution and Usage of Accommodation Skills at work

Correlations[a]

		Average Contribution of Accommodation Skills	Average Frequency of Usage of Accommodation Skills
Average Contribution of Accommodation Skills	Pearson Correlation	1	.700**
	Sig. (2-tailed)		.000
	N	92	92
Average Frequency of Usage of Accommodation Skills	Pearson Correlation	.700**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employer

The Correlations table shows *p* values of .000 which means that the result from sample employers could represent the population of employers as it is statistically significant at 99% confidence level. It also means that it should be further analyzed by looking at the Pearson Correlation values.

As shown in Table 3.10, the Pearson Correlation value is 0.7, which is near +1. This suggests that there is a strong positive correlation between the two variables: 1) employers' perceived contribution of Accommodation Skills to work, and 2) employers' usage of Accommodation Skills at work. This reveals that the more employers think Accommodation Skills contribute to successful communication at work, the more frequent they use it, and vice versa.

Thematic Analysis for Qualitative Data

To analyze the qualitative data collected, Thematic Analysis was used. Thematic analysis is a widely used form of analysis in qualitative research. It emphasizes pinpointing, examining and recording patterns (or themes) within data (Braun, 2006). Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Daly, Kellehear & Gliksman, 1997). The themes become the categories for analysis (Fereday & Muir-Cochrane, 2006). Thematic analysis is performed through the process of coding (Braun, 2006). Coding in qualitative analysis simply involves categorizing the data into concepts, properties and patterns (Evasys, 2019).

The deductive approach to qualitative data analysis involves analyzing data based on a structure predetermined by the researcher. In this case, the researcher can use the research questions as a guide for grouping and analyzing the data (Evasys, 2019).

The examples from the pilot study illustrated the process of how this study would be conducted. The answers given by the interviewees were grouped and categorized into different themes or factors, codes were assigned to each theme using Descriptive Coding which meant summarizing the central theme of the data (Evasys, 2019) that was collected from each interviewee.

The excerpts of the interviews used and shown in Chapter 4 were glossed to fit the Standard English and made comprehensible for readers. However, the original interviews were kept in their original form for validity and reliability purposes.

CHAPTER IV

ANALYSIS OF THE DATA AND FINDINGS

This chapter presents the answers of each research question to reach the objectives of the study using the quantitative and qualitative data collected.

The answers to research question 1: *What are the levels of **employees'** perceived contribution and usage of factors that contribute to a competent speaker of English?,* and research question 2: *What are the levels of **employers'** perceived contribution and usage of factors that contribute to a competent speaker of English?* are categorized by six factors that contribute to a competent speaker of English.

Each of the six factors features two analyses: *a) factor's contribution to work,* and *b) usage of factor at work*. Additionally, the answers to their corresponding sub-research questions are placed under each of the six factors. The answers to sub-research questions show if there is *correlation between the factor's contribution and usage* at work.

This renders 12 analyses and 6 sub-research questions for research question 1, and 12 analyses and 6 sub-research questions for research question 2.

The answers to research question 3: *What are the **employees'** communication knowhow in business imperative for effective communication across borders?,* and research question 4: *What are the **employers'** communication knowhow in business imperative for effective communication across borders?* feature two analyses each. The ana1yses are *a) importance of elements in communication knowhow,* and *b) ranking of the elements in communication knowhow based on their importance*.

This renders two analyses for research question 3 and two analyses for research question 4.

The table below shows the format of answering research questions 1-4.

Table 4.1 Format of Answers for Research Questions

Research Question 1 and Research Question 2	
Factor 1: Business-Specific Knowledge	
Findings 1:	A. Contribution to work
Findings 2:	B. Usage at work
Sub-Research Question 1:	Correlation of Contribution and Usage at work
Factor 2: English Competence	
Findings 1:	A. Contribution to work
Findings 2:	B. Usage at work
Sub-Research Question 2:	Correlation of Contribution and Usage at work
Factor 3: Communication Strategies	
Findings 1:	A. Contribution to work
Findings 2:	B. Usage at work
Sub-Research Question 3:	Correlation of Contribution and Usage at work
Factor 4: Strategic Skills	
Findings 1:	A. Contribution to work
Findings 2:	B. Usage at work
Sub-Research Question 4:	Correlation of Contribution and Usage at work
Factor 5: Cultural Knowledge & Skills	
Findings 1:	A. Contribution to work
Findings 2:	B. Usage at work
Sub-Research Question 5:	Correlation of Contribution and Usage at work
Factor 6: Accommodation Skills	
Findings 1:	A. Contribution to work
Findings 2:	B. Usage at work
Sub-Research Question 6:	Correlation of Contribution and Usage at work
Research Question 3 and Research Question 4	
Findings 1:	A. Importance of Elements in Communication Knowhow
Findings 2:	B. Ranking of Elements in Communication Knowhow based on their importance

Research Question 1: What are the levels of *employees' perceived contribution* and *usage* of factors that contribute to a competent speaker of English?

The findings of the first research question which answer Research Question 1 are presented. There are three sets of analyses, findings and discussions under each factor, which totals to 18 sets.

The analyses illustrate each factor that contributes to a competent speaker of English, the frequency of usage of each factor in terms of percentage, and the relationship between the contribution and usage of each factor. The results of the analyses are presented in Table 4.2-4.19. After that, the findings would be discussed supported by the theoretical framework used in the study and the excerpt from the interviews to support the findings.

Business-Specific Knowledge (BSK)

One of the findings of the employees' perceptions on the factors that contribute to a competent speaker of English is *Business-Specific Knowledge*. This would be discussed and supported by the excerpts from the interviews and theoretical framework used in this study.

A. Contribution of Business-Specific Knowledge

The analysis of the contribution of Business-Specific Knowledge to work was measured using the mean (M), standard deviation (SD), and percentage (frequency) analysis of employees' agreement on Item 3-6.

Table 4.2 Contribution of Business-Specific Knowledge

	Items	3. To get my work done, I need to know *what* to communicate	4. To get my work done, I need to know *who* to communicate with	5. To get my work done, I need to know *when* to communicate	6. To get my work done, I need to know *how* to communicate	Average % of Employees
Employee	**Strongly Disagree**	1%	0%	0%	0%	**0%**
	Disagree	0%	0%	1%	1%	**1%**
	Neutral	3%	2%	2%	2%	**2%**
	Agree	41%	46%	54%	41%	**46%**
	Strongly Agree	56%	52%	43%	56%	**52%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**
					Mean	**4.48**
					Standard Deviation	**0.498**

Table 4.2 shows that 46% of the employees 'Agree' and 52% 'Strongly Agree' that Business-Specific Knowledge for work is one of the factors that they perceive contributes to a competent speaker of English. This level of perception makes the mean score of all employees for Business-Specific Knowledge the highest amongst all the six factors (4.48), with the SD of 0.498. This indicates that employees think *it is necessary for them to know what, who, when, and how to communicate to get their work done successfully*.

This result is supported by Louhiala-Salminen & Kankaanranta (2011) in which they stated that the success of communication is deemed important in business and fundamental for international encounters especially when business environment is complex due to globalization.

B. Usage of Business-Specific Knowledge at work

The analysis for the usage of Business-Specific Knowledge at work used the mean, standard deviation (SD), and percentage analysis. This particular part includes three (3) items.

Table 4.3 Usage of Business-Specific Knowledge at work

	Items	7. At work, I *use* technical English words with people who understand them	8. At work, I *explain* the technical English words to people who do not understand them	9. At work, I *avoid* using technical English words with people whom I think may not understand them	Average % of Employees
Employee	**Strongly Disagree**	1%	1%	1%	**1%**
	Disagree	1%	1%	9%	**4%**
	Neutral	6%	11%	14%	**10%**
	Agree	63%	58%	51%	**57%**
	Strongly Agree	30%	30%	25%	**28%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**
	Mean score of all Employees				**4.09**
	Standard Deviation				**0.533**

Table 4.3 illustrates that 57% of the employees who participated in this study 'Agree' while 28% 'Strongly Agree' that a person who knows the usage of Business-Specific Knowledge is one of the factors that contribute to a competent speaker of English. Similar to BSK's contribution, the usage also received the highest mean score which is 4.09, and with the lowest SD of 0.533 out of all the six factors.

As shown in Item 7, 63% of the employees who participated in the study 'Agree' while 30% 'Strongly Agree' that they *Use technical English words* at work with people who understand them because it is helpful to making communication easy. Item 8 also illustrated

that 58% of the employees 'Agree' while 30% 'Strongly Agree' that they *Explain technical English words* at work to people who don't understand them. The last item revealed that they *avoid using technical English words* at work with people who don't understand them. As seen in Item 9, 51% and 25% of the employees who participated in this study have 'Agree' and 'Strongly Agree' respectively.

The result indicated that employees use *technical English words* at work depending on its necessity and the nature of their job. For example, the employees in IT Department use technical words related to computers and may not understand the technical words that employees in Finance Department use, thus clarification is needed to avoid miscommunication; therefore, employees either use or avoid using technical words. The lack of understanding technical words can be a problem especially in a multi-national company where workers' knowledge of language might not be that high. Therefore, knowing what, who, when, and how to use technical words in English is vital for the success of communication (Andersen & Rasmussen, 2004; Barner-Rasmussen & Aarnio, 2011).

A good grasp of the knowledge of English in general as well as a deep understanding of special forms are needed to successfully build a career in an international environment. This knowledge is important for both written and oral forms of communication, such as email, letters, phone calls, meetings, presentations and many more (Harzing & Pudelko, 2013).

Contribution and Usage of Business-Specific Knowledge at work

In order to understand the correlation between the contribution of BSK and their usage, the correlation analysis would be used.

Table 4.4 Contribution and Usage of Business-Specific Knowledge

Correlations[a]

		Contribution of Business-Specific Knowledge	Usage of Business-Specific Knowledge
Contribution of Business-Specific Knowledge	Pearson Correlation	1	.394**
	Sig. (2-tailed)		.000
	N	186	186
Usage of Business-Specific Knowledge	Pearson Correlation	.394**	1
	Sig. (2-tailed)	.000	
	N	186	186

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employee

Based on the findings indicated in Table 4.4, there is a significantly positive correlation between the contribution and employees' usage of BSK at work as the *p* value is .000 and the Pearson Correlation is .394. In other words, as the contribution of BSK to work increases, their usage also increases. The indication can be, the employees of this multinational semi-conductor manufacturing company are likely to do their work successfully when they have *Business-Specific Knowledge* (BSK).

English Competence (EC)

The second factor that the employees' perceived to contribute to a competent speaker of English is the *English Competence*. This competence means having a wide vocabulary in English; knowing the English vocabulary of their business area very well; using grammar correctly; understanding what other people say and write in English very well; and speaking and writing in English very well in various tasks at work such as writing email, presenting, and making telephone calls.

A. Contribution of English Competence to work

The table below is about the level of employees' perceptions on English Competence as a contributing factor to success at work.

Table 4.5 Contribution of English competence to work

	Items	**39. Being competent in English *helps me complete my tasks at work***	**40. Being competent in English *reflects positively in my performance evaluation***	**41. Being competent in English *gives me rewards and/or recognition***	**42. Being competent in English *helps me get promoted***	**Average % of Employees**
Employee	**Strongly Disagree**	1%	0%	0%	0%	**0%**
	Disagree	6%	3%	5%	6%	**5%**
	Neutral	12%	21%	28%	32%	**23%**
	Agree	49%	53%	45%	44%	**48%**
	Strongly Agree	32%	24%	22%	19%	**24%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**
				Mean score of all Employees		**3.90**
				Standard Deviation		**0.677**

Table 4.5 indicates that 48% of the employees 'Agree' and 24% 'Strongly Agree' that being competent in English *helps them complete their tasks at work*, *reflects positively in their performance evaluation*, *gives them rewards and/or recognition*, and *helps them get promoted*. However, out of 186 employees, 23% of them implied they were neutral. This neutrality suggests that being competent in English might or might not affect employees in getting their tasks done, rewards and/or recognition, and promotion. This suggests why its mean score is 3.90, and its SD (0.677) is the highest of all the six factors.

The explanation perhaps is that, the need of English can be depending on employees' tasks and position. If an employee needs English to complete his/her task, their performance

depends on their English competency. Hence, their performance evaluation can be influenced by their ability to deal with or handle their task using English (Ahmad, 2016).

Below are the excerpts of the employees' interviews on how English competence contribute to their success at work.

Employee 1: English is a common language used to communicate with each other … so the one who can really communicate with the customers should be getting more [reward].

Employee 2: I think it is important because if you are in the management level, you have to talk or present to the customers, which are mostly foreigners. If you cannot present to them, it's hard to become a manager.

Employee 3: Sure, it is an important factor [to get promotion] because … before when I worked for our company in Equipment Department, our company and customers had nothing much to talk about - just sent, read and gave feedback. But now, I think in the business world, there is more communication. Customers have more and more requirements. And sometimes we cannot support [everyone], so we need to be around... So you need more people who are confident or can communicate with customers, to explain many things to them.

Employee 4: The company would like people that have every skill. English is a very important skill that is required for every company. And it is the main key to be promoted.

B. Usage of English Competence at work

Employees' English Competence can be found vital for different tasks at work, for example in terms of email writing, report writing, meeting, presentation, telephone calls, and conference calls. The table below shows which business conventions the employees use English Competence the most.

Table 4.6 Usage of English Competence at work

At work, I need to use English for…	Email Writing	Report Writing	Meeting	Presentation	Telephone Calls	Conference Calls	Average % of Employees
Employee							
Never	1%	5%	7%	10%	4%	13%	**7%**
Rarely	2%	12%	17%	15%	18%	21%	**14%**
Sometimes	9%	24%	39%	34%	50%	33%	**32%**
Often	45%	29%	25%	25%	22%	22%	**28%**
Always	44%	30%	12%	16%	6%	11%	**20%**
Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Mean score of all Employees							**3.39**
Standard Deviation							**0.837**

Table 4.6 revealed that different tasks required an employee to be competent in English as they need it to conduct business in different conventions. For example, according to the 186 employees who participated in this study, 45% of them are 'Often' required to write emails in English, while 44% are 'Always' required to use English in *Email Writing*. Combining these two groups together, it can be perceived that 89% of the employees at this multinational semi-conductor manufacturing company required English to write emails. The indication therefore is that having *English Competence* is still perceived as one of the contributing factors of a competent speaker of English.

As for the other tasks, employees indicated that 29% of them 'Often' while 30% 'Always' use English in *Report writing*. When it comes to *meeting* (39%), *presentation* (34%), *telephone calls* (50%), and *conference calls* (33%), the usage seems varied as the majority indicated they only 'Sometimes' use English. Although there are still 22-25% of the employees indicated that they 'Often' use English in meetings, presentation, telephone calls and conference calls, the tasks do not need English constantly. The inconsistency in using EC

for different tasks explains why its mean is the lowest (3.39), and its SD is the highest (0.837) compared to other five factors.

The findings clearly show that as the task and job responsibilities of the employees who participated in this study differ, the usage of English communication varies.

The fact that being competent in English is one of the factors perceived by the employees as important based on the *usage of Business-Specific Knowledge*; this result can be justifiable as *Email Writing* should be done in English if the company is dealing with international clientele. In addition, email is one of the most common and economical means of communication with colleagues, customers, and suppliers outside Thailand, thus email writing demands the high usage of English comparable with the other tasks the employees do. Having an excellent knowledge of English has become a vital aspect for any employee's career if they want to be successful (Ahmad, 2016).

Examples taken from the excerpts of the interviews support the findings from the questionnaire survey.

Employee 1: I think the most important for me is English Vocabulary for Conference Calls because our work might need us to be involved with the team and the customers so we need to know vocabulary, or the grammar that helps us understand customers' needs or requirements.

Employee 2: The most important for me is the Email writing because I have to reply to the customers' emails... the least important is the Meeting because my co-workers are more or less Thai, so most of them don't use English for discussion.

Employee 3: For me … English Vocabulary for Email Writing is the most important. Because for the email, we use to communicate not only in the company but sometimes with customers, sometimes with suppliers, so … it's

important to make [the message] clear and understandable for them … if you write an email for someone in the company, [no problem] as you can walk and talk to let them understand better what you mean. But for customers or suppliers, you cannot do that every time …. I use English the least for Meetings in my work because [my colleagues] are mostly Thais. Even they (the company) try to set the meetings every two weeks in English, for the team meeting as the rules state "everyone needs to speak English", but [we don't follow it] every time.

Employee 4: The most important for me is English vocabulary for Email Writing because the communication I use for work is through email. I need to send email every day and every time that I work. The least important is Report writing because I never do this before. This is the work of the manager or engineer, but for me my boss doesn't assign me to do it.

With its ability to cross international borders, being proficient in the language is a vital part of success in a highly competitive corporate world. Many organizations around the world rely on English as a means of communication, whether it is through emailing or corporate documentation or popular business resources in print and/or electronic formats (Fredriksson, Barner-Rasmussen & Piekkari, 2006).

Contribution and Usage of English Competence at work

In order to understand the correlation between the employees' perceptions on contribution of English Competence to success at work and their usage of English Competence, the correlation analysis was used.

Table 4.7 Contribution and Usage of English Competence at work

Correlations[a]

		Contribution of English Competence	Usage of English Competence
Contribution of English Competence	Pearson Correlation	1	.083
	Sig. (2-tailed)		.260
	N	186	186
Usage of English Competence	Pearson Correlation	.083	1
	Sig. (2-tailed)	.260	
	N	186	186

a. 98. Are you in supervisor level or higher? = Employee

Table 4.7 indicates *p* value of .260 for employees. This suggests that the employees' perception on the contribution of English Competence to success at work is *not significantly related* to the usage of their English Competence. Some of the employees may use their English Competence very often at work, but it does not necessarily mean that they instantly succeed.

Although globalization has made English a compulsory ingredient to become successful at work as it is an important tool widely used in international communication all over the world (Durga, 2018), the findings of this analysis implies that having and using English Competence alone does not always guarantee success at work. There could be many other factors and skills set required for employees to become successful.

Communication Strategies (CS)

The third factor that the employees' perceived to contribute to a competent speaker of English is the *Communication Strategies* which includes directness, clarity, conciseness,

politeness, understanding, and maintaining relationships. The level of employees' perceptions on them are displayed in the two analyses below.

A. Contribution of Communication Strategies to work

The table below indicates the level of employees' perceptions on the contribution of Communication Strategies to their success at work.

Table 4.8 Contribution of Communication Strategies to work

	Items	43. To get what I want at work, I need to be *direct*	44. To get what I want at work, I need to be *clear*	45. To get what I want at work, I need to be *concise*	46. To get what I want at work, I need to be *polite*	47. To get what I want at work, I need to be *understanding*	48. To get what I want at work, I need to *maintain relationships*	Average % of Employees
Employee	**Strongly Disagree**	0%	0%	0%	0%	0%	0%	**0%**
	Disagree	2%	0%	1%	1%	0%	0%	**1%**
	Neutral	10%	6%	8%	5%	10%	11%	**8%**
	Agree	61%	47%	56%	55%	58%	60%	**56%**
	Strongly Agree	27%	47%	35%	39%	32%	29%	**35%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	Mean score of all Employees							**4.25**
	Standard Deviation							**0.481**

Table 4.8 illustrates that most of the employees 'Agree' that they have to be direct, clear, concise, polite, understanding, and maintaining relationships to get what they want at work, while 35% of them 'Strongly agree', and none of them answered 'Strongly Disagree'. For this reason, the mean and SD are 4.25 and 0.481 respectively. This means that most employees perceived Communication Strategies as one of the factors that contribute to a competent speaker of English in a business context as it plays an important role in their successful communication at work. This is supported by the employees interviewed. Below

are the excerpts about which Communication Strategies they found the most important for their communication.

Employee 1: I think clarity and conciseness [are the most important Communication Strategies]. Because if we say or write long sentences, maybe others might get confused about what you want, so the message should be short and clear.

Employee 2: Understanding [is the most important Communication Strategy]. Because if you need to communicate with another person, you have to clarify everything that they want to know.

Employee 3: I think being clear [is the most important Communication Strategy]. For work, mostly if I use English to communicate with my boss, I need to make it clear to let him understand and make decisions.

Employee 4: Politeness [is the most important Communication Strategy]. Even if I don't know what is being discussed or who is talking to me, if I speak politely in English, I think they would want to explain to me what they say. I think if the first impression is good, I will learn new things or skills that will be beneficial for me because they would want to teach and communicate with me. I think conciseness is not good enough because it is used for communication only, but not for building relationships for next time; because of that, they may not give good things such as skills or improvement to me. If I would like to improve my English [and learn new skills through communication], I need to be polite first.

B. Usage of Communication Strategies at work

In the table below, the employees' usage frequency of Communication Strategies is shown.

Table 4.9 Usage of Communication Strategies at work

	Items	49. At work, I communicate with *directness*	50. At work, I communicate with *clarity*	51. At work, I communicate with *conciseness*	52. At work, I communicate with *politeness*	53. At work, I communicate with *understanding*	54. At work, I communicate with attention to *maintain relationships*	Average % of Employees
Employee	**Never**	1%	1%	2%	1%	0%	1%	**1%**
	Rarely	8%	3%	2%	3%	2%	2%	**3%**
	Sometimes	50%	16%	30%	18%	19%	26%	**26%**
	Often	31%	51%	50%	47%	48%	46%	**45%**
	Always	10%	31%	17%	32%	32%	25%	**24%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
							Mean score of all Employees	**3.89**
							Standard Deviation	**0.587**

Table 4.9 shows that out of 186 employees, 45% of them 'Often' use Communication Strategies, and 24% 'Always'. Moreover, as seen in the result, when 'Often' and 'Always' are combined, 79-82% of the employees use *clarity*, *politeness* and *understanding* – making them the most used Communication Strategies, and the most important features to guarantee communicative success which could be characterized as part of the discourse competence of a global business professional (Louhiala-Salminen & Kankaanranta, 2011).

In addition, 50% of the employees communicate with *directness* 'Sometimes'. As Louhiala-Salminen & Kankaanranta (2011) stated, when dealing with multilingual and multicultural audiences, other factors (such as, e.g., politeness) only come after the clarity of a message has been ensured; and with a particular audience, politeness may be more important than directness.

The variation in the actual usage of Communication Strategies affects the mean (3.89), and the SD (0.587).

Contribution and Usage of Communication Strategies at work

Table 4.10 Contribution and Usage of Communication Strategies to work

Correlations[a]

		Contribution of Communication Strategies	Usage of Communication Strategies
Contribution of Communication Strategies	Pearson Correlation	1	.465**
	Sig. (2-tailed)		.000
	N	186	186
Usage of Communication Strategies	Pearson Correlation	.465**	1
	Sig. (2-tailed)	.000	
	N	186	186

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employee

As shown in Table 4.10, there is a significantly strong positive correlation between contribution and employees' usage of CS at work as the *p* value is .000 and the Pearson Correlation is .465. This means that, as the contribution of CS to success at work rises, the employees' usage of CS also rises. As these skills are becoming more important for workers to attract and keep attention by simplifying their discourse, focusing on the essentials, and making the message as explicit and easily accessible as possible (Louhiala-Salminen & Kankaanranta, 2011), the employees of this multinational company use Communication Strategies more. That way, it makes them competent speakers of English in business context, thus brings them success at work.

Strategic Skills (SS)

Strategic Skills include the ability to clarify, ask questions, repeat utterances, and paraphrase. The level of employees' perceptions on them are displayed in the analyses below.

A. Contribution of Strategic Skills to work

The analysis below shows the level of employees' perceptions on the contribution of Strategic Skills to their communication at work.

Table 4.11 Contribution of Strategic Skills to work

	Items	61. To understand others, I think it is important to *ask for clarifications*	62. To understand others, I think it is important to *ask questions*	63. To understand others, I think it is important to *repeat utterances*	64. To understand others, I think it is important to *paraphrase*	Average % of Employees
Employee	**Strongly Disagree**	0%	0%	1%	0%	**0%**
	Disagree	0%	1%	9%	1%	**3%**
	Neutral	8%	14%	41%	22%	**21%**
	Agree	72%	67%	44%	60%	**61%**
	Strongly Agree	20%	18%	5%	17%	**15%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**
				Mean score of all Employees		**3.87**
				Standard Deviation		**0.442**

Table 4.11 shows most of the employees 'Agree' that Strategic Skills gives contribution to their communication at work. However, 41% of them are just 'Neutral' about the contribution of Item 63 or repeating utterances to successful communication. This makes the mean and SD the lowest of all the factors, with the scores of 3.87 and 0.442 respectively. This could be because it is difficult for some of them to grasp their interlocutor's message,

therefore, they may find it difficult to repeat as well, and instead they ask for clarifications and questions, or paraphrase.

B. Usage of Strategic Skills at work

The analysis below shows the employees' usage of Strategic Skills at work.

Table 4.12 Usage of Strategic Skills at work

	Items	65. When I don't understand someone, I *ask for clarifications*	66. When I don't understand someone, I *ask questions*	67. When I don't understand someone, I *repeat utterances*	68. When I don't understand someone, I *paraphrase*	Average % of Employees
Employee	**Never**	1%	1%	2%	2%	**1%**
	Rarely	2%	2%	9%	5%	**4%**
	Sometimes	19%	30%	46%	31%	**31%**
	Often	55%	51%	37%	50%	**48%**
	Always	24%	17%	7%	13%	**15%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**
					Mean score of all Employees	**3.70**
					Standard Deviation	**0.595**

From Table 4.12, it can be seen that most of the employees on average 'Often' use Strategic Skills for their communication at work. However, 31% of them only 'Sometimes' use SS. The mean and SD are 3.70 and 0.595 respectively. This implies that employees' usage of SS depends on the situation. They determine when and who to use the SS with. Instead of asking the person communicating directly, such as the presenter, they ask a third person or postpone using the skills to a later time. There may also be some occasions when they do not use the SS in front of the management team or customers. It can be assumed that the people present or involved in the communication affect the usage of Strategic Skills. This is supported by the employees who were interviewed. Below are the extracts of their responses.

Employee 1: I repeat what others say and ask for clarification to check if I understand them correctly because there may be some sentences or words I misunderstand or mis-hear… They may correct us and if there's an error or misunderstanding, we will be able to fix it… But there are some occasions when I don't [use my Strategic Skills] depending on the issue at hand. There are some issues in which the manager speaks with the customers as there are some items or actions that we don't know. But normally, we can directly ask the customers their point.

Employee 2: I repeat utterances, but there are times when I don't [use my Strategic Skills]. For example, when I'm supposed to know the answer to my question, but don't, I keep the question to myself and find the answer later. Sometimes I find it by myself first and then discuss with another person to ensure that I understand it correctly.

Employee 3: I ask for clarifications, ask questions, repeat utterances, and paraphrase to check if my understanding is right or not. But sometimes I do it after the meeting. I talk with the presenter alone about the topic that is not necessary to be asked during his/her presentation. If particular data or information is important for making decisions, then I ask for clarifications during his/her presentation in the meeting. But if the meeting is only about sharing and learning, then we talk about it more outside… Also, if there are many people from the Top Management in the room, I do not ask because they already asked the presenter.

Employee 4: Yes, I ask questions in Thai to make understanding easy. I also ask for clarifications, repeat utterances, and paraphrase. Even though the Top Management is present, I still ask. Maybe I don't ask the presenter directly all the time, but I ask the person beside me because it sticks in my head. I keep thinking 'what does it mean', 'what is its purpose', something like that. I need to ask someone. Maybe the person beside me knows or doesn't know. I need to ask. But for some questions that I think the person next to me doesn't know, I will raise up [my hand] and ask.

This result shows that communication effectiveness relates to the appropriateness to suitability for situation and social rules (Louhiala-Salminen & Kankaanranta, 2011); therefore, to be communicatively competent, a person must be able to communicate messages appropriately in a given context of interaction (Spitzberg & Cupach, 1984).

Contribution and Usage of Strategic Skills at work

The table below determines if correlation exists between the employees' perceptions on the contribution of Strategic Skills to their success at work and their usage of the said factor.

Table 4.13 Contribution and Usage of Strategic Skills at work

Correlations[a]

		Contribution of Strategic Skills	Usage of Strategic Skills
Contribution of Strategic Skills	Pearson Correlation	1	.462**
	Sig. (2-tailed)		.000
	N	186	186
Usage of Strategic Skills	Pearson Correlation	.462**	1
	Sig. (2-tailed)	.000	
	N	186	186

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employee

As seen in Table 4.13, there is a significant correlation between employees' perceptions on the contribution of SS to their success at work and their usage of SS. This correlation is positive and fairly strong. This implies that the more the employees perceive SS to contribute to their success at work, the more they use it.

Cultural Knowledge & Skills (CKS)

The level of employees' perceptions on Cultural Knowledge & Skills is displayed in the two analyses below. Cultural Knowledge & Skills include taking the person's National Culture, Organizational Culture, and Role in the Organization into consideration when communicating with them.

A. Contribution of Cultural Knowledge & Skills to work

The analysis on the level of employees' perceptions on the contribution of Cultural Knowledge & Skills to the success at work is measured using the mean, SD, and percentage (frequency) analysis of employees' agreement on item 76-78.

Table 4.14 Contribution of Cultural Knowledge & Skills to work

	Items	**76. To communicate successfully with someone at work, I have to know his/her *national culture***	**77. To communicate successfully with someone at work, I have to know his/her *organizational culture***	**78. To communicate successfully with someone at work, I have to know his/her his/her *role in the organization***	**Average % of Employees**
Employee	**Strongly Disagree**	0%	0%	0%	**0%**
	Disagree	2%	3%	1%	**2%**
	Neutral	19%	19%	12%	**17%**
	Agree	65%	65%	68%	**66%**
	Strongly Agree	15%	14%	16%	**16%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**
				Mean score of all Employees	**3.95**
				Standard Deviation	**0.544**

Table 4.14 shows that 66% of the employees 'Agree' and 16% 'Strongly Agree' that Cultural Knowledge & Skills is one of the factors that contributes to their success at work.

This suggests that it is important for them to know the *national culture, organizational culture,* and *the role in the organization* of the person they are communicating with.

Interestingly, 17% of the employees selected 'Neutral' for their responses. This influences the mean score of 3.95 and SD of 0.544. This could be because some of them may not notice or are not aware of their interlocutor's cultural background which could make them perceive its contribution to be neutral.

B. Usage of Cultural Knowledge & Skills at work

In this analysis, the usage of employees' Cultural Knowledge & Skills at work is shown in percentage. This part includes Item 73-75.

Table 4.15 Usage of Cultural Knowledge & Skills at work

	Items	73. When I communicate with someone at work, I consider his/her *national culture*	74. When I communicate with someone at work, I consider his/her *organizational culture*	75. When I communicate with someone at work, I consider his/her his/her *role in the organization*	Average % of Employees
Employee	**Never**	3%	2%	1%	**2%**
	Rarely	9%	9%	3%	**7%**
	Sometimes	35%	37%	30%	**34%**
	Often	43%	43%	53%	**46%**
	Always	10%	9%	13%	**11%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**
	Mean score of all Employees				**3.57**
	Standard Deviation				**0.730**

Table 4.15 indicates that 11% of the employees 'Always' and 46% 'Often' employ Cultural Knowledge & Skills at their work. At the same time, 34% of the employees 'Sometimes' use the factor. This affects the mean (3.57) and the SD (0.73).

Although the findings show that one-third of the employees just sometimes use the factor, the majority of them still consider national culture, organizational culture, and role of the people they communicate with at work.

To provide further insights, the interviewees were asked which of the three Cultural Knowledge & Skills they consider the most when they communicate with someone at work. Below are the transcripts of their answers.

Employee 1: I choose national culture because when I talk with someone older than me I will say 'ka' after the sentence. Because if they are in Thailand, and I am close to them, I will be polite. But with the customers, no 'ka' because they don't understand it. But if there are some people that say 'Sawadee krup', I say 'Sawadee ka' back.

Employee 2: [I consider] the national culture because different countries have different cultures. And sometimes, they don't mean to do or say something but when it's translated to Thai, it gives different meaning or different feeling… I do not do the research about their national culture but I should know which country they come from. [For example,] if they're from Germany, the Germans are quite strict [so I should consider how to communicate with them].

Employee 3: In my opinion, when I communicate with someone, Thai or not Thai, I try to let them get the point as much as possible so you need to understand what they want, what I need to say, and make it clear, what you want from them, and what they want from you… Like Japanese customers, I will try to get what they want in communication, and I will get and give them what they want... I think about working style [or organizational culture], like each customer's way of work differs and I use my experience.

Employee 4: If I would like to talk with someone, I need to think if they can answer me or not, such as customers. This should be role in the organization.

> *Because I would like to get the right answer, the first thing that I need to think is 'what is the role [of the person] that I need to go to ask or communicate with'.*

This suggests that employees' use different Cultural Knowledge & Skills depending on what they think is the most important.

Some employees, like Employee 4, may focus on the person's role in the organization so they know who to communicate with in order to get their jobs done faster. Some employees, such as Employee 1 and Employee 2, may apply their knowledge in national culture to create solidarity and adapt to the way other people communicate and work based on their cultures. Others, like Employee 3, may use their knowledge in organizational culture to approach other people in a way that would match their working styles.

As Meierkords (2002) explained, the "linguistic masala" is created by the heterogeneity of ELF users and is shown as highly dynamic "communicative hybridity", which means that the speakers incorporate their own cultural norms and linguistic backgrounds as well as the situation-specific requirements into a mixture that works for them, in particular situation.

Contribution and Usage of Cultural Knowledge & Skills at work

In this part, the relationship of usage of Cultural Knowledge & Skills and its contribution to success at work of employees is analyzed.

Table 4.16 Contribution and Usage of Cultural Knowledge & Skills at work

Correlations[a]

		Contribution of Cultural Knowledge & Skills	Usage of Cultural Knowledge & Skills
Contribution of Cultural Knowledge & Skills	Pearson Correlation	1	.494**
	Sig. (2-tailed)		.000
	N	186	186
Usage of Cultural Knowledge & Skills	Pearson Correlation	.494**	1
	Sig. (2-tailed)	.000	
	N	186	186

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employee

Table 4.16 shows the correlation value of .494 and *p* value of .00 between the usage and contribution to success at work of Cultural Knowledge & Skills. It shows that at 99% confidence level, there is a significantly strong positive correlation between the two variables.

This indicates that as the contribution to success rises, the usage of Cultural Knowledge & Skills at work also rises for employees, and vice versa.

Accommodation Skills (AS)

Accommodation Skills include the ability to make others feel good, and understanding others' opinions when communicating with them. The employees' perceptions on them are presented in the two analyses below.

A. Contribution of Accommodation Skills to work

The contribution of Accommodation Skills to success at work of the employees is identified in the table below.

Table 4.17 Contribution of Accommodation Skills to work

	Items	81. To communicate successfully with someone at work, I have to *understand his/her opinion*	82. To communicate successfully with someone at work, I have to *make him/her feel good*	Average % of Employees
Employee	**Strongly Disagree**	0%	1%	**0%**
	Disagree	0%	1%	**0%**
	Neutral	7%	16%	**12%**
	Agree	73%	67%	**70%**
	Strongly Agree	20%	16%	**18%**
	Total % of Employees	**100%**	**100%**	**100%**
			Mean score of all Employees	**4.05**
			Standard Deviation	**0.505**

Table 4.17 shows that 70% of employees 'Agree' and 18% 'Strongly Agree' that Accommodation Skills contribute to successful communication at work. Hence, the mean is 4.05 and the SD is 0.505. This indicates that employees think *understanding the opinion of the person they are communicating with* and *making them feel good* are necessary when they communicate with someone at work.

While 93% of the of the employees, when combined, either 'Agree' or 'Strongly Agree' that they must understand the opinion of the person they are communicating with, 83% of them perceived making the person they are communicating with feel good at the same level. This indicates a slight favor in perception towards understanding the opinion of the person they are communicating with.

B. Usage of Accommodation Skills at work

The table below shows the usage of Accommodation Skills at work in percentage.

Table 4.18 Usage of Accommodation Skills at work

	Items	79. When I communicate with someone at work, I try to *understand his/her opinion*	80. When I communicate with someone at work, I try to *make him/her feel good*	Average % of Employees
Employee	**Never**	1%	2%	**2%**
	Rarely	1%	3%	**2%**
	Sometimes	16%	24%	**20%**
	Often	58%	53%	**56%**
	Always	24%	18%	**21%**
	Total % of Employees	**100%**	**100%**	**100%**
			Mean score of all Employees	**3.93**
			Standard Deviation	**0.704**

Table 4.18 indicates that the majority of employees at 56% 'Often' utilize Accommodation Skills at work while 21% of them 'Always' utilize them. The mean is 3.93 and the SD is 0.704. This suggests that employees try to understand opinions of the person they are communicating with and try to make them feel good. The findings suggest that employees have different perceptions on when to use their Accommodation Skills as the interviewees explain in the extracts below.

Employee 1: Why do we need to [make someone] feel better in the company? I think I do try to understand others' opinions, maybe all the time. Because when I discuss with others, I should know what their point is or the direction.

Employee 2: I understand his/her opinion every time. If sometimes, they're stressed, I will [make him/her feel good and] maybe tease them to make them laugh.

Employee 3: I try to understand someone's opinion regardless of the situation – work-related or not. If it's about work, we have the same point. We have the same direction to follow. But for the feelings, I can talk with them later.

Employee 4: [I understand someone's opinion] always because I have Filipino friends in my department. I think if I talk with someone every day, I will know what they think. If I can talk with them every day, I can do both – understand someone's opinion and make him/her feel good. But if I see them for the first time or seldom times and not for a long time, maybe I cannot do both. It depends on the accents, depends on the behavior. But if I speak with him every day, like my Filipino friend, I can understand her opinion, and also make her feel good.

With the information gathered from the interviews, mainly with Employee 4, it is perhaps reasonable to say that *employees' usage of Accommodation Skills depends on different factors, which they may consciously or subconsciously analyze when they communicate*. These factors include *situation* (Is it work-related?); *the frequency of their communication with the person* (How often do they communicate with the person?); *the person they communicate with* (Is he/she under stressed? What is his/her accent? What is his/her behavior?); and lastly, *their relationship with the person* (Is he/she a friend? Are they close to each other or not?). As Canagarajah (2007) argues, variation is at the heart of the lingua franca system, and variation is primary for communicators at a particular situation to understand each other and proceed with the communication using their own "situated" variants.

Contribution and Usage of Accommodation Skills at work

In this analysis, the relationship of usage of Accommodation Skills and its contribution to success at work of the employees are shown.

Table 4.19 Contribution and Usage of Accommodation Skills at work

Correlations[a]

		Contribution of Accommodation Skills	Usage of Accommodation Skills
Contribution of Accommodation Skills	Pearson Correlation	1	.666**
	Sig. (2-tailed)		.000
	N	186	186
Usage of Accommodation Skills	Pearson Correlation	.666**	1
	Sig. (2-tailed)	.000	
	N	186	186

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employee

Table 4.19 shows the correlation value of .666 and *p* value of .000 between the usage and contribution to success at work of Accommodation Skills. It illustrates that at 99% confidence level, the correlation between the two variables is significant and strongly positive.

This implies that as the usage of Accommodation Skills increases, the perceived contribution of the factor to success at their work also increases for employees, and vice versa.

Research Question 2: What are the levels of *employers' perceived contribution* and *usage* of factors that contribute to a competent speaker of English?

In this section, the answers to the second research question are provided using the data collected from the survey and interviews. The analyses are presented in Table 4.20-4.37 together with the findings and discussions which are put under each factor. The answers to this research question may come out the same, similar, or different from the first research question.

Business-Specific Knowledge (BSK)

The findings of the level of employers' perceptions on Business-Specific Knowledge as one of the factors that contributes to a competent speaker of English are discussed below.

A. Contribution of Business-Specific Knowledge to work

The analysis based on the contribution of Business-Specific Knowledge for work, is measured using the mean, standard deviation (SD), and percentage (frequency) analysis of employers' agreement on Item 3- 6.

Table 4.20 Contribution of Business-Specific Knowledge to work

	Items	3. To get my work done, I need to know *what* to communicate	4. To get my work done, I need to know *who* to communicate with	5. To get my work done, I need to know *when* to communicate	6. To get my work done, I need to know *how* to communicate	Average % of Employers
Employer	**Strongly Disagree**	1%	1%	1%	1%	**1%**
	Disagree	0%	0%	0%	0%	**0%**
	Neutral	0%	1%	2%	2%	**1%**
	Agree	24%	30%	33%	21%	**27%**
	Strongly Agree	75%	67%	64%	76%	**71%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**
				Mean score of all Employees		**4.66**
				Standard Deviation		**0.566**

Table 4.20 shows 71% of the employers 'Strongly Agree' and 27% 'Agree' that Business-Specific Knowledge is strongly required in the business context. This is the reason why its mean is the highest of all the six factors with a score of 4.66, and SD of 0.566. These results show they believe it is necessary for them to know *what, who, when,* and *how to communicate* in order to successfully accomplish their work.

Some employers may believe the scope of their responsibilities is wider than others which therefore, make their schedule more demanding. This means they need to use their time wisely, and one way to do so is to communicate effectively.

B. Usage of Business-Specific Knowledge at work

In this analysis, the level of employers' usage of Business-Specific Knowledge at work is shown in percentage.

Table 4.21 Usage of Business-Specific Knowledge at work

	Items	7. At work, I *use* technical English words with people who understand them	8. At work, I *explain* the technical English words to people who do not understand them	9. At work, I *avoid* using technical English words with people whom I think may not understand them	Average % of Employers
Employer	**Strongly Disagree**	0%	1%	5%	**2%**
	Disagree	1%	2%	7%	**3%**
	Neutral	5%	8%	17%	**10%**
	Agree	57%	54%	46%	**52%**
	Strongly Agree	37%	35%	25%	**32%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**
				Mean score of all Employers	**4.09**
				Standard Deviation	**0.587**

Table 4.21 illustrates that 52% of the employers 'Agree' and 32% 'Strongly Agree' that they use Business-Specific Knowledge at work. This makes its mean (4.09) the highest compared to other five factors, while its SD is 0.587. They *use technical English vocabulary with people who understand them, explain it with people who don't understand them,* and *avoid using it with people who don't understand them.*

However, a total of 29% of employers selected 'Neutral', 'Disagree', and 'Strongly Disagree' for Item 9. This reveals that almost one-third of employers *do not* avoid using

technical English vocabulary with people who don't understand them. This indicates a tangible need for the knowledge of technical English vocabulary prior or during employment to avoid unnecessary hindrances that could arise from miscommunication in workplace.

Contribution and Usage of Business-Specific Knowledge at work

In this analysis, the correlation between the employers' perceived contribution and usage of Business-Specific Knowledge for work is investigated.

Table 4.22 Contribution and Usage of Business-Specific Knowledge at work

Correlations[a]

		Contribution of Business-Specific Knowledge	Usage of Business-Specific Knowledge
Contribution of Business-Specific Knowledge	Pearson Correlation	1	.520**
	Sig. (2-tailed)		.000
	N	92	92
Usage of Business-Specific Knowledge	Pearson Correlation	.520**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employer

Table 4.22 specifies that there is a significantly strong positive correlation between employers' perceived contribution and usage of Business-Specific Knowledge for work as the *p* value is .000 and the Pearson Correlation is .520. This means that the more the employers think BSK contributes to their success at work, the more they use it.

Like employees, employers' perceptions on how BSK contributes to their success at work and how they use it depend on their *tasks* (to write email, join conference calls, etc.), *people they communicate with* (their customers, peers, or boss), and *the position of the people*

they communicate with (engineers, customer service, etc.). This is supported by two of the interviewees – Employer 1 and Employer 3. The extracts of their interviews are below.

> *Employer 1: I think knowing technical English is important… But when communicating with workers from Customer Service Department and others, we can use general words to explain to them. If we communicate with engineers, we should use technical words.*

> *Employer 3: In my department, in order to communicate well with my peers, my boss and I have to use technical English vocabulary because we're in Engineering Department. In email writings, we also need to use English because most of the writings or emails that we're doing is actually answering the customers… Also, for the presentations for our customers who are coming from different countries, we also have to use English vocabulary.*

The findings and insights for BSK show that the shared vocabulary of the specific field—and the shared genres and genre knowledge which such vocabulary implies (Berkenkotter & Huckin, 1995)—were perceived as essential for doing work (Louhiala-Salminen & Kankaanranta, 2011), and that includes communication.

English Competence (EC)

English Competence is the second factor that the employers' perceived contributes to a competent speaker of English.

A. Contribution of English Competence to work

In this analysis, it shows if employers' agreement on having English Competence helps them succeed at work. The result is shown at the next page.

Table 4.23 Contribution of English Competence to work

	Items	39. Being competent in English *helps me complete my tasks at work*	40. Being competent in English *reflects positively in my performance*	41. Being competent in English *gives me rewards and/or recognition*	42. Being competent in English *helps me get promoted*	Average % of Employers
Employer	**Strongly Disagree**	1%	0%	0%	1%	**1%**
	Disagree	1%	2%	4%	4%	**3%**
	Neutral	10%	15%	29%	39%	**23%**
	Agree	47%	52%	42%	32%	**43%**
	Strongly Agree	41%	30%	24%	24%	**30%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**
					Mean score of all Employers	**3.98**
					Standard Deviation	**0.650**

Table 4.23 shows that 43% of the employers 'Agree' and 30% 'Strongly Agree' that English competence contribute to their success at work. This means employers believe that English Competence helps them complete their tasks at work, reflects positively in their performance, gives them rewards and/or recognition, and helps them get promoted.

However, employers' opinions differ on different items. A total of 44% of the employers combined selected 'Neutral', 'Disagree', or 'Strongly Disagree' for Item 42. This means that not all employers agree that having English Competence can get them promoted. This is the same for Item 41 where a total of 33% of employers express very similar opinion for English Competence helping them get rewards and/or recognition. This could be related to the necessity of English Competence to their work, or their company's performance evaluation and compensation structure.

With the variation on the level of employers' perceived contribution of EC at work, the mean became 3.98, with a SD of 0.65 which is the highest amongst other factors.

The employers interviewed provided more insight into English Competence in relation to their compensation. Below are the excerpts of the interviews.

Employer 1: Of course, I think English Competence is important [to get promotion]. If they're just good at their jobs but they can't write a report or present to customers who are mostly foreigners, it will hold their career.

Employer 2: I think English Competence is very important because being promoted means that you have a higher and wider responsibility. And for our work, we need to deal with the customers most of the time. So, if you get promoted, you'll also be dealing with high-level customers.

Employer 3: It's important that we know or we are very competent in English because most of the communications are in English. And to get promoted, you have to communicate with your customers, and suppliers. All of them or most of them are actually from other countries so they use English so it's important that we communicate with them in English. And when you can express yourself in English, then you can get the trust from the customers. It's easier to convince customers. It's easy to give what customers are requesting in terms of technical items.

Employer 5: For me, English Competence is important. Because it's promotion, that means you need to have a new job description, you need to discuss with the customer or need to discuss with people from another country, so you need to use English to communicate.

With these insights, it could be argued that English Competence is undeniably important as it contributes to their success at their work for it helps them communicate better, but there are also other competencies they must possess before they could get rewards and promotion. English Competence, therefore, is not the deciding factor for the compensation.

B. Usage of English Competence at work

In this analysis, the usage of employers' English Competence at work and for different tasks is shown in percentage.

Table 4.24 Usage of English Competence at work

At work, I need to use English for…	Email Writing	Report Writing	Meeting	Presentation	Telephone Calls	Conference Calls	Average % of Employers
Employer							
Never	0%	3%	1%	1%	2%	3%	**2%**
Rarely	2%	2%	9%	10%	12%	8%	**7%**
Sometimes	1%	10%	29%	18%	34%	27%	**20%**
Often	33%	23%	41%	33%	43%	46%	**37%**
Always	64%	62%	20%	38%	9%	16%	**35%**
Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
						Mean score of all Employers	**3.95**
						Standard Deviation	**0.714**

Table 4.24, suggests that 37% of employers 'Often' and 35% 'Always' use English Competence at work, with a mean of 3.95 and SD of 0.714. This means that they use English Competence to *write email, write report, communicate in meetings, present, talk on telephones,* and *talk in conference calls.*

Email writing is utilized the most by employers (64% of employers 'Always' use it) followed closely by Report writing (62% of employers use it 'Always'). On the contrary, only 9% of the employers 'Always' use their English competence for Telephone calls. This could be due to the nature of the work responsibilities where email and report writing are most common tasks compared to other items.

The findings also show that when combined, more than 70% of the employers 'Often' and 'Always' use English Competence for work which is contrary to employees. This could mean that due to their position, the employers are expected to use English more often in all of their tasks. It could also mean that the higher their position, the stronger their English competence is as they are more exposed to international clients; therefore, the employers may arguably have more confidence in using English.

Contribution and Usage of English Competence at work

In this analysis, the correlation between the employers' perceptions on contribution of English Competence to success at their work and their usage is determined.

Table 4.25 Contribution and Usage of English Competence at work

Correlations[a]

		Contribution of English Competence	Usage of English Competence
Contribution of English Competence	Pearson Correlation	1	.037
	Sig. (2-tailed)		.724
	N	92	92
Usage of English Competence	Pearson Correlation	.037	1
	Sig. (2-tailed)	.724	
	N	92	92

a. 98. Are you in supervisor level or higher? = Employer

Table 4.25 shows *p* value of .724 for employees. This identifies that there is *no significant correlation* between employers' perceptions on the contribution of English Competence to success at work and their usage. As mentioned in research question 1, workers may be required multiple skills in order for them to get promoted. Having English Competence surely helps them communicate successfully, however, it may not be enough

basis for being qualified to be in higher position. This is supported by the Employer 4. Below is the excerpt of Employer 4's interview.

Employer 4: English is very important. It's the universal form of communication. And even in this culture, the majority needs to use English, so it's important. Like I said, in my position now in company, the communication is in English. English affects your chance to get promoted, but it's not the only deciding factor. The most important is your performances. How to show your performance? First, you need to show your performance. Second, you need to write, present, and so on, that's why English will count. Without this competency in English, how can you express yourself, your performance? And management will not be able to see because you don't have the chance to talk with them face to face. Your superior might use your report or your presentation to show the Management Team. From there, there will be a chance to be known by them and it will be easy for your superior to justify the next level of your position and provide a good reason for promotion.

Communication Strategies (CS)

Directness, clarity, conciseness, politeness, understanding, and maintaining relationships are Communication Strategies. The level of employers' perceptions on them are presented below.

A. Contribution of Communication Strategies to work

This analysis investigates the contribution of Communication Strategies to employers' success at work. Items 43-48 were analyzed using mean, standard deviation (SD), and frequency in terms of percentage are shown below.

Table 4.26 Contribution of Communication Strategies to work

	Items	43. To get what I want at work, I need to be *direct*	44. To get what I want at work, I need to be *clear*	45. To get what I want at work, I need to be *concise*	46. To get what I want at work, I need to be *polite*	47. To get what I want at work, I need to be *understanding*	48. To get what I want at work, I need to *maintain relationships*	Average % of Employers
Employer	**Strongly Disagree**	0%	0%	0%	0%	0%	0%	**0%**
	Disagree	2%	0%	0%	0%	1%	0%	**1%**
	Neutral	9%	1%	8%	10%	12%	9%	**8%**
	Agree	57%	46%	53%	42%	50%	54%	**50%**
	Strongly Agree	33%	53%	39%	48%	37%	37%	**41%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
							Mean score of all Employers	**4.32**
							Standard Deviation	**0.493**

Table 4.26 indicates 50% of employers 'Agree' and 41% 'Strongly Agree' that Communication Strategies contribute to success at their work with a mean score of 4.32 and a SD of 0.493, which is the lowest out of all the factors' contribution. This means they need to be *direct, clear, concise, polite, understanding,* and need to *maintain relationship to get what they want at work.*

Of all the variables, 53% of employers 'Strongly Agree' that they must be clear to get what they want at work. This level of perception is not seen in other items. This indicates that *clarity* is perceived to contribute the most to being a competent speaker of English.

This result is supported by two of the employers interviewed. Below are the extracts of their responses.

Employer 3: [The most important for me are] two things - one is clarity and the other one is conciseness. Clarity is making sure that you can convey your idea in English and conciseness is making sure that everything is correct. So

every time you speak in English or communicate in English, it's important to have these two elements.

Employer 4: I think clarity [is the most important]. It should be the clarity of how you relay the information to the people and communicate in English. And they must be clear, I mean layman's term like the words that everyone in your group will be able to understand.

B. Usage of Communication Strategies at work

The analysis of employers' usage of Communication Strategies at work is presented below.

Table 4.27 Usage of Communication Strategies at work

	Items	49. At work, I communicate with *directness*	50. At work, I communicate with *clarity*	51. At work, I communicate with *conciseness*	52. At work, I communicate with *politeness*	53. At work, I communicate with *understanding*	54. At work, I communicate with attention to *maintain relationships*	Average % of Employers
Employer	**Never**	0%	0%	0%	0%	0%	0%	**0%**
	Rarely	5%	0%	2%	0%	1%	1%	**2%**
	Sometimes	44%	14%	24%	12%	13%	22%	**21%**
	Often	39%	51%	51%	49%	46%	44%	**47%**
	Always	12%	35%	23%	39%	40%	34%	**30%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	Mean score of all Employers							**4.05**
	Standard Deviation							**0.531**

Table 4.27 indicates that 47% of employers 'Often' and 30% 'Always' use Communication Strategies at work, while 44% of employers 'Sometimes' use *directness* in their communication. This level of employers' usage of CS is not seen in other items. This is an indication that directness is used lesser by employers.

Further, one-fifth of the employers only ‘Sometimes’ use CS. This results to its mean being 4.05 and its SD being 0.531, which is the lowest out of all the employers’ usages of the factors.

The employers interviewed provided reasons for it. Below are the excerpts of their interviews.

Employer 1: Sometimes I don’t [use any communication strategies] with customers even when there’s something I need to ask. I might ask them after the meeting. I think asking has pros and cons. For pros, I think asking questions shows we're focused on what they say. For cons, sometimes the customers may think "why don't you know about this one?" so we need to be careful about what we need to ask. If it is an issue that we should know well about, we might keep the question to ourselves, think and consider it if we have time to think it through, to know if it is something we should ask. But if it is important and urgent, we can write an email to ask them or discuss it right after the meeting… When it comes to official gatherings such as meetings, we need to be careful.

Employer 4: I think I have been in a situation when I didn’t [use communication strategies]. Particularly, with Japanese customers, if they don’t ask you, don’t talk. With a Japanese customer who is in a higher position, our engineers and managers do not talk unless their names are called. So, you just wait for your queue… And I would say in presentations, the Top Management will be the one who asks questions.

Employer 5: If in the meeting I have a question, I ask my superior after because I already listened to people in the meeting and what they try to explain but sometimes I still don’t understand, so I ask another person to confirm.

Contribution and Usage of Communication Strategies at work

In this section, the relationship of usage of Communication Strategies and contribution of Communication Strategies to the success at work of the employers are analyzed using correlation.

Table 4.28 Contribution and Usage of Communication Strategies to work

Correlations[a]

		Contribution of Communication Strategies	Usage of Communication Strategies
Contribution of Communication Strategies	Pearson Correlation	1	.608**
	Sig. (2-tailed)		.000
	N	92	92
Usage of Communication Strategies	Pearson Correlation	.608**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employer

Table 4.28 shows the correlation value of .608 and *p* value of .000 between the usage and contribution to success at work of Communication Strategies. It shows that at 99% confidence level, there is a significantly strong positive correlation between the two variables.

This indicates that as the success rises, the usage of Communication Strategies to also rise for employers, and vice versa.

Strategic Skills (SS)

Paraphrasing, clarifying, repeating utterances, and asking questions are Strategic Skills. The employers' perceptions on them are displayed in the analysis below.

A. Contribution of Strategic Skills to work

The analysis below shows the level of employers' perceptions on the contribution of Strategic Skills for their work.

Table 4.29 Contribution of Strategic Skills to work

	Items	61. To understand others, I think it is important to *ask for clarifications*	62. To understand others, I think it is important to *ask questions*	63. To understand others, I think it is important to *repeat utterances*	64. To understand others, I think it is important to *paraphrase*	Average % of Employers
Employer	**Strongly Disagree**	0%	0%	0%	0%	**0%**
	Disagree	1%	1%	10%	8%	**5%**
	Neutral	3%	11%	29%	17%	**15%**
	Agree	70%	54%	51%	60%	**59%**
	Strongly Agree	26%	34%	10%	15%	**21%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**
	Mean score of all Employers					**3.96**
	Standard Deviation					**0.527**

Table 4.29 indicates 59% of employers 'Agree' and 21% 'Strongly Agree' that the factor Strategic Skills is important for their work. 29% of employers selected 'Neutral' and 10% selected 'Disagree' for Item 63. This shows that one-third of the employers *do not* believe that *repeating utterances* contributes to a competent speaker of English. This is understandable as each person has different styles of communication. The differences in the level of their perceived contribution of SS make the mean the lowest of all the six factors (3.96) with a SD of 0.527.

B. Usage of Strategic Skills at work

The analysis below shows the employers' usage of Strategic Skills at work.

Table 4.30 Usage of Strategic Skills at work

	Items	65. When I don't understand someone, I *ask for clarifications*	66. When I don't understand someone, I *ask questions*	67. When I don't understand someone, I *repeat utterances*	68. When I don't understand someone, I *paraphrase*	Average % of Employers
Employer	**Never**	0%	0%	1%	1%	**1%**
	Rarely	0%	1%	11%	7%	**5%**
	Sometimes	20%	24%	40%	33%	**29%**
	Often	49%	52%	36%	44%	**45%**
	Always	32%	23%	12%	16%	**21%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**
	Mean score of all Employers					**3.80**
	Standard Deviation					**0.613**

Table 4.30 indicates 45% of employers 'Agree' and 21% 'Strongly Agree' that they use Strategic Skills for their work with a mean of 3.80 and a SD of 0.613. This result is backed up by the interviewees. Below are the extracts of their responses.

Employer 1: I ask for clarification if something or what they write is not clear so we can easily make our job successful. If we're not clear, we need to restart over again, so it's more important to be clear first.

Employer 2: Sometimes I ask for clarification because as you can see, I'm dealing with Thai people. Some of their English, their pronunciation, their tense, are kind of confusing for me. I cannot understand so I need to clarify so that we will have a common horizon, in order to have a common understanding also.

Employer 3: Most of the time, I have to ask for clarification especially if I don't understand what the other people are trying to explain. And of course, you have to ask questions when you don't understand even when you want to have an answer or you have some doubts on what the other people are trying to say. Sometimes I get distracted by some other people so I have to ask another person to repeat what was mentioned or

what was said. And of course, I paraphrase when I don't understand what others are trying to say, I ask them to say it again in different ways.

Employer 4: I definitely ask for clarification and question. And sometimes, I repeat utterances. Paraphrasing is also used when I communicate through writing and speaking. Because sometimes you are not able to know all the details, so you need to ask for clarification for supporting details. And you also ask question not only to know the things that you would like to know and challenge the member to another level of thinking. Sometimes when I capture some information that can help me think, I will just do some paraphrasing. And then from there, I will make some examples. I don't know if it's normal. But I look at it very logically. And because I'm in this position, I need to think another way. I have to think about the level [or position of the person] that I talk to.

Employer 5: For me, I ask for clarification because sometimes the customers ask for something but we don't understand what they need, so we need to clarify with them what they want from their email.

However, 29% of employers selected 'Sometimes' for using SS in their communication. This could be because 40% of the employers answered 'Sometimes' for Item 67. Repeating utterances might not be as popular as other items to fit in their communication styles.

Contribution and Usage of Strategic Skills at work

In this section the relationship of usage of Strategic Skills and contribution of Strategic Skills to the success at work of the employers are analyzed using correlation.

Table 4.31 Contribution and Usage of Strategic Skills at work

Correlations[a]

		Contribution of Strategic Skills	Usage of Strategic Skills
Contribution of Strategic Skills	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.000
	N	92	92
Usage of Strategic Skills	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employer

Table 4.31 shows the correlation value of .437 and *p* value of .000 between the usage and contribution to success at work of Strategic Skills. It shows that at 99% confidence level, there is a significantly positive correlation between these two variables. This indicates that as the success rises, the usage of Strategic Skills at work also rises for employers, and vice versa.

Cultural Knowledge & Skills (CKS)

The employers' perceptions on Cultural Knowledge & Skills are displayed in the two analyses below.

A. Contribution of Cultural Knowledge & Skills to work

Below is the analysis of level of employers' perceptions on the contribution of Cultural Knowledge & Skills to the success at work.

Table 4.32 Contribution of Cultural Knowledge & Skills to work

	Items	76. To communicate successfully with someone at work, I have to know his/her *national culture*	77. To communicate successfully with someone at work, I have to know his/her *organizational culture*	78. To communicate successfully with someone at work, I have to know his/her his/her *role in the organization*	Average % of Employers
Employer	**Strongly Disagree**	1%	0%	0%	**0%**
	Disagree	1%	2%	1%	**1%**
	Neutral	20%	16%	11%	**16%**
	Agree	61%	61%	59%	**60%**
	Strongly Agree	17%	21%	29%	**22%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**
			Mean score of all Employers		**4.02**
			Standard Deviation		**0.628**

Table 4.32 shows that 60% of the employees 'Agree' and 22% 'Strongly Agree' that Cultural Knowledge & Skills is one of the factors that contributes to their successful communication at work with mean and SD of 4.02 and 0.628 respectively. This suggests that it is important for them to know the national culture, organizational culture and the role in the organization of the person they are communicating with in order to discourse with them effectively, and become a competent speaker of English.

B. Usage of Cultural Knowledge & Skills at work

In this analysis, the usage of employers' Cultural Knowledge & Skills at work is shown in percentage.

Table 4.33 Usage of Cultural Knowledge & Skills at work

	Items	73. When I communicate with someone at work, I consider his/her *national culture*	74. When I communicate with someone at work, I consider his/her *organizational culture*	75. When I communicate with someone at work, I consider his/her his/her *role in the organization*	Average % of Employers
Employer	**Never**	5%	5%	2%	**4%**
	Rarely	5%	4%	3%	**4%**
	Sometimes	46%	44%	25%	**38%**
	Often	29%	33%	49%	**37%**
	Always	14%	14%	21%	**16%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**
			Mean score of all Employers		**3.56**
			Standard Deviation		**0.862**

Table 4.33 indicates 37% of employers 'Agree' and 16% 'Strongly Agree' that they use Cultural Knowledge & Skills for their work. At the same time 38% of them only employ the factor 'Sometimes'. This makes the mean the lowest (3.56) and the SD the highest (0.862) amongst all of the employers' usages of factors.

This result shows that even though they perceive CKS to contribute to their successful communication at work, almost half of them when combined, only sometimes, rarely and never use it. It could be because their knowledge of others' cultures is limited; therefore, their usage of CKS is also limited.

The interviewees provided some insights that could further explain the findings. Below are the excerpts from the interviews.

Employer 1: I think I consider organization's culture the most. Because referring from my work experience, we discuss with different customers, so we need to know their style and how to communicate with them.

Employer 4: [I consider] the role in the organization because it is very important. You should know how to level yourself. The national culture will be adapted by that.

Employer 5: I do not consider [the national culture, organizational culture, or role in the organization]. I just talk to them.

Moreover, when combining the employers who answered 'Often' and 'Always' for Item 75, the percentage becomes 70%. This implies that the person's role in the organization affects the employers' way of communication with him/her. This result mirrors Louhiala-Salminen and Kankaanranta (2011) research where most of the respondents perceived their communication partner's role in the organization more important than corporate culture and national culture.

Provided below are the extracts from the employers' interviewed.

Employer 2: I consider the person's role in organization so that I would know how I am going to speak, how I am going to inform them, how I am going to talk to them, in what manner.

Employer 3: I think the person's role in their organization is important because it tells you how much the person knows, what level he knows, or what his expertise is. So from there, you can tell or pick the issues or the items that you would like to talk with someone. Knowing their role in organization gives you ideas on what questions to ask, especially when it comes to business. So when you're talking about finance, you're not going to ask questions related to engineering. The same way that you're talking to engineer, you're not going to ask questions or get clarification for [matters] related to finance.

Contribution and Usage of Cultural Knowledge & Skills at work

In this section the relationship of usage of Cultural Knowledge & Skills and contribution of Cultural Knowledge & Skills to the success at work of the employers are analyzed using correlation.

Table 4.34 Contribution and Usage of Cultural Knowledge & Skills at work

Correlations[a]

		Contribution of Cultural Knowledge & Skills	Usage of Cultural Knowledge & Skills
Contribution of Cultural Knowledge & Skills	Pearson Correlation	1	.555**
	Sig. (2-tailed)		.000
	N	92	92
Usage of Cultural Knowledge & Skills	Pearson Correlation	.555**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employer

Table 4.34 shows the correlation value of .555 and *p* value of .000 between the usage and contribution to success at work of Cultural Knowledge & Skills. It shows that at 99% confidence level, there is a significantly strong positive correlation between the two variables.

This indicates that as the success increases, the usage of Cultural Knowledge & Skills at work also increases, and vice versa.

Accommodation Skills (AS)

The ability to make others feel good, and understanding others' opinions when communicating with them are part of Accommodation Skills. The level of employers' perceptions is presented in the two analyses below.

A. Contribution of Accommodation Skills to work

The analysis based on the contribution of Accommodation Skills to success at work of the employers was measured using mean, standard deviation (SD), and percentage (frequency).

Table 4.35 Contribution of Accommodation Skills to work

	Items	81. To communicate successfully with someone at work, I have to *understand his/her opinion*	82. To communicate successfully with someone at work, I have to *make him/her feel good*	Average % of Employers
Employer	**Strongly Disagree**	0%	0%	**0%**
	Disagree	0%	0%	**0%**
	Neutral	7%	23%	**15%**
	Agree	62%	59%	**60%**
	Strongly Agree	32%	19%	**25%**
	Total % of Employers	**100%**	**100%**	**100%**
	Mean score of all Employers			**4.10**
	Standard Deviation			**0.537**

Table 4.35 shows that 60% of employers 'Agree' and 25% 'Strongly Agree' that Accommodation Skills contribute to successful communication at work with mean and SD of 4.10 and 0.537 respectively. Further, 94% of the employers, combining 'Agree' and 'Strongly Agree', believe they must understand the opinion of the person they are communicating with. A total of 78% of them perceived making the person they are communicating with feel good at the same level. This indicates a slight favor in perception towards understanding the opinion of the person they are communicating with.

These findings are supported by the employers interviewed. Below are the extracts.

Employer 1: Because it is a job, we don't need to make them feel good because we communicate for job. We need to make it right. But to make him/ her feel

good, I think sometimes it's not correct but we just try to care about their feelings. But it's not good for company so I think it's just direct forward.

Employer 2: I think I will go for understanding his/her opinion. Because for me, as understanding is very important to have a common understanding. Every opinion matters to me so it's very important, I can also learn for their opinion. And for me, there's nothing wrong in each and everyone's opinion.

Employer 3: Understanding people's opinion [is important]. Because I think when you talk or communicate with someone, it is important that you know his/her stand on something and you can probably explore on that one or argue with him/her in a diplomatic way. Understanding other's opinion also helps you make sure that you are on the same page, that you have the same understanding. And you probably can try to put yourself in the same position that he/she is in, based on his/her opinion.

This result is similar to Louhiala-Salminen and Kankaanranta (2011) research result where they found out that factual business needs were considered more important than the interactional needs of creating rapport and a positive atmosphere.

B. Usage of Accommodation Skills at work

The table below shows the usage of Accommodation Skills at work in percentage.

Table 4.36 Usage of Accommodation Skills at work

	Items	79. When I communicate with someone at work, I try to *understand his/her opinion*	80. When I communicate with someone at work, I try to *make him/her feel good*	Average % of Employers
Employer	**Never**	0%	0%	**0%**
	Rarely	0%	3%	**2%**
	Sometimes	16%	34%	**25%**
	Often	58%	47%	**52%**
	Always	26%	16%	**21%**
	Total % of Employers	**100%**	**100%**	**100%**
			Mean score of all Employers	**3.92**
			Standard Deviation	**0.618**

Table 4.36 indicates that the majority of employers at 52% 'Often' utilize Accommodation Skills at work while 21% of them 'Always' utilize them. The mean is 3.92 and the SD is 0.618. This indicates that employees try to understand opinions of the person they are communicating with and try to make them feel good. The extracts from the interviews below support this result.

Employer 4: First of all, you need to understand other's opinion because you are not the only one who has ideas so you need to respect other's opinion too. Second, when you are already in the discussion, it's the time to try to make him/her happy. So, it will be like a good communication.

Employer 5: For me, if we need to order people to do some work, we have to understand their opinion in order to confirm what they understand. And if we need their support, we must try to make them feel good. Otherwise, they may not give good support.

Contribution and Usage of Accommodation Skills at work

In this section the relationship of usage of Accommodation Skills and contribution of Accommodation Skills to their success at work of the employers are analyzed using correlation.

Table 4.37 Contribution and Usage of Accommodation Skills at work

Correlations[a]

		Contribution of Accommodation Skills	Usage of Accommodation Skills
Contribution of Accommodation Skills	Pearson Correlation	1	.700**
	Sig. (2-tailed)		.000
	N	92	92
Usage of Accommodation Skills	Pearson Correlation	.700**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.01 level (2-tailed).

a. 98. Are you in supervisor level or higher? = Employer

Table 4.37 shows the correlation value of .700 and *p* value of .000 between the usage and contribution to success at work of Accommodation Skills. This is the strongest correlation found in this study. It shows that at 99% confidence level, there is a very strong positive correlation between the two variables which is significant. This indicates that as the contribution of Accommodation Skills to successful communication at work rises, the usage of also rises.

Research Question 3: What are the *employees'* communication knowhow in business imperative for communication across borders?

The third research question is answered by a) determining the employees' communication knowhow essential for global communication, and b) identifying the ranking of each element in communication knowhow based on their importance.

Communication knowhow (CKH) includes different elements that the employees of a multinational semi-conductor company in Thailand should know. These are, the *Technical English Vocabulary used in the Company/Department*, *English Vocabulary for Email writing*, *Report writing*, *Meetings*, *Presentations*, *Telephone calls*, and *Conference calls.*

Communication Knowhow in business imperative for communication across borders

The findings below show the elements of knowhow that employees must have in order to communicate with their business partners from and in different parts of the world.

Table 4.38 Communication Knowhow in business imperative for communication across borders

	Items	10. Knowing *Technical English vocabulary used in my company* is important for my work.	11. Knowing *Technical English vocabulary used in my department* is important for my work.	12. Knowing *English vocabulary used for Email writing* is important for my work.	13. Knowing *English vocabulary used for Report writing* is important for my work.	14. Knowing *English vocabulary used for Meetings* is important for my work.	15. Knowing *English vocabulary used for Presentations* is important for my work.	16. Knowing *English vocabulary used for Telephone calls* is important for my work.	17. Knowing *English vocabulary used for Conference calls* is important for my work.	Average % of Employees
Employee	**Strongly Disagree**	0%	0%	0%	0%	0%	0%	0%	0%	**0%**
	Disagree	0%	0%	1%	0%	0%	0%	1%	0%	**0%**
	Neutral	2%	2%	2%	3%	4%	5%	8%	9%	**4%**
	Agree	48%	47%	47%	53%	53%	50%	50%	51%	**50%**
	Strongly Agree	50%	51%	51%	44%	43%	46%	42%	40%	**46%**
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
									Mean score of all Employees	**4.41**
									Standard Deviation	**0.468**

Table 4.38 illustrates that 50% of the employees 'Agree' and another 46% of them 'Strongly Agree' that *Technical English Vocabulary used in a multinational semi-conductor company* and *in departments within* are essential for their communication across borders. *English Vocabulary* for *email writing, report writing, meetings, presentations, telephone calls,* and *conference calls* is also found imperative for employees' global business communication. This makes the mean 4.41 and the SD 0.468. These findings confirm that shared vocabulary of the specific field—and the shared genres and genre knowledge which such vocabulary implies (Berkenkotter & Huckin, 1995)—were perceived as essential for

doing work (Louhiala-Salminen & Kankaanranta, 2011), and that includes communication across borders.

Ranking of importance of Communication Knowhow in business imperative for communication across borders

The table below shows the percentage of employees who rank the elements in Communication Knowhow *based on importance*.

The ranking is from '**Rank 1**' which is the 'Most Important' to '**Rank 8**' which is the 'Least Important'.

Table 4.39 Ranking of importance of Communication Knowhow in business imperative for communication across borders

	Items	**18. Technical English Vocabulary used in my *company***	**19. Technical English Vocabulary used in my *department***	**20. English Vocabulary for *Email* writing**	**21. English Vocabulary for *Report* writing**	**22. English Vocabulary for *Meetings***	**23. English Vocabulary for *Presentations***	**24. English Vocabulary for *Telephone* Calls**	**25. English Vocabulary for *Conference* Calls**
Employees	**Rank 1**	30%	18%	29%	6%	5%	4%	4%	3%
	Rank 2	13%	33%	15%	12%	5%	6%	8%	8%
	Rank 3	10%	8%	38%	13%	9%	11%	5%	5%
	Rank 4	10%	6%	6%	43%	16%	6%	5%	6%
	Rank 5	8%	7%	3%	10%	44%	14%	6%	8%
	Rank 6	6%	7%	4%	4%	9%	46%	12%	11%
	Rank 7	9%	12%	1%	4%	6%	9%	46%	13%
	Rank 8	15%	9%	3%	6%	5%	4%	13%	46%
	Total % of Employees	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 4.39 suggests that Item 18, *Technical English Vocabulary used in my Company* in which 30% of the employees perceived **Rank 1** is the most important element in CKH. This is followed by Item 19, *Technical English Vocabulary used in my Department* in which

33% perceived **Rank 2** as the most important element in CKH. This is followed by Item 20, *English Vocabulary for Email writing* in which 38% of the employees perceived as **Rank 3**. Then Item 21 and 22 *English Vocabulary for Report writing* and *Meetings* as **Rank 4** and **Rank 5** respectively. Interestingly, Item 23, 24 and 25 are perceived as the least important when it comes to CKH ranking as the three items have catered 46%.

These findings have indicated that employees' ranking of CKH varies according to their positions, work, and job responsibilities. As based on the result, some employees may need to use English when communicating through conference calls, whereas some might not be required to join any conference calls at all. This is the same as those employees who might need to write emails as part of their job responsibilities, while others may not. The excerpts below provide support to these findings.

> *Employee 1: I think all types of communication knowhow is important but most especially, the English vocabulary used for conference calls because our work may need us to be involved with the team and customers in other countries so I think we need to know the vocabulary or the grammar that will help us understand their needs or requirements.*

> *Employee 2: The most important for me is English vocabulary for email writing because I have to reply for the customers' emails. The least important is English vocabulary for meetings because most of my co-workers are Thai, so we don't use English that much for discussion… Sometimes, we speak English when my Filipino boss is present.*

> *Employee 3: English vocabulary for email writing [is the most important communication knowhow for me] because we use it to communicate not only with the people in the company, sometimes with customers, sometimes with suppliers, so I think it's important to make it clear and comprehensible for them… If you communicate with your colleague via email, you can walk and talk to them to explain what you mean. But for*

customers or suppliers, you cannot do that every time. So I think this one is the most important… I think the least important is English vocabulary for meetings because most of it is held in Thai even though they try to set a team meeting every two weeks and make the rule "everyone needs to speak English" but I noticed it is not always followed... In the meeting, if I have topics to share to the team, I speak English.

Employee 4: [The most important communication knowhow for me is] English vocabulary for Email writing because the means of communication that I use at work the most is email. I need to send email every day and every time that I work. The least important is English vocabulary for report writing because I never do it before. It is the work for the managers or engineers. My boss doesn't assign me to do it.

The insights reveal that in a global business communication, English vocabulary for different genre conventions is imperative for employees. As Alqahtani (2015), Gairns & Redman (1986), Liu (2016) and Nation (2001) stated, vocabulary is the most important aspect of learning a language as it allows communicators to express their thoughts in a comprehensible way.

Research Question 4: What are the *employers'* communication knowhow in business imperative for communication across borders?

The fourth and also the last research question is answered by the same way research question 3 was answered – through a) determining the employers' communication knowhow imperative for communication in and out of Thailand, and b) identifying the ranking of each elements in communication knowhow based on their importance.

Communication Knowhow in business imperative for communication across borders

Below is the findings that show the elements of communication knowhow (CKH) necessary for communication with people from different parts of the world.

Table 4.40 Communication Knowhow in business imperative for communication across borders

	Items	10. Knowing *Technical English vocabulary used in my company* is important for my work.	11. Knowing *Technical English vocabulary used in my department* is important for my work.	12. Knowing *English vocabulary used for Email writing* is important for my work.	13. Knowing *English vocabulary used for Report writing* is important for my work.	14. Knowing *English vocabulary used for Meetings* is important for my work.	15. Knowing *English vocabulary used for Presentations* is important for my work.	16. Knowing *English vocabulary used for Telephone calls* is important for my work.	17. Knowing *English vocabulary used for Conference calls* is important for my work.	Average % of Employers
Employer	**Strongly Disagree**	1%	1%	1%	1%	1%	1%	0%	1%	**1%**
	Disagree	2%	2%	0%	0%	0%	0%	3%	1%	**1%**
	Neutral	3%	5%	4%	5%	8%	3%	5%	7%	**5%**
	Agree	40%	40%	40%	41%	46%	44%	48%	42%	**43%**
	Strongly Agree	53%	51%	54%	52%	46%	52%	44%	49%	**50%**
	Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
									Mean score of all Employers	**4.39**
									Standard Deviation	**0.618**

Table 4.40 illustrates that a vast majority of employers either ‘Agree’ or ‘Strongly agree’ that CKH in business is imperative for global communications, with a mean of 4.39

and a SD of 0.618. This strongly aligns with the results on the employees when asked similar questions.

From the findings, it can be observed that most of the employers strongly believe that knowing English vocabulary used for Email writing and Presentations is important for their work. Perhaps it is because most employers use English language when they present and write emails. It could also be because due to their position, they are expected to have wide English vocabulary for different genre conventions as they communicate and are more exposed to their customers from different countries.

Further, by exchanging ideas and excellent skills to demonstrate their technical experience and services thru using English language in emails, presentations, and other communication channels, The Company can convince its customers of its capability to provide high quality products.

Ranking of importance of Communication Knowhow in business imperative for communication across borders

The table below shows the percentage of employers who rank Communication Knowhow (CKH) *based on importance*. 'Rank 1' is the most important and 'Rank 8' is the least important.

Table 4.41 Ranking of importance of Communication Knowhow in business imperative for communication across borders

	Items	18. Rank Technical English Vocabulary used in my *company*	19. Rank Technical English Vocabulary used in my *department*	20. Rank English Vocabulary for *Email* writing	21. Rank English Vocabulary for *Report* writing	22. Rank English Vocabulary for *Meetings*	23. Rank English Vocabulary for *Presentations*	24. Rank English Vocabulary for *Telephone* Calls	25. Rank English Vocabulary for *Conference* Calls
Employer	**Rank 1**	29%	20%	18%	4%	4%	9%	7%	9%
	Rank 2	13%	25%	16%	10%	2%	12%	13%	9%
	Rank 3	8%	2%	36%	16%	23%	4%	4%	7%
	Rank 4	3%	4%	9%	38%	15%	14%	5%	11%
	Rank 5	5%	7%	7%	8%	36%	11%	12%	15%
	Rank 6	8%	4%	4%	10%	12%	34%	14%	14%
	Rank 7	16%	15%	3%	11%	3%	9%	35%	8%
	Rank 8	17%	23%	7%	3%	4%	8%	10%	28%
	Total % of Employers	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Unlike the result found in Table 4.40, Table 4.41 shows that Item 18, *Technical English Vocabulary used in my Company* in which 29% of the employers gave it '**Rank 1**' or the most important element in CKH. It is followed by Item 19, *Technical English Vocabulary used in my Department* in which 25% considered it as '**Rank 2**'. Item 20 which is *English Vocabulary for Email writing* was given '**Rank 3**' by 36%, followed by *English Vocabulary for Report writing* which is '**Rank 4**' as the most important element in CKH according to 38% of the employers.

These findings show that employers perceive CKH the same way as employees do, with slight difference in percentage except for *Technical English vocabulary used in my department* which received 'Rank 2' by 33% of Employees but only 25% by Employers. There is also a marked difference in the ranking of Item 25, *English Vocabulary for*

Conference Calls wherein 46% of Employees gave it '**Rank 8**' while only 28% ranked it in the same level. This shows that majority of Employees regard this item as the least important.

In addition, the employers were asked in the interviews *which of the Business-Specific Knowledge is the most and least important* for their communication across borders in order to bring more depth to the quantitative results. The following are the excerpts.

Employer 1: Actually, it's quite difficult to select [which of the elements in Communication Knowhow] is the most or least important [because we use all of them at work]. For example, conference call, we need to use this one with our customers or even among our group, so conference call is important. For presentation, we cannot cut it either because when customers come to audit us, we need to explain or present to them about quality issues, our company, or even our process. And presentation and conference calls are parts of meetings also because in the meeting, we need to discuss with them face-to-face to explain everything... For conference call – OK we are far away from each other but we need to talk also. And report writing is a part of meeting, too, because we need to do a report regarding everything that happens in our daily work, and send a weekly report to our boss… For technical English, I think this one is important, too, but sometimes we can use general words to explain to them. But if we explain to customers that know technical terms, it's better for us. But with the staff from Customer Service or other fields of knowledge, we can use general words to explain to them. When it comes to communicating with other engineers, we should use the technical words. For [Technical English used in my] company, I think the same. For [Technical English used in my] department, I think it's more important than Technical English used in my company.

Employer 2: When it comes to my work, I think the most important for me is the English vocabulary for email writing because right now I'm dealing with my customers, so every time they have feedback, our means of

communication is only email. So, it is very important for me that my vocabulary is correct to have a good impression from the customers. Then for me, the least important is English vocabulary used in meetings. Because in meetings, I am dealing with my Thai subordinates or Thai Engineers so with that, most of the language that we use is in Thai. When it comes to English, it doesn't matter if the vocabulary is correct as long as they understand what we mean or what we are talking about.

Employer 3: Actually, all of these [elements in communication knowhow] are very important for my work especially the first one [Technical English used in my company]. Because we're dealing with most of international customers from different countries, it's important that we present our company, especially in English language. Also, in my department, in order to communicate well with my peers or my boss, I have to use technical English vocabulary because we're in Engineering Department. In email writings, we also need to use English because most of the writings or emails that we're doing is actually answering the customers. That also includes the report writings, so when we do technical or write technical words, we have to use English. Also during the meetings, most of the attendants are actually Thai but we require them to speak in English so that everyone can understand and have the same understanding about what's being discussed. Also, for the presentations, when we do the presentations especially for our customers who are from different countries, we have to use English vocabulary. And for telephone calls, of course, when we have calls coming from outside countries like the US, Japan, China, Malaysia or Singapore, we have to use English. And during conference calls, it's also important that we use English vocabulary. So, all of these are very important, I cannot say or specify which exactly is least or most important.

Employer 4: It seems like all of them are important in my work. Because my forte is in technical, definitely I need to use the technical English and also the vocabulary in technical terms, so that I will be able to relate with our customers.

Employer 5: The important for me is English vocabulary used for telephone calls because my customers call me almost every day.

As it turned out, three of the interviewees (Employer 1, Employer 3, and Employer 4) find it difficult to single out which of the elements in Communication Knowhow is the most and least important for their work. From the excerpts above, it is obvious that they use TEV and EV for different communication purposes so often which makes them very important for employers. Their perceptions differ from Employer 2 (who finds English vocabulary for email writing the most important) and Employer 5 (who perceives English vocabulary for telephone calls most important) as it is most relevant for their daily business activities because they use it most often compared to other elements of CKH.

Despite the differences in employers' perceptions, it is obvious that their *tasks* and the *frequency of using the knowledge for their tasks* are the deciding factors for the ranking of importance of each communication knowhow element.

With these insights, it is proven that knowledge in communication is important for their work. This is supported by Louhiala-Salminen and Kankaanranta (2011) who mentioned that knowledge of the business principles, in general, and the specific area of the business professional's expertise, are also perceived important for effective communication.

Chapter Summary

In this chapter, the level of *employees and employers' perceptions on the factors that contribute to a competent speaker of English* were presented together with their *usage of the factors*, and *correlations between the contribution and usage of each factor*. Moreover, the *communication knowhow in business imperative for effective communication across borders* were identified.

The answers to the first and second research questions show that all six factors (Business-Specific Knowledge, English Competence, Communication Strategies, Strategic Skills, Cultural Knowledge & Skills, and Accommodation Skills) were perceived to contribute to being competent speakers of English in business context. The employees and employers believe these factors help them communicate effectively and successfully at work. Because of that, they use these factors in their business communication, some more frequently than others.

In addition, when the correlation between the *factors' contribution to successful communication at work* and the *workers' usage of the factors* were investigated, it was found they are significantly and positively correlated to one another, except for English Competence. The findings are summarized in the Table 4.42 below in terms of Mean (M) & Standard Deviation (SD).

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Table 4.42 Conclusion of Findings for Research Questions 1 & 2 in terms of Mean (M) & Standard Deviation (SD)

Factors	Contribution				Usage				Correlation between Contribution & Usage	
	Employees		Employers		Employees		Employers		Employees	Employers
	M	SD	M	SD	M	SD	M	SD		
Business-Specific Knowledge	**4.48**	.498	**4.66**	.566	**4.09**	.533	**4.09**	.587	.394	.520
English Competence	3.90	.677	3.98	.650	**3.39**	.837	3.95	.714	No correlation	No correlation
Communication Strategies	4.25	.481	4.32	.493	3.89	.587	4.05	.531	.465	.608
Strategic Skills	**3.87**	.442	**3.96**	.527	3.70	.595	3.80	.613	.462	.473
Cultural Knowledge & Skills	3.95	.544	4.02	.628	3.57	.730	**3.56**	.862	.494	.555
Accommodation Skills	4.05	.505	4.10	.537	3.93	.704	3.92	.618	.666	.700
Average	**4.08**	**.524**	**4.17**	**.567**	**3.76**	**.664**	**3.89**	**.654**	**.496**	**.571**

As shown in Table 4.42, the levels of employees and employers' *perceived contribution* and *usage* of all six factors received mean scores that are higher than 3.3. The *average mean scores of contribution* of all six factors are 4.08 with a SD of .524 for employees, and 4.17 with a SD of .567 for employers. The *average mean scores of usage* of all six factors are 3.76 with a SD of .664 for employees, and 3.89 with a SD of .654 for employers.

The factor that received the highest means for employees and employers' *perceived contribution* and *usage* is Business-Specific Knowledge, with 4.48, 4.09, 4.66, and 4.09 respectively. This means that the majority of the respondents believe BSK contributes the most to a competent speaker of English in the business context, and is also most-used

amongst all six factors. According to Kankaanranta and Louhiala-Salminen (2013, p. 29), the most important layer of GCC is the business knowhow or the business-specific knowledge as it filters and influences its other layers, and combines two integral elements: the particular "domain of use" and the wider, overall goals, norms and strategies of business shared by the business community.

Further, both employees and employers perceived Strategic Skills to *contribute the least* to being a competent speaker of English as it received the lowest means of 3.87 (from employees) and 3.96 (from employers). However, it does not mean they use SS the least.

Based on the mean scores, *English Competence is used the least by employees* as it received the lowest mean scores of 3.39. As seen in Table 4.6 under research question 1, the result of employees' usage of EC for different tasks at work varies. Several percentages of employees often or always use EC for email and report writing, but only sometimes for meetings and telephone calls, rarely for conference calls, and never for presentation. This suggests that the mean score is affected due to the variation of their usage of EC, and this variation is due to their positions and job responsibilities.

As for *employers*, *Cultural Knowledge & Skills is least-used* as it received the lowest mean score of 3.56. As shown in Table 4.33 under research question 2, many of the employers only sometimes use CKS. As mentioned before, it could be because their knowledge of others' cultures is limited, therefore their usage of CKS is also limited.

When it comes to the *correlation between the contribution and usage*, all of the factors turned out to be *positively correlated to one another significantly* with average scores of .496 for employees and .571 for employers. This excludes English Competence where there was no significant correlation found between the respondents' perceived contribution

and usage of the factor. Although both employees and employers believe that EC contributes to their successful communication at work, they may not use English as often because the usage of EC depends on their job position and tasks. In addition, even though they believe EC contributes to the success of their communication in business, it does not guarantee them positive evaluation, rewards, or promotion as The Company may require other skill sets, not just English Competence.

Moreover, the answers to the third and fourth research questions indicated that Technical English vocabulary used in the company and department, and English vocabulary for email, report, meeting, presentation, telephone call, and conference call are the communication knowhow (CKH) imperative for employees and employers' effective communication across borders. Table 4.43 below shows the summary of the findings for research question 3 and 4 in terms of mean and standard deviation of CKH as a whole.

Table 4.43 Conclusion of Findings for Research Questions 3 & 4 in terms of Mean (M) & Standard Deviation (SD) of Communication Knowhow as a whole

Communication Knowhow			
Employees		**Employers**	
M	**SD**	**M**	**SD**
4.41	.468	4.39	.618

As shown in Table 4.43, the mean scores for both employees and employers are 4.41 and 4.39 respectively. This shows that most employees and employers believe that all the elements in CKH are important for global communication.

Furthermore, these elements were ranked based on their importance. Rank 1 is the most important and Rank 8 is the least. Table 4.44 below presents the concluded result from employees and employers.

Table 4.44 Conclusion of Findings for Research Questions 3 & 4 in terms of Importance Ranking of Elements in Communication Knowhow

Ranking			
Employees		**Employers**	
Ranking	**Communication Knowhow**	**Ranking**	**Communication Knowhow**
Rank 1	Technical English Vocabulary used in my company	**Rank 1**	Technical English Vocabulary used in my company
Rank 2	Technical English Vocabulary used in my department	**Rank 2**	Technical English Vocabulary used in my department
Rank 3	English Vocabulary for Email writing	**Rank 3**	English Vocabulary for Email writing
Rank 4	English Vocabulary for Report writing	**Rank 4**	English Vocabulary for Report writing
Rank 5	English Vocabulary for Meetings	**Rank 5**	English Vocabulary for Meetings
Rank 6	English Vocabulary for Presentations	**Rank 6**	English Vocabulary for Presentations
Rank 7	English Vocabulary for Telephone Calls	**Rank 7**	English Vocabulary for Telephone Calls
Rank 8	English Vocabulary for Conference Calls	**Rank 8**	English Vocabulary for Conference Calls

Table 4.44 shows that both employees and employers ranked each element in CKH the same way. Most of the respondents from both groups believe that Technical English Vocabulary used in The Company is the most important CKH. As The Company is a provider of assembly and test services for semiconductor chips such as in-communication devices (e.g. smartphones, Bluetooth, and Wi-Fi), security devices, and devices for industrial and medical applications, the result implies that most workers must be familiar with the products and processes The Company uses which are highly technical. According to Louhiala-Salminen

and Kankaanranta (2011), the knowledge of the business principles as well as the knowledge of the specific area of the business professional's expertise is perceived important for effective communication.

Furthermore, both groups believe that English Vocabulary for Conference Calls is the least important element in CKH. This could be because many of them do not always use it for work. This also suggests that conference calls could be the least popular task for most workers at The Company. Another reason could be because Email is the employees and employers' most widely used mean of communication as it is the most economical, and also because it is more flexible than conference calls. Most workers read and write emails on a daily basis when they can or based on their priority, while conference calls are mostly done by schedule and with invitations.

Through the findings for all of the research questions in this study, it could be concluded that most of the employees and employers agree that all of the six factors contribute to successful communication, and most of them often use the factors at work. The employees and employers' perceived contribution and usage of all six factors were also found significantly correlated to one another, excluding English Competence. Additionally, all of the elements in communication knowhow were also considered important for workers' communication across borders. However, the element that employees and employers perceived the most important was Technical English Vocabulary used in The Company, while English Vocabulary for Conference Calls was voted the least important. This sums up the findings for all the research questions.

CHAPTER V

CONCLUSION

In this chapter, the conclusion of the findings of this research is summarized. Moreover, the pedagogical implications for teaching and learning are presented for learners, teachers, and business sectors who could potentially benefit from this research. Furthermore, the limitations of the study are specified and some recommendations are provided for future researchers who would be interested to investigate further into the issues indicated in this research. Finally, the conclusion of the overall research can be seen at the end of this chapter.

Summary of the Findings

In this research, the perceptions of 278 workers of The Company on factors that contribute to a competent speaker of English in business context were thoroughly investigated. The factors, which were based on Kankaanranta & Louhiala-Salminen's Global Communicative Competence (GCC) framework, include Business-Specific Knowledge, English Competence, Communication Strategies, Strategic Skills, Cultural Knowledge & Skills, and Accommodation Skills. There are different elements in each factor which help create a globally competent BELF speaker. The findings on the workers' perceptions are concluded and separated based on each factor.

Business-Specific Knowledge. The elements under Business-Specific Knowledge include knowing what, who, when, and how to communicate given the situation. According to the findings, employees and employers perceive that having such knowledge contributes to a competent speaker of English at work. These findings are similar to the result of the research Kankaanranta and Louhiala-Salminen (2011) in which they found out that the significance of communication has been acknowledged as important in business activities in

general and is also fundamental in international encounter as business environment gets more and more complex due to globalization.

It was also found out that employees and employers use technical English words with people who understand them, but avoid or explain them with people who do not understand them. As Louhiala-Salminen and Kankaanranta (2011) affirmed, the shared vocabulary of the specific field—and the shared genres and genre knowledge which such vocabulary implies (Berkenkotter & Huckin, 1995) were perceived as essential for doing work. This is perhaps the reason why the findings show that there is a positive correlation between employees and employers' usage of Business-Specific Knowledge and their perceived contribution of BSK in their successful communication at work.

English Competence. This competence means having a wide vocabulary in English and knowing the English vocabulary of their business area very well; using grammar correctly; understanding what other people say and write in English very well; and speaking and writing in English very well in various tasks at work such as writing email, presenting, and making telephone calls. Most of the employees and employers believe that having this competence is required for their work as it helps them to successfully complete their tasks in which they need to use English language. Furthermore, the respondents indicated that they use English the most in email, report, and presentation. This shows that English is more widely used on writing rather than speaking.

In addition, the findings show that employers use English Competence at work more often than employees do which could be explained by the nature of their work as well as their position. Perhaps the higher the position is, the more frequent the worker has to communicate with customers from other countries using English language.

Despite its contribution to successful communication and completion of workers' tasks, it was found out that it does not directly lead to promotions or attainment of rewards and/or recognitions as there is no correlation found between the workers' perceived contribution and usage of English competence. This implies that The Company might consider other factors and professional aspects, and require the workers' skill sets before they give them rewards and promotions.

Communication Strategies. These strategies include directness, clarity, conciseness, politeness, understanding, and maintaining rapport. This study found out that in the employees and employers' perceptions, directness, clarity, conciseness, politeness, understanding, and maintaining rapport have significant positive contribution to their success at work. Also, most of them frequently use the strategies in their communication at work.

When tested, a strong positive correlation between their perceived contribution and usage of Communication Strategies came up. This shows that both groups of the respondents' use CS more often because it makes their communication at work successful.

Strategic Skills. This set of skills consists of the ability to ask for clarifications, ask questions, repeat utterances, and paraphrase. Both groups of respondents believe that they are important as they contribute to their work. However, the majority thinks that asking for clarification is the most important strategic skill to understand others.

There are also some respondents from both groups who claimed that they use different strategies based on the situation. There are occasions when employees and employers do not apply them and they find the right time, place, person, and element that will be appropriate to use the skills.

These results support the statement that Louhiala-Salminen & Kankaanranta (2011) research where they mentioned that effectiveness of communication is related to appropriateness to suitability for situation and social rules. Furthermore, to be communicatively competent, a person must be able to communicate messages appropriately in a given context of interaction (Spitzberg & Cupach, 1984).

Moreover, a positive correlation was found between the respondents' perceived contribution and usage of Strategic Skills at work.

Cultural Knowledge & Skills. These skills include knowing and considering the national culture, organizational culture, and role in the organization of the person. These skills are often, but not always perceived important in communicating with someone at work. Hence, the findings show that only half of the employees and one-third of the employers 'Often' use them. More than one-third of both groups use them only 'Sometimes'.

Moreover, knowing the person's role in the organization was shown to be 'Often' used by most workers. This could be because they believe that being aware of the person's role could give them the idea on how to approach him/her, and they would be able to adjust themselves accordingly.

It also revealed that the workers' believe there is a positive correlation between their usage and contribution of CKS to being a competent speaker of English. They believe that the more they use the skills, the more their communication become successful.

Accommodation Skills. This last set of skills comprises the ability to understand other's opinion and ability to make the person feel good. Perhaps expected, the majority of the employees and employers agree that when they communicate at work, they try to understand someone's opinion and make him/her feel good. They also give importance to

understanding someone's opinion more than making him/her feel good. This could be because understanding someone's opinion means getting their work done faster, therefore making him/her feel good is given less priority. This result is similar to Louhiala-Salminen and Kankaanranta (2011) research result where they found out that factual business needs were considered more important than the interactional needs of creating rapport and a positive atmosphere.

In addition, when the workers' usage of AS was tested against their contribution to work, it was found out that there is a strong positive correlation. Therefore, the more they use AS, the more successful they become at communication.

When the participants were asked about the Communication Knowhow in business imperative for communication across borders, more than 90% of them combined answered 'Agree' and 'Strongly agree' that *Technical English Vocabulary used in a multinational semi-conductor company* and *in departments within* as well as *English Vocabulary* for *email writing, report writing, meetings, presentations, telephone calls, and conference calls* are all important for their work.

Furthermore, the employees and employers' ranking of the Communication Knowhow based on their importance was found similar. With *Technical English Vocabulary used in a multinational semi-conductor company* ranks as the most important, followed by *Technical English Vocabulary used in departments, English Vocabulary* for *email writing, report writing, meetings, presentations, telephone calls,* and *English vocabulary for conference calls* as the least important, it could be concluded that the employees and employers' knowledge of vocabulary for different communication engagements, genre, and tasks is consistently important for their communication at work.

With the investigation and thorough analysis done in this research, it is apparent that the competencies in Kankaanranta & Louhiala-Salminen's (2011) Global Communicative Competence (GCC) framework proved to be applicable, beneficial, and important in this business environment setting, with The Company, and perhaps other multinational semi-conductor manufacturing companies in Thailand.

Pedagogical Implication of the Study

Based on the result of this research, Global Communicative Competence (GCC) should be taken into consideration when teaching English language classes in companies. Corporate English language teachers should be aware of the related issues and factors that can help learners become a globally competent English speaker. This means giving the learners knowledge and awareness of the communication strategies, culture, accommodation skills, and so on, not only focusing on the linguistic elements such as vocabulary and grammar.

Teachers should familiarize themselves with business practices. Amongst the most important practices include email writing and presentations. It will also be beneficial to teachers and learners if the teachers understand or are familiar with the technical English vocabulary that the companies use. Pre-course meetings with the stakeholders can help familiarize teachers with the companies' specific business practices, cultures, and learning goals to prevent unfitting assumptions.

Companies, employers, employees, and teachers must also realize that the depth of a competent English speaker goes beyond English competence, that other skills must also be integrated in the learning goals and courses to produce well-rounded communicators.

Companies should generate long-term plans to facilitate the development of their workforce's skills alongside the English courses to ensure they create globally competent BELF speakers.

Institutions such as schools and universities could perhaps use the findings of this research in training English language teachers to give importance on teaching the factors indicated in this research so they may relay this knowledge to their own students who are about to enter a professional setting.

Limitations of the Study

This study has two main limitations: the size of the sample and the setting of the study.

Although the sample size of this study was sufficient enough compared to its population, the results could have been more strengthened and more reliable and valid if bigger sample size participated in both quantitative and qualitative research parts.

The setting of the study was also limited in terms of context. The setting is limited to The Company which belongs in electronics industry. Therefore, the results of the study may be applicable and useful for companies with similar settings and within the same industry. Other companies in different industries may not find the study beneficial for them.

Recommendations of the Study

Based on the results found in this study, recommendations for different stakeholders are provided below.

Learners

It is customary for learners of English in Thailand to begin their lessons with grammar. Thai language differs largely to English language in terms of tenses. Rather than changing verb to indicate when an incident happens, Thai language either utilize additional indicators or explicitly stating the time of occurrence instead. This way of portraying time in a sentence is flexible and the rules are rather forgiving. Hence, it is not a surprise that a listener of Thai language often relies on situational context to discern the time of the event.

As a result, tenses became one of the biggest hurdles in studying English for Thai learners. Grammar is usually taught and learnt explicitly in the initial process of learning to demonstrate the formation of sentences in English in different tenses. Interestingly, other similarities such as parts of speech do make it easier for Thai learners to approach English.

In becoming a global competent speaker, knowing English and proper grammar is undeniably desirable. The two most important tasks identified in this paper are writing email and writing report. Writing is a communication method which the communicator often has little to no context of the reader. A report or email might be passed along to different readers. Being able to deliver the content in standardized and universally comprehensible version of English is the only sensible approach. Hence, learning English in its proper form is important.

On the other hand, confidence was identified as a key factor of successful communication rather than grammar. The goal to deliver message across can be achieved without using the Standard English but instead an adapted version. As identified by Kankaanranta, when using English as lingua franca, interlocutors often use an adapted version of English created from traits and characteristics found in the interlocutors' own language and culture. While it may seem counterintuitive, as long as the receiver of the

message is able to comprehend the message in its entirety, the utilization of the adapted English is in no way a hindrance, and considered as a success. Learners must understand this process and be ready to trade off conventional accuracy to the successes of communication. At the same time learners can employ different communication strategies such as: clarity, directness and ability to be understanding to increase the chances of a successful communication.

Teachers

As a result of this research, it is certainly undeniable that English is an important part of at least the workforce in manufacturing industry in Thailand. This trend has also spread throughout the market touching workers in all levels. Conservatively, English classes are conducted in incrementing steps of lessons building on top of each other, working towards the maximum legibility and comprehension of the language. In order to create learners to become globally competent speakers, the research recommends teachers to be flexible with the conventional class structure. Multiple constructs must be considered when designing a course and English competence is one of its underlying foundations.

As mention in earlier section, in order to achieve English competence learners must realize the importance of proper as well as adapted English. Teachers should incorporate this perspective into their courses and lessons, rather than only focusing students to develop conventional English proficiency. At the same time, vocabulary development could also be presented as a mean to expand the learners' horizon, rather than a set of words to memorize before a test. This is to encourage learners to utilize vocabulary building as a tool to advance themselves when approaching different filed of studies, and accentuate the importance of vocabulary building in work environment for different purpose.

During lessons, teachers should be welcoming to inquiries. This will encourage learners to ask question and ask for clarifications. This does not mean that teachers must forgo their class etiquette and conduct their classes only in discussion style. A proper time slot for questioning can be implemented which will help learners to learn to formulate their question while listening. At the same time, teachers can check learners' comprehension by asking them to paraphrase parts of the lessons. These attributes are identified as the essential parts of developing Strategic Skills in the work place.

Teaching and Learning

English language teaching

Many institutions, particularly in Thailand, provide courses and degrees in English Language Teaching, albeit aiming to produce English language teachers for different levels of academic curriculum. However, there are very limited courses or degree, accredited or approved by Ministry of Education in Thailand, which focus on producing teachers capable of specifically handling post academic English language students in work environment. This perhaps can be explained by the lack of identifiable demand as there is no representative of all businesses in Thailand which require globally competent English speakers. However, the demand is clearly perceived through globalization explained earlier in this research.

Institutions must appreciate the differences between ELF and BELF. Business operates at a different pace compare to normal conversation and with it brings a massive amount of contexts, characters, and cultures. These layers of extra settings were identified in the conceptual framework in this research adapted from Global Communicative Competence framework created by Louhiala-Salminen & Kankaanranta in 2011. Besides English Competence, Communication Strategies and Strategic Skills must be understood for a

communicator to achieve BELF competence. This will allow institutions to produce English language teachers who are capable of teaching English beyond academic curriculum towards business contexts.

Business Context

English language teachers who teach in companies, with a different context from schools or universities should be aware of the factors indicated in Global Communicative Competence in order for them to create globally competent English speakers. There are occasions when companies in Thailand hire English language teachers to teach in their workers. Certainly, they know their goals – what they want to meet at the end of the courses. The problem arises when English language teachers and companies only focus on fixing grammar errors, expanding vocabulary, and correcting pronunciation which are mostly language-focused. It is therefore recommended that English language teachers in business context become aware of the more important factors – the GCC – to help improve workers' English proficiency and overall communicative competence. With this awareness, they could also recommend to the companies the topics that they could teach, other than English language-focused (grammar, vocabulary, and pronunciation), such as how to ask for clarifications in English, Email writing in English, adapting and accommodating other cultures, and others. Using the result of this research as the basis for designing and offering courses, English language teachers in business context and companies could create globally competent English speakers.

Business Sectors (Stakeholders)

Businesses must manage their expectation towards their workers. English language taught in academic curriculum differs largely from English used in business practice.

Combining this with various backgrounds of the workers, it is often difficult for businesses to achieve and maintain a faultless communication process. As mentioned earlier, to create a globally competent speaker, English Competence is merely a part of the equation. The speaker must acquire and learn to utilize Business-Specific Knowledge, Communication Strategies, Strategic Skills, Cultural Knowledge & Skills, and Accommodation Skills to truly be a globally competent speaker. It is recommended that businesses deploy courses focusing on developing the aforementioned skills, complementary to traditional English courses. This will strengthen their capacity to compete in the global arena.

Moreover, companies must understand the nature of English as Lingua Franca. English comes in different versions; each one comprises of the interlocutor's own language traits and characteristics. Unlike mathematics, language is adaptive and flexible. Chances of successful communication increase as communicators adapt and resonate to the other party's national culture, organizational culture, and organizational role; communicate clearly with directness; and try to understand other party's opinion. This highlight the decrease in necessity of hiring native English speakers but rather a communicator with extensive knowledge of the aspects mentioned above.

Recommendations for Further Study

It is recommended to further investigate the topic with larger number of samples. The larger the samples, the more the results can be generalized and become more applicable to larger scopes.

It is also recommended to test the framework in other contexts or companies in another industry to test whether it would yield the same or different results. It would give all

the stakeholders such as the teachers, the learners, and business sectors better knowledge and ideas on how to make Thai workforce more globally competent English speakers.

Majority of the samples in this research is Thai nationality. It could be interesting to compare the results across different cultures and see their effects on the Global Communicative Competence.

With further research, the GCC framework and the findings of this study could perhaps be strengthened or challenged, and expanded; and new topics and research questions could arise.

Conclusion

In summary, this research has explored factors underlying a globally competent BELF speaker in an in-depth manner. It was discovered that even in the context of The Company in Thailand, GCC is still applicable and is therefore useful to teach and to learn. The contribution, usage, and correlation of the elements in each part of the conceptual framework were analyzed and results were presented. To be a globally competent speaker of English, one needs English Competence, as well as, Business Specific Knowledge, Communication Strategies, Strategic Skills, Cultural Knowledge & Skills, and Accommodation Skills. Recommendations for different relevant parties were presented. Through proper understanding of these concepts, Thai society can progress towards a bright future where they can compete in global business more competently.

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APPENDICES

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APPENDIX A

Questionnaire

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มหาวิทยาลัยอัสสัมชัญ

Questionnaire used for Quantitative Data Collection

แบบสอบถาม

Questionnaire

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์เรื่อง "การศึกษาการรับรู้ เรื่องปัจจัยที่มีส่วนช่วยในการสร้างผู้ใช้ภาษาอังกฤษที่มีความสามารถในอุตสาหกรรมอิเล็กทรอนิกส์ในประเทศไทย" วิทยานิพนธ์นี้จัดทำขึ้นภายใต้ความดูแลของ คณะมนุษยศาสตร์ บัณฑิตวิทยาลัย ภาควิชาสอนภาษาอังกฤษ ณ มหาวิทยาลัยอัสสัมชัญ คำตอบของท่าน ผู้ศึกษาวิจัยจะเก็บไว้เป็นความลับ และจะประมวลผลเป็นรายงานการศึกษาในภาพรวมเพื่อใช้ในการวิเคราะห์ตามจุดประสงค์ของวิทยานิพนธ์นี้ และใช้สำหรับการศึกษาค้นคว้าเท่านั้น

This survey is part of a thesis named 'A study of perceptions on factors that contribute to a competent speaker of English in electronics industry in Thailand' conducted under the supervision of Faculty of Graduate School of Human Studies, Department of English Language Teaching at Assumption University. All the answers given in this questionnaire will be kept confidential and will be used to analyze in accordance to the objectives of the study.

การทำแบบสอบถามนี้จะใช้เวลาทั้งหมดประมาณ 15 นาที โปรดตอบคำถามทุกข้อตามความเป็นจริง เพราะคำตอบที่เป็นจริงและสมบูรณ์เท่านั้นที่จะช่วยให้การศึกษาวิจัยในครั้งนี้เกิดประโยชน์อย่างเต็มที่ หากท่านมีข้อสงสัยไม่ว่าจะเล็กน้อยเพียงใด กรุณาสามารถส่งอีเมลมาถึงเจ้าของงานวิจัยได้ที่ ChristineDCC@gmail.com เรายินดีที่จะตอบคำถามและแก้ข้อสงสัยของท่าน ขอบคุณสำหรับความร่วมมือในการทำแบบสอบถามครั้งนี้

This questionnaire will take approximately 15 minutes to answer. Your honest answers are highly appreciated. If there is any doubt, please feel free to email the researcher at ChristineDCC@gmail.com for clarification. Thank you for your participation.

Part 1. ความรู้เฉพาะทางในด้านธุรกิจ | Business-Specific Knowledge

วิธีการตอบคำถาม: อ่านประโยคต่อไปนี้แล้วกาเครื่องหมายถูก (✓) ลงในช่องที่ใกล้เคียงกับสถานการณ์หรือความคิดเห็นของท่านมากที่สุด

Instructions: Read the following statements and place check marks (✓) in the corresponding boxes that best describe your opinion and/or situation.

No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
1	การสื่อสารคือส่วนประกอบที่สำคัญในธุรกิจของเรา Communication is an essential part of our business					
2	ความสามารถในการสื่อสารมีความสำคัญมากขึ้นทุกวันในที่ทำงานของฉัน Communication skills are					

No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
	getting increasingly important in my work					
เพื่อที่จะทำงานให้เสร็จฉันจะต้องรู้ว่า… To get my work done, I need to know…						
3	ต้องสื่อสารอะไร what to communicate					
4	ต้องสื่อสารกับใคร who to communicate with					
5	ต้องสื่อสารเมื่อไหร่ when to communicate					
6	ต้องสื่อสารอย่างไร how to communicate					
ในที่ทำงานฉันต้อง… At work, I…						
7	ใช้ศัพท์ภาษาอังกฤษทางเทคนิคกับผู้ที่สามารถเข้าใจคำศัพท์เหล่านั้นได้ use technical English words with people who understand them					
8	อธิบายศัพท์ภาษาอังกฤษทางเทคนิคให้กับผู้ที่ไม่เข้าใจคำศัพท์เหล่านั้น explain the technical English words to people who do not understand them					
9	พยายามไม่ใช้ศัพท์ภาษาอังกฤษทางเทคนิคกับผู้ที่ฉันคิดว่าจะไม่เข้าใจคำศัพท์เหล่านั้น avoid using technical English words with people whom I think may not understand them					
การที่ฉันรู้สิ่งต่อไปนี้ มีความสำคัญต่อการงานของฉัน Knowing the following is important for my work.						
10	คำศัพท์ภาษาอังกฤษทางเทคนิคที่ใช้ใน*บริษัท*ของฉัน Technical English vocabulary used in my *company*					
11	คำศัพท์ภาษาอังกฤษทางเทคนิคที่ใช้ใน*แผนก*ของฉัน Technical English vocabulary used in my *department*					
12	คำศัพท์ภาษาอังกฤษที่ใช้ในการ*เขียนอีเมล* English vocabulary used for					

No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
	Email writing					
13	คำศัพท์ภาษาอังกฤษที่ใช้ในการ*เขียนรายงาน* English vocabulary used for *Report* writing					
14	คำศัพท์ภาษาอังกฤษที่ใช้ในการ*ประชุม* English vocabulary used for *Meetings*					
15	คำศัพท์ภาษาอังกฤษที่ใช้ในการ*นำเสนองาน* English vocabulary used for *Presentations*					
16	คำศัพท์ภาษาอังกฤษที่ใช้ในการ*โทรศัพท์* English vocabulary used for *Telephone calls*					
17	คำศัพท์ภาษาอังกฤษที่ใช้ในการ*ประชุมทางโทรศัพท์* English vocabulary used for *Conference calls*					

วิธีการตอบคำถาม: เรียงลำดับรายการต่อไปนี้ตามความสำคัญ โดยให้เขียนเลขที่ของรายการที่สำคัญที่สุดในกล่องด้านบนสุด และเลขที่ของรายการที่สำคัญน้อยที่สุดในกล่องด้านล่างสุด

Instructions: Rank the following items according to their importance. Write the statement number which is the most important on top and the least important at the bottom.

No. ข้อ	Ranking (Write statement number) ลำดับความสำคัญ (เขียนเลขที่ของรายการ)		Items รายการ
18	*สำคัญที่สุด* *(Most important)→*		1. คำศัพท์ภาษาอังกฤษทางเทคนิคที่ใช้ในบริษัทของฉัน Technical English Vocabulary used in my company
19			2. คำศัพท์ภาษาอังกฤษทางเทคนิคที่ใช้ในแผนกของฉัน Technical English Vocabulary used in my department
20			3. คำศัพท์ภาษาอังกฤษที่ใช้ในการเขียนอีเมล English Vocabulary for Email writing
21			4. คำศัพท์ภาษาอังกฤษที่ใช้ในการเขียนรายงาน English Vocabulary for Report writing
22			5. คำศัพท์ภาษาอังกฤษที่ใช้ในการประชุม English Vocabulary for Meetings
23			6. คำศัพท์ภาษาอังกฤษที่ใช้ในการนำเสนองาน English Vocabulary for Presentations
24			7. คำศัพท์ภาษาอังกฤษที่ใช้ในการโทรศัพท์ English Vocabulary for Telephone Calls

25	*สำคัญน้อยที่สุด* *(Least important)→*		8. คำศัพท์ภาษาอังกฤษที่ใช้ในการประชุมทางโทรศัพท์ English Vocabulary for Conference Calls

Part 2. ความสามารถในด้านภาษาอังกฤษ | English Competence

วิธีการตอบคำถาม: อ่านประโยคต่อไปนี้แล้วกาเครื่องหมายถูก (✓) ลงในช่องที่ใกล้เคียงกับสถานการณ์หรือความคิดเห็นของท่านมากที่สุด

Instructions: Read the following statements and place check marks (✓) in the corresponding boxes that best describe your opinion and/or situation.

No. ข้อ	Statements ประโยค	Never ไม่เคย	Rarely นานๆครั้ง	Sometimes บางครั้ง	Often ประจำ	Always ทุกครั้ง
ในที่ทำงานฉันต้องใช้ภาษาอังกฤษ.... At work, I need to use English…						
26	เพื่อเขียนอีเมล to write email					
27	เพื่อเขียนรายงาน to write a report					
28	ในการประชุม in meetings					
29	ในการนำเสนองาน when I present					
30	ในการโทรศัพท์ when I make telephone calls					
31	ในการประชุมทางโทรศัพท์ in conference calls					

No. ข้อ.	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
ฉัน… I...						
32	รู้จักคำศัพท์ภาษาอังกฤษต่างๆมากมาย have a wide vocabulary of English					
33	รู้จักคำศัพท์ภาษาอังกฤษที่ต้องใช้ในด้านการทำงานของฉันอย่างดี know the English vocabulary of my own business area very well					
34	ใช้ภาษาอังกฤษอย่างถูกหลักไวยากรณ์ use grammatically correct English					
35	เข้าใจในภาษาอังกฤษที่คนอื่นพูดกับฉันได้อย่างดี					

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No. ข้อ	Statements ประโยค	Never ไม่เคย	Rarely นานๆครั้ง	Sometimes บางครั้ง	Often ประจำ	Always ทุกครั้ง
	I understand what other people say in English very well					
36	เข้าใจในภาษาอังกฤษที่คนอื่นเขียนได้อย่างดี understand what other people write in English very well					
37	พูดภาษาอังกฤษได้อย่างดี speak English very well					
38	เขียนภาษาอังกฤษได้อย่างดี write in English very well					
การที่ฉันมีความรู้ในภาษาอังกฤษอย่างดี... Being competent in English…						
39	ช่วยให้ฉันทำงานสำเร็จลุล่วงในที่ทำงาน helps me complete my tasks at work					
40	ทำให้การประเมินผลการทำงานของฉันออกมาดี reflects positively in my performance evaluation					
41	ทำให้ฉันได้รับคำชม gives me rewards and/or recognitions					
42	ช่วยให้ฉันได้รับการเลื่อนตำแหน่ง helps me get promoted					

Part 3. กลยุทธ์ในการสื่อสาร | Communication Strategies

วิธีการตอบคำถาม: อ่านประโยคต่อไปนี้แล้วกาเครื่องหมายถูก (✓) ลงในช่องที่ใกล้เคียงกับสถานการณ์หรือความคิดเห็นของท่านมากที่สุด

Instructions: Read the following statements and place check marks (✓) in the corresponding boxes that best describe your opinion and/or situation.

No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
เพื่อที่จะได้มาในสิ่งที่ฉันต้องการในที่ทำงาน ฉันต้องสื่อสารอย่าง... To get what I want at work, I need to…						
43	ตรงไปตรงมา be direct					
44	ชัดเจน be clear					
45	กระชับ be concise					

No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
46	สุภาพ be polite					
47	เข้าอกเข้าใจ be understanding					
48	รักษาความสัมพันธ์ maintain relationships					
No. ข้อ	Statements ประโยค	Never ไม่เคย	Rarely นานๆครั้ง	Sometimes บางครั้ง	Often ประจำ	Always ทุกครั้ง
ในที่ทำงานฉันต้องสื่อสารด้วย... At work, I communicate with...						
49	ความเด็ดขาด directness					
50	ความชัดเจน Clarity					
51	ความกระชับ conciseness					
52	ความสุภาพ politeness					
53	ความเข้าใจ understanding					
54	ความระมัดระวังเพื่อการรักษาความสัมพันธ์ attention to maintain relationships					

วิธีการตอบคำถาม: เรียงลำดับรายการต่อไปนี้ตามความสำคัญ โดยให้เขียนเลขที่ของรายการที่สำคัญที่สุดในกล่องด้านบนสุด และเลขที่ของรายการที่สำคัญน้อยที่สุดในกล่องด้านล่างสุด

Instructions: Rank the following items according to their importance. Write the statement number which is the most important on top and the least important at the bottom.

No. ข้อ	Ranking (Write statement number) ลำดับความสำคัญ (เขียนเลขที่ของรายการ)		Items รายการ
55	*สำคัญที่สุด* *(Most important)→*		1. ความเด็ดขาด Directness
56			2. ความชัดเจน Clarity
57			3. ความกระชับ

			Conciseness
58			4. ความสุภาพ Politeness
59			5. ความเข้าใจ Understanding
60	*สำคัญน้อยที่สุด* *(Least important)→*		6. การรักษาความสัมพันธ์ Maintaining relationships

Part 4. ทักษะในทางกลยุทธ์ | Strategic Skills

วิธีการตอบคำถาม: อ่านประโยคต่อไปนี้แล้วกาเครื่องหมายถูก (✓) ลงในช่องที่ใกล้เคียงกับสถานการณ์หรือความคิดเห็นของท่านมากที่สุด

Instructions: Read the following statements and place check marks (✓) in the corresponding boxes that best describe your opinion and/or situation.

No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
การที่จะเข้าใจคนอื่น ฉันคิดว่าเป็นสิ่งสำคัญที่จะต้อง... To understand others, I think it is important to…						
61	ขอคำชี้แจง ask for clarifications					
62	ตั้งคำถาม ask questions					
63	พูดคำหรือประโยคนั้นซ้ำ repeat utterances					
64	เปลี่ยนคำพูดหรือประโยคนั้นเป็นคำพูดหรือประโยคที่ฉันเข้าใจแล้วพูดกลับ paraphrase					
No. ข้อ	Statements ประโยค	Never ไม่เคย	Rarely นานๆครั้ง	Sometimes บางครั้ง	Often ประจำ	Always ทุกครั้ง
เวลาที่ฉันไม่เข้าใจใครบางคน ฉันจะ... When I don't understand someone, I…						
65	ขอคำชี้แจง ask for clarifications					
66	ตั้งคำถาม ask questions					
67	พูดคำหรือประโยคนั้นซ้ำ repeat utterances					
68	เปลี่ยนคำพูดหรือประโยคนั้นเป็นคำพูดหรือประโยคที่ฉันเข้าใจแล้วพูดกลับ paraphrase					

No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
ฉันสามารถทำสิ่งต่อไปนี้ได้เป็นอย่างดี I can effectively…						
69	ขอคำชี้แจง ask for clarifications					
70	ตั้งคำถาม ask questions					
71	พูดคำหรือประโยคนั้นซ้ำ repeat utterances					
72	เปลี่ยนคำพูดหรือประโยคเป็นคำพูดหรือประโยคที่ฉันเข้าใจแล้วพูดกลับ paraphrase					

Part 5. ความรู้และทักษะทางวัฒนธรรม | Cultural Knowledge & Skills

วิธีการตอบคำถาม: อ่านประโยคต่อไปนี้แล้วกาเครื่องหมายถูก (✓) ลงในช่องที่ใกล้เคียงกับสถานการณ์หรือความคิดเห็นของท่านมากที่สุด

Instructions: Read the following statements and place check marks (✓) in the corresponding boxes that best describe your opinion and/or situation.

No. ข้อ	Statements ประโยค	Never ไม่เคย	Rarely นานๆครั้ง	Sometimes บางครั้ง	Often ประจำ	Always ทุกครั้ง
เวลาที่ฉันสื่อสารกับใครบางคนในที่ทำงาน ฉันจะนึกถึงสิ่งต่างๆเหล่านี้ When I communicate with someone at work, I consider his/her…						
73	วัฒนธรรมของชาติของเขา national culture					
74	วัฒนธรรมในองค์กรของเขา organizational culture					
75	บทบาทของเขาในองค์กร his/her role in the organization					
No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
เพื่อที่จะประสบผลความสำเร็จในการสื่อสารกับใครบางคนในที่ทำงาน ฉันต้องรู้ถึง… To communicate successfully with someone at work, I have to know his/her…						
76	วัฒนธรรมของชาติเขา national culture					
77	วัฒนธรรมในองค์กรของเขา organizational culture					
78	บทบาทในองค์กรของเขา his/her role in the organization					

Part 6. ทักษะการปรองดอง | Accommodation Skills

วิธีการตอบคำถาม: อ่านประโยคต่อไปนี้แล้วกาเครื่องหมายถูก (✓) ลงในช่องที่ใกล้เคียงกับสถานการณ์หรือความคิดเห็นของท่านมากที่สุด

Instructions: Read the following statements and place check marks (✓) in the corresponding boxes that best describe your opinion and/or situation.

No. ข้อ	Statements ประโยค	Never ไม่เคย	Rarely นานๆครั้ง	Sometimes บางครั้ง	Often ประจำ	Always ทุกครั้ง
เวลาที่ฉันสื่อสารกับใครบางคนในที่ทำงาน ฉัน... When I communicate with someone at work, I…						
79	พยายามที่จะเข้าใจในความคิดเห็นของเขา try to understand his/her opinion					
80	พยายามที่จะทำให้เขารู้สึกดี try to make him/her feel good					

No. ข้อ	Statements ประโยค	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
เพื่อที่จะประสบผลสำเร็จในการสื่อสารกับใครบางคนในที่ทำงาน ฉันต้อง... To communicate successfully with someone at work, I have to…						
81	เข้าใจในความคิดเห็นของเขา understand his/her opinion					
82	ทำให้เขารู้สึกดี make him/her feel good					

Part 7. การคัดกรอง BELF Speakers | Screening BELF Speakers

วิธีการตอบคำถาม: อ่านประโยคต่อไปนี้แล้วกาเครื่องหมายถูก (✓) ลงในช่องที่ใกล้เคียงกับสถานการณ์หรือความคิดเห็นของท่านมากที่สุด

Instructions: Read the following statements and place check marks (✓) in the corresponding boxes that best describe your opinion and/or situation.

No. ข้อ	Statements ประโยค	Never ไม่เคย	Rarely นานๆครั้ง	Sometimes บางครั้ง	Often ประจำ	Always ทุกครั้ง
ในที่ทำงาน ฉัน... At work, I…						
83	ใช้ภาษาอังกฤษ use English					
84	ต้องสื่อสารกับเจ้าของภาษาอังกฤษ (เช่น คนอังกฤษ, คนอเมริกา, คนออสเตรเลีย, คนแคนาดา) communicate with native speakers of English (e.g. British, American, Australian, Canadian)					
85	ต้องสื่อสารกับคนที่ไม่ใช่เจ้าของภาษาอังกฤษ (เช่น					

No. ข้อ	Statements ประโยค	Never ไม่เคย	Rarely นานๆครั้ง	Sometimes บางครั้ง	Often ประจำ	Always ทุกครั้ง
	คนจีน, คนยุโรป, คนสิงคโปร์, คนเม็กซิกัน, คนอิตาลี่) communicate with non-native speakers of English (e.g. Chinese, Singaporean, Mexican, Italian)					

86. เขียน *สัญชาติต่างๆ* ของคนในที่ทำงานของท่าน ที่ท่านสื่อสารภาษาอังกฤษกับเขา โดยเรียงตามลำดับความถี่ในการสื่อสาร ให้เขียน*สัญชาติ*ของผู้ที่ท่านสื่อสารด้วยบ่อยที่สุดไว้ด้านบนสุด*สัญชาติ*ที่ท่านสื่อสารด้วยน้อยที่สุดไว้ด้านล่างสุด

(หมายเหตุ: สัญชาติหมายถึงประเทศเกิดของบุคคลเหล่านั้น ยกตัวอย่างเช่น หากท่านสื่อสารกับคนเชื้อชาติอินเดียที่เกิดในประเทศแคนาดา ให้เขียนสัญชาติของคนนั้นเป็นสัญชาติแคนาดา)

List the nationalities of the people at work whom you communicate in English with. Write them according to the frequency of your communication. (Top goes to the nationality you communicate with most often. Last goes to the nationality you communicate with the least.) (Note: When deciding nationalities of people at work, please look at the country that they are from, not their race. For example, if you communicate with a person who has Indian race and was born in Canada, please record them as Canadian.)

บ่อยที่สุด (Most often) ➔ _____

_____

_____

_____

_____

_____

_____

_____

น้อยที่สุด (Least often) ➔ _____

Part 8. ความสามารถในด้าน **BELF | BELF Competency**

87. ให้ท่านให้คะแนนความสามารถภาษาอังกฤษของท่าน ในบริบททางธุรกิจ โดยเรียงลำดับจาก **1** ไปถึง **10** โดย **10 =** ความสามารถสูงที่สุด และ **1 =** ความสามารถน้อยที่สุด

Rate your English competency in business context from 1-10. 10 is the highest and 1 is the lowest.

❍ **10** ❍ **9** ❍ **8** ❍ **7** ❍ **6** ❍ **5** ❍ **4** ❍ **3** ❍ **2** ❍ **1**

Part 9. ข้อมูลของคุณ **| Your Information**

วิธีการตอบคำถาม: กรุณาตอบคำถามต่อไปนี้ โดยคำตอบของท่าน ผู้ศึกษาวิจัยจะเก็บไว้เป็นความลับ

Instructions: Please answer the following questions. Your answers will be kept confidential.

88. ชื่อ-นามสกุล **Name:**	**89.** เลขประจำตัวพนักงาน **Employee Number:**
90. แผนก **Department:**	**91.** ตำแหน่ง **Position:**
92. อายุ **Age:**	**93.** เพศ **Gender:**
94. เชื้อชาติ **Nationality:**	**95.** ภาษาที่ใช้เป็นหลักในชีวิตประจำวัน **Dominant language:**
96. อีเมล **Email:**	**97.** เบอร์โทรศัพท์มือถือ **Mobile No:**
98. ท่านอยู่ในตำแหน่งหัวหน้าหรือสูงกว่าหรือไม่ **Are you a supervisor or in higher level?** ❍ ใช่ฉันอยู่ในตำแหน่งผู้ดูแลหรือสูงกว่า **(Yes)** ❍ ไม่ใช่ **(No)**	
99. ท่านอนุญาตให้เราติดต่อท่าน เพื่อทำการสัมภาษณ์ในหัวข้อที่เกี่ยวกับการวิจัยครั้งนี้หรือไม่ **Could we contact you for an interview related to this study?** ❍ คุณสามารถติดต่อฉันได้ **(Yes)** ❍ ฉันไม่สะดวกให้คุณติดต่อฉันอีก **(No)**	

นี่คือจุดสิ้นสุดของแบบสอบถาม ขอขอบคุณท่านเป็นอย่างมากสำหรับความร่วมมือในครั้งนี้

This is the end of the survey. Thank you very much for your time and participation.

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APPENDIX B

Interview Transcripts

Employer 1

Employer 2

Employer 3

Employer 4

Employer 5 & Employee 1

Employee 2

Employee 3

Employee 4

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Employer 1

Researcher: This is a recording for Employer 1 from The Company. Could you introduce yourself for a little bit Employer 1, please?

Employer 1: OK. My name is Employer 1. I working at The Company for process enginner. So today I will interview with Christine.

Researcher: OK Thank you. So I have ten question Employer 1.

Employer 1: 10? OK.

Researcher: OK. So- from the survey that you have answered before there are different types of English vocabularies that we use for work. Like Technical English Vocabularies used for your company, Technical English Vocabularies used for your department. English Vocabularies for Email writing, report writing, meetings, presentation, telephone calls, and conference calls right?

Employer 1: Um.

Researcher: Those are the different means of communication that we use at The Company right? Which of them do you think is the most and least important for your work?

Employer 1: Email. I think, because all of officers need to write an email front and back between the colleagues that work together at The Company, or even to customer or supplier outside. All of emails is English so they need to know how to write in English properly and efficiently. For example, if they write to customer, how to write it? Because to customer, it's quite different from colleagues inside, the way to write must be more polite and how to convince the customer in a way that we want them to help or understand the situation that we

try to explain to them. But for friend or supplier outside also. So I think it is closely for our working. I think this is the most important one, for my opinion.

Researcher: What about the least important one?

Employer 1: The lease important one?

Researcher: Yes. There are Technical English Vocabularies used for your department…

Employer 1: You mean I have to explain one by one or just select?

Researcher: Just select the lease important one.

Employer 1: OK

Researcher: For you, for your work.

Employer 1: For me…actually, it's quite difficult to select because sometimes we cannot just select that which one is the most (lease) important- I think it's quite difficult. For example, conference call, we need to use this one with our customer or even among our group, but most of the time with customer. So conference call is important also. For presentation, we cannot cut it also because when customers come to audit us, we need to explain or present to them about quality issue, present our company, or even our process. So presentation, conference call… And presentation and conference is parts of meeting also- because meeting, we need to discuss with them face-to-face to explain everything. For conference call – OK we are far away from each other but we need to talk also. And report writing is a part of meeting, too, because everything in our daily working we need to do a report. Even weekly report to our boss. Report that we have some issue that escape, or defect escape to customer we need to do a report, we call 8D report also. That one must be- it's quite tough because there is a

format, pattern that – some customer they have their own format we need to put the report refer to that format. But if any customer don't have we just use The Company format so this one is important also. For technical English, I think this one is important too but sometime we can use general word to explain to them but if we explain to customer that know technical terms we more benefit if we use that but customer service or in other field of knowledge we can use general word to explain to them but in term of engineer if we explain to engineer together which we should use the technical word. For company I think the same. for department, I think it's more important than company's.

Researcher: How about telephone calls?

Employer 1: For telephone I think it's quiet the same with conference calls but with conference calls it's more formal than telephone calls. Sometime we talk with customers or suppliers but not in overall. I mean, we talk in private sometime or explain what they want to know so I think conference is more formal. Explain to all is more important.

Researcher: If you could select the only one if possible, which one do you think, or which one is the most often?

Employer 1: Only one?

Researcher: Actually, not necessary.

Employer 1: For me it's conference calls first because it's part of officially with customers among group, another one is presentations and then email writings.

Researcher: That's very Interesting, and Employer 1, I would like ask you if you could rate your English competency in business context not the general context from 1-10? 10 is the highest.

Employer 1: For me I think maybe 6 or 7 because I still need to learn more and more...ok, let me...7 or 8?

Researcher: I think 8. Actually, more than that because you're very fluent. When you speak you don't have to think anymore, you just speak fluently and smoothly.

Employer 1: Really? If you think that, then I can rate myself 7 or 8 but I just need to learn more to gain my knowledge.

Researcher: That's a good answer. Ok, the third question, in your opinion, which of the following contributes the most to your English competency at work and why? - so we have difference factors that can contribute to your English competency, The first one is having a wide vocabulary in English, the second one is knowing English vocabulary of your own business area, the third one is using grammar to correct your English, the fourth one is having the ability to understand what other people say in English, the fifth one is having the ability to understand what other people write in English, then the next one is having the ability to speak English, and the last one is having the ability to write in English?

Employer 1: I think having the ability to speak in English. When we can speak of course we must be able to understand what other people would talk to us right? And this one will let us think more. when we can speak, its unlimited. We can speak everything. So sometimes if we don't know how to speak we just think why or maybe we just try to find out how to speak it correctly, maybe search in general Google or ask someone who knows about this one. So we need to be dare or speak first so the other will teach you or make you want to learn more. I think it's started from this one, just simple.

Researcher: Thank you, but may I ask one thing that is not included in the question? Because a lot of Thai people are very concerned with their grammar, do you think grammar is

important for English competency? I mean when you speak, do you think your English grammar has to be perfect or?

Employer 1: Yeah, even to me, previously so far I think that to be able to speaking English good, I need to know grammar correctly but once I learned with myself I know that grammar is quiet different from the way we speak. The grammar we ok to write it correctly so for speaking we just have be brave. don't be shy to speak first. Most of Thai people, if you know this when we try with themselves just try to speak it out. But the first thing that They don't want speak because they feel that it will be wrong with grammar. We need to let them know how to break the rules this kind of thing because they're shy and they think it's not be correct. - I saw my friend also, I asked them, when they saw foreigner, foreigner ask her for help, she knew the answer and she wanted to help but she didn't speak it out because she's worried that her grammar will not be correct, she just ignored to help and she feel sorry later. When I talk to her I just said that don't worry we help the other is like when we are in the other countries, they know that we can not speak fluently like a native people. They try to tell us slowly or even how to use body language to let them understand so after that she try to speak more and she is more confident and can speak right now. Even I teach and let her speak with foreigner, the first time she wasn't confident to speak (she also work with foreigner) if someone give them confidence that they can do it so they will just try to speak. So in short, they concerned about grammar so they don't want to speak but if they know that speaking or conversation is not exactly related to grammar so we will be brave to speak.

Researcher: Ok thank you that's good. The fourth question, do you think English competency is the important factor for someone to get promoted in your company and why?

Employer 1: Of course, I think it's important because if they just good at their jobs but they can't make reports, they can't present to customers because most of the customers are foreigners. So it's hold their careers. So I think it's really important for this one.

Researcher: Ok, and at work which of the following means of communication do you use the most or least and why? - Oh, this one is similar to the first question, so you said the first one is conference calls right? then presentations, meetings, and the least will be...telephone calls?

Employer 1: Yeah, so I give the conference call.

Researcher: Ok. And then the sixth question. Is it required for you to write in English at work? how often? and do you think having to write in English at work contributes to your English writing skill?

Employer 1: Yeah, actually it's not required but it's a general standard. it's a must to write in English because I need new employee when they come to join at work, they need to write even to introduce themselves everything in English. If Thai they just want to explain someone they don't really know English but we must have dual language sometimes. For specifically, we use to instructing to our operators. All of them will be dual, bilingual language, English and Thai. So English must be the first gate that we need to have.

Researcher: I see. Ok, The next one, in your point of view, which of the following is the most important when you communicate in English at work and why? So there is directness, clarity, conciseness, being short, politeness, understanding and maintain relationship?

Employer 1: I think understanding.

Researcher: Yes, understanding.

Employer 1: How can I explain more about understanding? If we can communicate in English and make our colleague understand I think it will be easy to talk or discuss later because it will make them understand easily, to explain anything that we want to explain to them.

Researcher: Ok then the next one, and do you do the following when you communicate in English at work and why? There are asking for clarification, asking for question, repeating the references or paraphrasing. Do you do them?

Employer 1: Ask for clarification if we're not clear and what they write so we can make our job success easily. If we're not clear, we need to restart over again, so it's more important to clear first.

Researcher: Are there any occasions that you prevent yourself from asking for clarification, asking for question, repeating the references or paraphrasing? For example, you're in the meeting with people from (??) management and then you don't understand something. Do you do these things and if not are there any occasions that prevent you from not doing them?

Employer 1: You mean even if I want to ask a question?

Researcher: Yeah.

Employer 1: I wouldn't ask, I would keep it to myself.

Researcher: Right! are there any occasions like that?

Employer 1: Sometimes with customer even we have something we need to ask but we might ask them later after the meeting. For example, to ask I think it could be pros and cons. For pros, I think we're focusing on what they talk but if cons sometimes "why don't you know

about this one?" So we need to be careful about what we need to ask because something if they talk about the issue that we should know well about, if we ask them so we might keep it think and consider it later this one we need to ask because we still have time if that one is important we can write an email to ask them later or discuss after the meeting. But really in the meeting or something that in official so we need to be careful.

Researcher: Very interesting. And which of the following do you consider the most when you communicate in English with someone at work? Do you consider their national culture? for example, when you speak to Singaporeans, do you think about their culture first? And do you think about their organizational culture? For example, if they're from customer 1, or customer 2, or do you consider their role in organization (as in their position in the organization) when you communicate in English with them?

Employer 1: Well, that's quiet a tough question...let me think.

Researcher: Ok.

Employer 1: I think organization's culture. Why I selected this one is because refer from my work experience, we discuss with different customers, we need to know their style, how to communicate with them. For example....Can I tell/ speak the name of the company

Researcher: Yeah, but I will keep it confidential when I write the thesis.

Employer 1: I will try to keep it confidential so because of effect on my company's work.

If we talk to tough customers that they load the product with us. For that one we know that they're quite professional, good at report, they will focus on everything. This one we must be very careful that before we speaking or writing anything in English. It's corrects per their expectation or can meet their requirement because many times we will be complained if we

just do it in our own ways so we need to learn how to work with them by learned from the past. So I think this is more important than national culture or role in their organization because the people in the same organization, even they're in different position, but the way they talk to us, I think they do the same, they don't separate by the position. and for national culture I think it's important also because sometimes we talk with Asian people, with European people, the way that we need to talk or the work sometimes different styles. For Asian people. Sometimes it's comprehensive or they easy to (*touch???) also but if European style, especially German people. When we work with them it's quiet more strict, everything, standard, they refer to all standard, so it must be 100% correct per their standard. Because I take care some customer that are German. So the people that I work with them, when they talk about VDA or ISO, everything is more perfect. We need to know and need to study also. If we don't know anything we need to get back to check what is correct

Researcher: If you compared them to other customers, like Asian customers, are they more flexible? Or Asian customers are more flexible than Germans?

Employer 1: Yeah. With European and US customers it's quiet more strict than Asian customers. Asian customers, sometimes it's not always exactly must be their countries. Sometimes it's flexible among Asian people, I think. Sometimes Japanese customers are easy to discuss, sometimes Chinese, Taiwanese but sometimes the same Japanese but a different company. That's why I think....

Researcher: Organization?

Employer 1: Yep, organizational culture is more important.

Researcher: Wow, very interesting. Thank you. And the last one, How often of the following do you do when you communicate in English to someone at work. There are understanding his/her opinion or trying to make him/her feeling good and why?

Employer 1: I think understanding his/her opinion. Because it is a job so we don't need to make them feel good because we communicate for job right? We need to make it right. But to make him/ her feel good I think sometimes it's not correct but we just try to...

Researcher: To please?

Employer 1: To care about their feelings. But it's not good for company so I think it's just direct forward right? But we just try to write an email refer to the other I think that we need to know how to make it polite, to let them know help us. Something like that, the way to communicate...I think it's better to just make them feel good from my opinion.

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Employer 2

Researcher: This recording is for K. Employer 2

Researcher: Employer 2, could you introduce yourself a bit with your position?

Employer 2: I'm Employer 2 .....(last name) From Philippines, and now I'm here in Thailand working at The Company, and my position in my work right now is in quality engineering. In short for quality of customer's feedback and quality in the process.

Researcher: Ok, thank you. So here are the interview questions, let's start with the first one. Which of the following do you think is the most and least important for your work and why? So there are different types of English use for work right? So one of them is technical English vocabulary use in your company, in your department, and English vocabulary use in email writings, report writings, meetings, presentations, telephone calls, and conference calls. So which of them do you think is the most and least important? And why?

Employer 2: Ok, when it comes to my work, I think the most important for me is the English vocabulary for email writings because right now I'm dealing with my customers, so every time they have a feedback our means to communication is only email. So it is very important for me that my vocabulary must be correct. So that to have a good impression from the customers, then for me the least important is English vocabulary use in meetings. Because in meetings, I am dealing with my Thai subordinates or Thai Engineers so with that most of our language that we use is in Thai. When it comes to English it doesn't matter if the vocabulary is correct as long as they understand what we have or what we are talking about.

Researcher: Ok, please rate your English competency in business context not general context from 1-10? 10 is the highest.

Employer 2: I think it's only 7.

Researcher: Ok, so in your opinion, which of the following contributes the most to your English competency at work and why? - so there are many factors that can contribute to our English competency, Some of them are having a wide vocabulary of English, knowing English vocabulary of your own business area (in quality), using grammar to correct your English, having the ability to understand what other people say in English, having the ability to speak and write in English.

Employer 2: Ok, for me I think it would be having the ability to speak English in my part, even though I am mostly dealing with customers but as you can see, it's more on email type so I understood what they want, but in order to delegate these requirements to our counterpart or to our process engineers and to the concerned person. I think speaking in English which they could understand in the level that they can understand so that is what I think is the most competency in my work.

Researcher: Do you think English competency is the important factor for someone to get promoted in your company and why?

Employer 2: I think it is very important because if you get promoted, Being promoted means that you have a higher and wider responsibility and for our work we need to deal, mostly deal with the customers so if you get promoted, you'll be dealing also to the high level customers so I think it's very important.

Researcher: At work, which.... Ok, I think you already answer this question...email writings right?

Employer 2: Email writings, yes.

Researcher: And the least would be meetings...

Employer 2: Yes.

Researcher: So let's go to number sixth, is it required for you to write...oh yes...it is writings.

Employer 2: Yes it is writings.

Researcher: And how often?

Employer 2: It's everyday as long as the customers have questions, requirements, anything that they need, so we have to answer also in English.

Researcher: Do you think having to write in English at work contributes to your English writing skill?

Employer 2: Yes, of course it can help you practice your English skill as well.

Researcher: In your point of view, which of the following is the most important when you communicate in English at work and why? Directness, clarity, conciseness, politeness, understanding or maintain your relationships?

Employer 2: For me the most important is understanding. Because if you understand what are you talking about or what are the requirements, you can easily dedicated or disseminate this information to our conference persons or process engineers. In order for them to help you what the customers need.

Researcher: do you do the following when you communicate in English at work? Like asking for clarification, asking for question, repeating references or paraphrasing? And why?

Employer 2: Sometimes I need ask for clarification because as you can see, I'm dealing with Thai people, some of their English, the pronunciation, the tense, it's kind of...blurt? cannot understand so you need the clarify so that we will have a common horizon in order to have a common understanding also.

Researcher: Are there any occasions where you prevent yourself from doing them? If so, please give an example.

Employer 2: None. Because for me it's not clarify, they always ask questions. I always make it clear so that of course, it will effects your work if you have wrong understanding or it's not clear to you.

Researcher: Ok, which of the following do you consider the most when you communicate in English with someone at work? their national culture, organizational culture or role in their organization?

Employer 2: I would consider the role in organization so that I would know how am I going to speak, how am I going to inform them, how am I going to talk to them, in what manner, so I think for me it's important.

Researcher: And the last one, how often do you do the following when you communicate in English with someone at work and why? (Directness, clarity, conciseness, politeness, understanding or maintain relationships)

Employer 2: I think I will go for understanding his/her opinion. Because for me, as what I've said, understanding is very important to have a common...yeah common understanding.

Every opinion matters to me so it's very important, I can also learn for their opinion and for me there's nothing wrong in each and everyone's opinion.

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Employer 3

Researcher: this is a recording for K. Employer 3. Please introduce yourself for a bit, tell you name and position.

Employer 3: My name is Employer 3, I'm a process engineering senior manager, stationing at The Company branch 2. I'm currently working at The Company in engineering department (*sustaining of the assembly line). My role is basically about improving the (*reel???) quality, also developing projects or initiating projects that we improve the process, reduce the cost, improve the productivity, then of course improving the overall aspect of the production. Basically in our company we communicate a lot in English because most of our customers are from different countries such as US, European countries like Germany, the Netherlands. We also have customers from Asia such as China, the Philippines, Japan, Malaysia, Singapore. So English is really important when it comes to communication. Currently, I have been working in this company for 25 years. I started in 1993 and until now, I'm still working at The Company branch 2. Thank you.

Researcher: Ok...let's begin the interview. The first one, Which of the following do you think is the most and least important for your work and why? So there are different types of English use for work, technical English vocabulary use in your company, for your department, and English vocabulary use in email writings, report writings, meetings, presentations, telephone calls, and conference calls.

Employer 3: Actually, all of this are very important for my work especially the first one when it comes to your company because we're dealing with most of international customers from different countries so it's important that we present our company, especially in English language. Also in my department in order to communicate well with my peers, my boss, I

have to use technical English vocabulary because we're in engineer department. On email writings we also need to use English because most of the writings or emails that we're doing is actually answering the customers. And also the report writings so when we do technical or write technical records we have to use English. Also during the meetings, most of the attendants are actually Thai but we required them to speak in English so that everyone can understand and having the same understanding while being discussed. Also for the presentations, when we do the presentations especially for our customers who are coming from different countries, we also have to use English vocabulary. And for telephone calls, of course when we have calls coming from outside. The same for other countries like the US, Japan, China, Malaysia or Singapore, we have to use English. And during conference calls is also important that we use English vocabulary. So all of these are very important, I cannot say or specify which exactly is least or most important but I consider all of these the most important.

Researcher: And please rate you English competency in business context not general context from 1-10? 10 is the highest.

Employer 3: I would say 8, I would rate my English competency at 8. I still have a lot to learn in terms of business languages. In terms of technical I would probably rate myself higher than 8, but in terms of business I would say 8.

Researcher: Ok, so in your opinion, which of the following contributes the most to your English competency at work and why? - there are many factors that contribute to your English competency and some of them are having a wide vocabulary of English, knowing English vocabulary of your own business area, using grammatically to correct your English, having the ability to understand what other people say and other people write in English, and

having the ability to speak and write in English. So which of them do you think contributes the most?

Employer 3: I believe my ability to speak and write in English because with this ability, I am able to communicate well and also understand what other people are saying in English. Grammatically correct in English also one thing that is important but we don't pay too much attention in correcting our grammar because we're not native speakers so it is just normal that we make some errors in our grammar, we don't really pay much attention to grammar. - What is important is that we can speak and write in English, and those are the things that really contribute to my English competency the most.

Researcher: Ok, and do you think English competency is an important factor for someone to get promoted in your company and why?

Employer 3: Ah yes, it's important that we know or we are very competent in English because most of the communications are in English. And to get promoted you have to have communicated with your customers, suppliers, all of them or most of them are actually from other countries so they use English, so it's important that we communicate with them in English. And when you can express yourself in English, then you can get the trust from the customers. It's easy to convince customers, it's easy to give what customers are requesting in terms of technical items. So all of these are actually important.

Researcher: Ok, and at work which of the following means of communication in English do you use the most and why? email writings, report writings, meetings, presentations, telephone calls or conference calls?

Employer 3: Email writings! Although all of these we use English, but email writings is the most that we use English language. Because daily, I received probably more than hundred

emails and I have to respond to at least 20% of these emails in English. So emails is what I use English language the most.

Researcher: How about the least?

Employer 3: The least is probably presentations. Because of presentations, we do it on weekly, monthly, and for yearly basis. But except for presentations, we do all of these on daily basis.

Researcher: Ok, next. So you said that you write emails in English at work and you've already mentioned that you do it everyday, but do you think having to write in English at work contributes to your English writing skills?

Employer 3: Yes, because they say "practice makes perfect." So every time I write in English, it's helping me enhance my English writing skills. So the more I write, the more I learn. So it really contributes to my English writing skills.

Researcher: Ok. In your point of view, which of the following is the most important when you communicate in English at work and why? So there are directness, clarity, conciseness, politeness, understanding, and maintaining relationships?

Employer 3: 2 things. One is clarity, and the other one is conciseness. So clarity is making sure that you can convey your idea in English and conciseness is making sure that everything is correct. So every time you speak in English or communicate in English, It's important to have these 2 elements, clarity and conciseness.

Researcher: Ok. The next one, do you do the following when you communicate in English at work and why? So there are ask for clarifications, do you also ask questions, do you repeat references, and paraphrase?

Employer 3: Oh yes. Most of the time I have to ask for clarification especially if I don't understand what the other guys are trying to explain and of course, you have to ask questions when you don't understand even when you want to have an answer or you have some doubts on what the other guys are trying to say. And of course, sometimes I got instructive by some other people so I have to ask the other person to repeat what he mentioned or what he said. And of course, paraphrasing when I don't understand what he's trying to say, I'll ask him to say it again in different ways.

Researcher: Are there any occasions that prevent you from doing them? Please give an example.

Employer 3: Yes. Sometimes you're trying not to ask questions, especially if the person you're talking with is on a higher position than you so you don't want to...you know, embarrass. Or you don't want him to feel something about you that you're not listening to what he's saying, so sometimes it gives you some kind of reservation to ask questions or clarifications.

Researcher: Does that mean that even you don't understand something, you keep it to yourself because of the seniority?

Employer 3: Yeah, sometimes. But it's only on very few occasions. But most of the time I would rather ask for all these clarifications or ask questions if I really need to know but it's what he's trying to say, but there's something that you don't really need to really understand so you just forget about asking questions but if it's really something important then I have to try or ask him the questions or asking for clarification.

Researcher: Ok, next one. Which of the following do you consider the most when you communicate to someone in English at work, their national culture, their organizational culture, or role in their organization?

Employer 3: I think the role in their organization because role in the organization is something...you know, how much he knows and what level he knows or what is his expertise. So from there, you can tell or pick the issues or the items that you would like to talk with someone. So knowing what is their role in organization (*interview, instructual ?) the questions that you would like to ask, especially when it comes to business. So when you're talking about finance, you're not going to ask questions with the rest of the (*...?) engineering. The same way that you're talking to engineering person, you're not going to ask questions or get clarification with (*.....?) finance, items. So that's important that we have to consider the role in organization.

Researcher: And the last one, how often do you the following when you communicate in English with someone at work, understandings his/her opinion or trying to make him/her feeling good and why?

Employer 3: Understanding his/her opinion. Because I think when you talk to someone or you communicate with someone, it is important that you know what is (*his stand) on something and you can probably explore on that one or argue with him in diplomatic way. So understand his/her opinion also make sure that you are on the same page, that you have the same understanding, or trying to understand what's he telling you, and you probably can try to put yourself in the same position that he is in, based on his opinion.

Employer 4

Researcher: this recording is for Employer 4. Employer 4 please introduce yourself for a little bit, your name and your position.

Employer 4: my name is Employer 4 and I'm a senior engineering manager at The Company.

Researcher: OK, let's begin with the first question. Which of the following do you think is the most and the least important for your work and why, choose the different types of English vocabulary? The first one is Technical English Vocabularies used for your company use in your department English Vocabularies for Email writing, report writing, meetings, presentation, telephone calls, and conference calls. Which one of them do you?

Employer 4: the most and least important … Look like all of them is important in my work.

Researcher: and why?

Employer 4: because my port is in technical definitely I need to use the technical English and also the vocabulary technical terms, so that you can be able to relate in your customers. Yeah so English vocabulary use for human writing and as I said it seems to be most of them are very importance for my work.

Researcher: OK, now let's please rate your English competency in business context not in general context.

Employer 4: well, in business context I actually say I'm at 7.

Researcher: Why?

Employer 4: sometime I could think the word to say, to write and probably too many inputs already in my mind. There are so many things to due with, but technical you have a presentation and also the daily activities or works that we have in the company, so sometime. Maybe because of the … we don't have that much time to do or think, but if you are really in the good conditions, like the date we have a meeting. Because of the time is fine, the event gives us a good comment for the presentation this afternoon, and our presentation materials boost ourselves what use to the other side, this is a good presentation or should improve. That's why sometime.

Researcher: next one in your opinion which of the following contribute the most to your English competency at work, so there are different factors that affect English competency, some of them Having a wide vocabulary in English or knowing English vocabulary in your own business area, Using the correct grammatically English and ability to understand what other people say and write in English, Having the ability to speak or write in English?

Employer 4: in my opinion, having a wide vocabulary in English is very important, because you can capture from all levels, so very importance because in my position I due with all levels after the management, sometime we are also talking with population technicians or even suppliers. Therefore, we should have this kind of right vocabulary meaning not to deep and also should I say layman's terms for those levels and sometime you also need to use some very easy one to understand technical vocabulary in English or the management. Because they may not be able to know the deep details but when you discuss with the customers and I say different things, so they can gain vocabulary. It's very very important, so sometime you also learn from them. It's kind of stand support for the vocabulary, when you have this kind of discussion.

Researcher: Ok, very informative. Next one do you think English competency is an important factor for someone to get promoted in your company and why?

Employer 4: Yes, definitely. Because English is very important national and universal major of communication and even in this culture major you need to use English, so it's important like I said in my position now a company the communication is in English. So to be promoted it not really only in this one but it's an effect a bit but most of importance is on your performances and how to show you performance, you need to show your performance second you need to write, you need to present something like that, so that's why English will count. So without this competency in English then how can you express yourself, your performance and management will not be able to see because you don't have the chance to talk with them face to face right? So through your superior might use your report your presentation to show the management to that one to become your boss and yourself. So from there will be a chance to be known by them and it is easy for your superior to justify for the next level of your position and a good reason. Am I right?

Researcher: OK totally agree. At work which of the following means of communication do you use English the most? I think it related to No.1

Employer 4: Most is an email, that's the most and then the least is a sometime telephone calls no colleges. Sometime you speak in Thai mix Thai and English. And the most is an email in English.

Researcher: Why?

Employer 4: because as I said the nature of board, I could not write in Thai, I couldn't write so I can only write in English, so that's is the one of the reason.

Researcher: but for the telephone calls at least you can speak in Thai.

Employer 4: Yes, I can speak in Thai but for email.

Researcher: OK, next ones is it require to write in English. Oh I think you are already answer this. Ah everyday right for the email?

Employer 4: yes, every day.

Researcher: but do you think that having to write English at work contribute your English writing skill?

Employer 4: yes because when you write it will practice the vocabulary and they said practice make you perfect right? So definitely, you need to exercise your writing and it will really enhance your English skills, um not only writing it's also speaking.

Researcher: next one, in your point of view or in your opinion which of the following is the most important for you to communicate at work directness, clarity, consigness, politeness, understanding or maintain relationship and why?

Employer 4: I think clarity, so it should be the clarity of how you will relate the information to the people and communication in English. And they must be clear and I mean layman's term like the words that everyone in your group will be able to understand and then clarity of the how do you going to relate information.

Researcher: Ok, next do you do the following when you communicate in English at work asking for clarifications, asking questions, repeat affluences, or paraphrasing?

Employer 4: all of them?

Researcher: do you do them?

Employer 4: when I communicate probably or writing?

Researcher: probably in recent communication as well.

Employer 4: OK, for me asking for clarification definitely this one and definitely question we use these and then repeat affluence sometime. Yes, I use it. Paraphrasing is also the use when I communicate to write and speak. So why because sometime you cannot be able to know all the details so you need to ask for clarification for supporting details. And you also do this kind of question not only to know the things that you would like to know and challenge of remember to another level of thinking so that's one. So another one is a sometime when I capture something that some information can help my things so I will just do some paraphrase that I capture what I have. And then from their I will make some example. I don't know it is normal but this I look at this very logical and I think because I'm in this position I need to be think another way so think about the level that you talking to and you know level will be the engineer question, production members and also those sup-managers. So basically you need to be the way of communicate. That's way all for this for maybe more than this I use it.

Research: are there any occasion that prevent you to do this?

Employer 4: there are? OK sometime, the situation is the people around you is stressful so you need to be very careful. Ah you need to see the situation so other than that to ask more questions, qualifications. Maybe you need another strategy may be you put on some recommendation. So depending on the situation, you can return it, you will know right? Because you are reading the email, you see the threats so you can be able to understand what

the writer votes or strategy or methods that you will do to satisfy that you want to know and at the same time you will be able to provide some support to your members.

Research: one more questions, the follow up question What there any occasion that for example, you are in the meeting tough management or really strict or very important customers that for example you have a meeting with them and then you understand something but you choose not to ask for classification or ask question?

Employer 4: well I think I have been in this situation, so when my president jams of the other company, so basically once the level that we are already describe in the question. You need to be desistance even you have an information unless your superior so actually it is the level. Particularly, Japanese customers if they don't ask you, don't talk and if Japanese in the higher position, those engineers and managers even they know they will not talk unless they will call the name. Similar to ours.. this is want I have learned because of working with Japanese customers, it's quite good. I mean while you need to brought yourself to the higher position, so you just wait to your queues. And you are practice sometime they will ask you you are new, what is the question I put that can you repeat sir. Because you are already but the least they learn once you are in this meeting you need to be ready, although… because higher management or the top management they are the one who really star at least they will ask you to present. On the higher level, definitely the top management will talk, so it depending on the meeting or the presentation so it's depend. Normally I would say the presentation 100 % the management will be the one who ask you question and then depending on the situation they might discuss in the topic that you presented and again they have a question they will ask you again. But if you are all sitting on the same high level so you just need the way to keep do not go inside unless even you are already knowing the answer right but you need to keep quite. Unless definitely, the top management or your superior will ask you do you have

any idea and that's it. This is show the moment to show up to tell but be careful that you must know all of this like the fact and object in the presentation that you have and that's one will be cause attack. That's why you need to be careful.

Research: I see OK, next which of the following do you consider the most when you communicate in English with someone at work their National culture, Organizational Culture, or the role in organization?

Employer 4: properly, the role in the organization because role in the organization is very important because as I said you should know how to level yourself right? The national culture will be adapted it by that. For me you need to consider when you communicate.

Research: so you can communicate, you can change the way to communicate to the person who you are talking.

Employer 4: because in our work because we are supplier, alright so you need to be the level yourself what is you level. If you are in this position you need to be careful for your words something like that. As I say we have learned from Japanese like Arikatokosaimus.

Research: the last one how often do you the following when you communicate in English with someone at work and why? Something happing like try to make someone feel good.

Employer 4: I think for me Letter A. is for one but for this two are ….you need to have this two. But first of all basically you need to understand his/her opinion because you are not the one who has a brain and ideas so do not ….. I mean you need to respect other opinion right? So when you are already in the discussion and you have already this kind of meeting in the middle, so that's is a time trying to make him/her happy because you are already in the middle and think. So it will be like a good communication, they complementing others they

call it right? Definitely understanding is very very important because as I said you are not the only one who are saying a good idea and other they also have. Even they are lower than your level, so you need to respect them in that situation. Because for me I do really believe in my style and my management. I would like to have a bottom of management. So this is what I also learn from my manager in the project management, managing the work. So very important it's the big top because it feels the management style, management communication from top to bottom. Before that they don't have a voice to tell what they really want to have meaning one that to have meaning the needs and the wants, so you need to hear the needs not the wants. Because that is very important also in the bottom style of communication management. So so far that's what really I trying to practice so I even start develop a game ba wo. A game ba wo is a Japanese strategy in term of finding the real situation of the manufacturing, this is related to the management so sometime we in the management, in the office hearing the feedback of other people but if you will not go out but go to the real situation, you will not really understand what is really the point of these people. So definitely I work with my manufacturing managers and also my managers and real pass when to ask this people. We communication with them widely and expend why we are here, here to find the problem to find the point this is the problem. We want to hear from you what do you need. So that we can make this operation more link so once we more link then the community will have a good quality then the good product will be good then. We can do. I think and we capture many good ideas from that, so I try to cooperation in work. People say K'Employer 4 I like this strategy, the actually is very fast. You can here and you can trust the performance of that. That's what they call bottom management.

Researcher: Thank you.

Employer 5 & Employee 1

Research: This interview is for Employee 5, Employee 1 could you please introduce yourself a little bit, your name and your position?

Employee 1: OK, my name is Employee 1 and I am a wire bond engineer.

Researcher: alright, so let's begin with the first question Which is the following do you think is the most and least important for you work and why Technical English Vocabularies used for your company or in your department English Vocabularies for Email writing, report writing, meetings, presentation, telephone calls, and conference calls? So which one of them is the most important for your work and why?

Employee 1: I think conference calls because our work maybe need us to be involve with the team and the customer so ii think we need to the vocabulary, or the grammar that we will understand what is the customer need or require.

Researcher: so the conference calls is the most importance right? And what about the least important?

Employee 1: the least? No?

Researcher: yes, if you think they all important for you.

Employee 1: yes, I think that.

Employer 5: I'm a Employer 5. The position of the engineer is the same with Employee 1. The important for me is a G. Vocabulary is use for the telephone calls because my customer call me almost every day.

Researcher: I see

Employer 5: and for the least is for the meeting because in the meeting is only Thai people only not the customers. Sometime Thai, English, Thai, English.

Research: but the majority is Thai for meeting. OK No.2 please rate your English competency, competency means skill or English skill in business situation not in general situation from 1-10 and 10 is the highest.

Employee 1: in the FA in I mean the position, I think around 8 because I know the technical vocabulary to discuss with another but in wide board will be 5 because I don't know another technical. I think it maybe base on the experience.

Employer 5: for me I think 8 because I have experience in the wide board around 6 years already, I think I know all of the wide board but there are some technical only I don't know maybe the in term of the technical of new technology of the wide board technology I don't know about that.

Researcher: I see, because the technology keeps on coming keep on updating. So new words, discover new words or forms right? OK No.3 in your opinion which of the following contribute the most to your English competency at work and why? So there are many factors that make our English skill better right? Such as Having the right vocabulary in English or knowing English vocabulary in your own business area, Using the correct grammatically English and ability to understand what other people say and write in English, Having the ability to speak or write in English. So which one of them do you think make you English skill better at work and why?

Employee 1: F ka Having the ability to speak English, because we speak English we will… When Employer 1 said is errors. Errors its mean something like fry or no its means error is Pid Prad but we will learn when we talk with English people like Employer 3 and Employer 4. We will know I think we will work ka.

Employer 5: for me I think C. Using the correct grammatically English, because when we discuss or speak with the customer we can discuss what we need to tell them but in the report or email we need to correct because it has the character or text to show how we write the email, its need to be corrected.

Researcher: see, it's important right? Specially, for customers when they read they have to understand what you said. Alright next one do you think English competency is an important factor for someone to get promoted in your company and why? Do you think English is important for someone to get promoted?

Employee 1: yes, I think we have other country so English is a common language to speak with another and the one who can really communicate with the customers is easier than another should be get more… so I don't have a promotion.

Researcher: practice is good news, so you get better in English.

Employer 5: OK for me is an important because its promote that mean you need to have new job description, you need to discuss with the customer or need to discuss with the another country, so you need to use your English to communication.

Researcher: right OK next one, at work I think this one is related to the first question which of the following means of communication do you use English the most or least and why? Employee 1 you said earlier is a conference calls right? And the least is … but you said

everything is important. OK but for Employer 5, you think telephone calls and the least is meeting, that's right. So let's keep that one.

No.6 Is it required for you to write English at work if so, how often?

Employee 1: 100% but we discuss with the technician is use Thai but other with the teams with the customers are always English.

Researcher: do you think that having to write English at work make your English writing skill better?

Employee 1: better if when I write something new and have an employer and Employer 3 or the one that higher than me comment and I will okay to do like this, or maybe we see the email that the management write to another oh okay they design this and use this.

Researcher: so you learn from the email?

Employee 1: Copy lei ka.

Researcher: OK, good trick. What about you Employer 5..

Employer 5: for me, it's same with Employee 1 but the different only is the no write but read, read from the custom mail how they write the email and how can we apply to our email.

Researcher: Um good, you apply but you are not copy.

Employee 1: copy lei ka. Feel free ……

Researcher: save your time copy paste. Alright the next one in your point of view or in your opinion which of the following is the most important for you to communicate at work and why so there is directness or being direct, clarity means clear maybe short maybe long,

consigness means clear but short, politeness or polite like when you speak in Thai you say Ka Ka Ka you are polite Sawadeeka you are Wai you take off your shoes when you come in the house that's being polite I'm not sure what it is in Thai. When you see someone older than you you say Sawadeeka or when you enter another person house you are remove your shoes you don't go inside the house with the shoes and you say ka/krub you say Sawadeeka Khopkhunka. But I'm not sure what it is… polite. OK let's try in Google.

, understanding or maintain relationship?

Employer 5: For me, if in the internal company for E but if for the customer A which is directness. Because for E if they misunderstand what we need so they will do it wrong, do wrong from what you need. And for the customer A they need .. they have the goal or the target but if we are not answer their question because you have other problems.

Research: Ahhhh interesting.

Employee 1: I think clear and short.

Researcher: OK and why?

Employee 1: because if we say or write the long sentence maybe what you want and it should be short and clear.

Researcher: good OK. Next one do you following when you communicate in English at work, asking for clarifications, asking questions, repeat utterances means you repeat what I said, or paraphrasing means you say what I say but you think different words? So do you do them at work?

Employer 5: for me A because sometime the customers ask but we don't understand what they need and they need to clarify with them what they want from this email.

Researcher: so you ask for the clarification. OK and what about you Employee 1?

Employee 1: I will C and A which are repeat what they say and clarification that I understand right.

Researcher: good OK why Employee 1?

Employee 1: because maybe some sentences or some words maybe we will listen long, like error.

Researcher: so you repeat what they say.

Employee 1: maybe they will correct us and error we need to fix something.

Researcher: OK but are there times that you don't do this? Sometime you don't ask for the clarification, you don't repeat.

Employer 5: yes, answer what they need. The information from us we can provide it no need to ask or clarify it.

Research: OK.

Employee 1: like data monitoring something and we know what is that and some data we send it to them.

Research: but for some example you are in the meeting and then you don't understand something are there times when you don't ask the question even through you don't understand? Are there times that you keep your question and confusion to yourself?

Employee 1: ask Employer 5 or another guy in the meeting? Because it is the action or the item and not understand. We will go wrong after the meeting, so need to ask someone in the meeting what customers want or something.

Research: but you don't ask the customers directly?

Employee 1: maybe it's base on some issue, some issue is QE or the manager speak with the customers and some item or action that we don't know. If the normal we can ask the customers what is their point.

Research: and Employer 5 you say earlier; you ask Employee 1 said?

Employer 5: Yes, if in the meeting I have question that I don't understand I will ask Employer 3 later.

Research: why not in the meeting and why not ask the person directly?

Employer 5: because I already listen to them what they try to explain to me but still don't understand, so I think I need to ask other person to confirm what they need.

Research: I see.

Employee 1: smart

Research: both of you answer is very informative. Next one which of the following do you consider the most when you communicate in English with someone at work their National Culture or for example you talk to someone from the Philippines do you think about their culture, or Organizational Culture for example you talk to someone from another company, do you think about their culture the company culture, or the role in organization meaning

their position at work like senior manager and they the same level as you? Which of these do you consider the most?

Employer 5: not consider

Research: you just talk to them.

Employer 5: yes

Research: However, you want.

Employee 1: I choose A ka because when I talk with someone older than me I will say Ka after the sentence because if they are in Thai and I close to them I will be polite. But with the customers no ka because they don't understand, but there are some people like Sawadeekrup is' okay I will Sawadeeka back.

Research: I see OK. And Employer 5?

Employer 5: only sometime if it relates to work I will choose C the role of the organization in the work but I relax and not consider.

Research: just be yourself. OK the last question how often do you do the following when you communicate in English with someone at work and why do you try to understand his/ he opinion and try to make him/her feel good? How often do you do that and why?

Employee 1: why we need to do like that trying to feel better in the company???OK I think A ka maybe all the time naka because when discuss with another we should know what is their point or the direction.

Employer 5: for me, A if we need to order some people for A need to confirm what they understand and if we need them support is B.

Research: Why?

Employer 5: for B is if we need them to support if they not feeling not good they will not good support.

Research: very clever. Alright thank you so much for your time.

Employee 2

Researcher: this recording is for Employee 2. Employee 2 please introduce yourself for a little bit.

Employee 2: my name is Employee 2, from The Company.

Researcher: and your positions, please?

Employee 2: my position is a quality engineer.

Researcher: OK, Let's start the interview. Which is the following do you think is the most and least important for you work Technical English Vocabularies used for your company or in your department English Vocabularies for Email writing, report writing, meetings, presentation, telephone calls, and conference calls and why?'

Employee 2: OK, for the most important for me is about the email writing because I have to reply for the customer email right? So that's one is the most important for me. For the least important is the meeting because my co-workers is almost Thai, so it's totally doesn't use English much for discuss, just like A, B or Employer 1 sometime.

Researcher: No.2 please rate your English competency or your English skills in business contexts not general contexts. From 1 – 10 and 10 is the highest.

Employee 2: for me, I think my rate is just 4 for business, because I learn about the general but for the business is no.

Researcher: in your opinion which of the following contribute the most to your English competency at work Having a right vocabulary in English or knowing English vocabulary in

your own business area, Using the correct grammatically English and ability to understand what other people say and write in English, Having the ability to speak or write in English and why?

Employee 2: for me ‘Having the ability to understand what other people say in English’ is important.

Researcher: and why?

Employee 2: because if you don’t know what they want to say so you will get into the trouble because you don’t know what you have to do or what you have to say with the customers.

Researcher: OK next, do you think English competency is an important factor for someone to get promoted in your company and why?

Employee 2: yeah, I think it is important because if you are in the management level right? You have to talk or present with the customers which are almost the foreigners. If you cannot present to them, it’s hard to become the manager.

Researcher: OK, that’s right. At work which of the following mean the communication do you use English the most and least and why?

Employee 2: almost I use the email writing and the least one is meeting.

Researcher: that’s you said earlier right? Ok, next how often do you write in English?

Employee 2: everyday.

Researcher: do you think that Having to write in English at work contribute to your English writing skill?

Employee 2: yeah, because when I write I feel this one might be not correct, I will need advice from my co-workers.

Researcher: OK, next in your point of view or in your opinion which of the following is the most important for you to communicate at work directness, clarity, consigness, politeness, understanding or maintain relationship?

Employee 2: the understanding.

Researcher: why?

Employee 2: because if you need to communicate with another person, you have to clarify everything that they want to know right?

Researcher: um, OK. Next do you following when you communicate in English at work, asking for clarifications, asking questions, repeat affluences, or paraphrasing?

Employee 2: repeat affluence?

Researcher: and are there any time or occasions that prevents or sub you from doing them?

Are there any occasions or times that prevent you or stop you from doing this thing?

Employee 2: Maybe in that time that I should know but I don't know, so I will keep my questions and find the answer later.

Researcher: you find it by yourself?

Employee 2: yes.

Researcher: Why?

Employee 2: sometime I find it by myself first and then discuss with another person to ensure that I understand correctly.

Researcher: why don't you ask the question on the spot like at that time?

Employee 2: because sometime the thing that I should know but sometime I forget it right? So I keep it first and then find and discuss.

Researcher: I see. OK, next one which of the following do you consider the most when you communicate in English with some network do you consider in their National Culture, Organizational Culture, or the role in organization?

Wamwan: the national culture.

Researcher: Why?

Employee 2: Because the different country has different culture and sometime they don't mean to do like that but when it translated into Thai it is different meaning or different feeling.

Researcher: Um OK. So you think. Does that mean that before you … for example you meet the person from another country for the first time do you make a research about their national culture first or?

Employee 2: I did not do the research about their national culture but I should know about which country they come from something like that. Because if they from Germany, the Garman is quite strict person.

Researcher: so you adapt you adjust yourself according to their national culture. OK the last one how often do you do the following when you communicate in English with someone at work and why Understanding his/ he opinion and try to make him/her feel good?

Employee 2: Understanding his/her opinion.

Researcher: how often do you do it?

Wamwan: every time.

Researcher: and what about try to make someone feel good?

Employee 2: if sometime they stressful, I will. Maybe bully them to make them laughing.

Researcher: OK, so sometime is for the second one. And all the time for the first one. OK.

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Employee 3

Researcher: This recording is for Employee 3.

Employee 3: Introduce myself? Ok. My name is Employee 3 (last name), people call me Employee 3. I work for The Company in position process engineer.

Researcher: Ok thank you. So the first question, which of the following do you think is the most and least important for your work and why? so there are technical English vocabulary use in your company (just like, , stuff like that), technical English vocabulary for your department like Engineering, and then English vocabulary for email writings, report writings, meetings, presentations, telephone calls, and conference calls. Which of them do you think is the most important and least important?

Employee 3: For me I think the c. (English vocabulary for email writings)

Researcher: Ok and why?

Employee 3: Because for the email, we use for communicate not only in the company, sometimes with customers, sometimes with suppliers, so I think it's important to make it clear and understand for them because... Ok for in the company, if you write the email in the company, you can walk and talk to them to more understand what you mean. But for customers or suppliers you cannot do that every time. so I think this one is the most important.

Researcher: Ok, and what about the least important?

Employee 3: The least important? For my work I think telephone calls.

Researcher: And why?

Employee 3: Well excuse me, let me check...I think for the meetings, because for the meetings in my work not...all most Thai, even they try to said the meetings every 2 weeks for the team meeting and rules "everyone needs to speak English" but not every time, I saw that.

Researcher: I see. So you, yourself speak in Thai instead? In the meetings or...

Employee 3: In the meeting if I have topics to share to the team I will speak English.

Researcher: Ah that's good. Even though the people in the meetings are Thai?

Employee 3: Thai.

Researcher: Ok, that's good. And the number two, please rate your English competency in business context, not general context from 1-10. 10 is the highest.

Employee 3: I'm not sure about meetings competency...

Researcher: Ah, English skills. That includes your listening, speaking, reading, writing in English for your work. Not for your every life.

Employee 3: Around 7.

Researcher: Ok. In your opinion, which of the followings contributes the most in your English competency at work and why? So there are many factors that can contribute to your English skills, the first one is wide vocabulary of English, the second is knowing the English vocabulary in field of your business area (like electronic business because The Company is in electronic business), the using grammar correctly, having the ability to understand what other people say and write in English, And having the ability to speak and write in English. So

which of them do you think contributes the most? Makes you English competency really...higher, like 7, and why?

Employee 3: I think the most is having the ability to speak in English. This one I think it's about confidence to speak. Becausee I know myself that I'm not native, don't know the grammar or know a lot of vocabulary. But I think I'm confident to (speak). Because I understand that English is the tool for communication so the key is communicate to let them understand me. So...I have confidence to be able to speak in English.

Researcher: Great! ok. Do you think English competency is an important factor for someone to get promoted at The Company?

Employee 3: Sure, it is an important factor because we compared with before, when I work for The Company in an equipment part. On that time, I think The Company and customers are not much communicated. Just send read and ....feedback. But now I think in the business world for now, more communicate, customers have requirements more and more. And sometimes we cannot support, so we need to present. So this one is really important to get...to me

Researcher: To be promoted.

Employee 3: Yes, because more communicate so you need more people who confident or can communicate with customers, to explain many things to them.

Researcher: Right...ok, at work, which of the following means of communication (or methods of communication) do you use English the most and least and why? So these are some of the methods that we use to communicate at work, email writings, report writings, meetings, presentations, telephone calls, and conference calls. I think you've mentioned email writings?

Employee 3: Yes.

Researcher: And the least is?

Employee 3: The least? I think telephone calls, because mostly internal.

Researcher: So when you call internal, you speak...

Employee 3: Thai.

Researcher: Ok I see, but for email writings. For example, you write an email to another Thai colleague. Do you write in Thai?

Employee 3: English. I always write English.

Researcher: Ok, very good.

Employee 3: And make clear they understand, I call (laughs)

Researcher: But at least you get to practice.

Employee 3: Yes, yes, when I write the emails, I will try to check vocabulary, grammar "ok this word is verb. Or noun.? , which verb I can use?" I try to check that every time before I send, if I have time.

Researcher: But that is for email writings right?

Employee 3: Yes, yes, yes.

Researcher: But for speaking, you don't care so much about the grammar?

Employee 3: Actually, I care but I have no time to care. (laughs)

Researcher: Correct! (laughs) That's right...ok, writing and speaking are different things right? With writings, you have time to check and everything. But with speaking, you got to be fast right?

Employee 3: Yeah, yeah.

Researcher: That's a really good answer. (laughs)

Employee 3: Thank you.

Researcher: Is it required for you to write at work? I think you've said already. But how often? Is it everyday or?

Employee 3: For writings?

Researcher: Yes.

Employee 3: Everyday.

Researcher: Everyday? And do you think that because you have to write in English, you think it makes your English writing skills better?

Employee 3: Yes, definitely. Because I practice, I do what I've told you, I check but I don't know the result until I got to test TOEIC. And the result is better than I expected. And I think that came from this one, I checked, I searched.

Researcher: What's your TOEIC (*score?)

Employee 3: 760.

Researcher: (Claps) so you can get incentive every month

Employee 3: Then I saw my score I was like "what!? Yes!" (laugh)

Researcher: Great job!

Employee 3: Thank you.

Researcher: Your hard work pays off...the next one, in your point of view, which of the following is the most important for you to communicate in English at work and why. So do you think being direct, being clear, being concise, being polite, being understanding or maintaining relationships is the more important than the others?

Employee 3: I think the most is...can I ask what being concise means?

Researcher: Conciseness is being short, short and clear.

Employee 3: To communicated right? I think being clear. For work, if it's not clear, mostly if I use English to communicate with my boss, I need to make it clear to let him understand and make decisions.

Researcher: That's good. And when you communicate with him, is he understand you right away? Or does he...

Employee 3: Sometimes. I also observe when I talk to him, like is he understand or not? what I need to improve to let him understand me more?

Researcher: you're very good!

Employee 3: Thank you.

Researcher: Next one, do you do the following when you communicate in English at work, like asking for clarifications, asking questions, repeating (*appearances? references?) means

you repeat what other person says, and paraphrasing means you change the words, but to check again if you understand that other person or not, so do you do those things?

Employee 3: Yes. I do.

Researcher: Ok and why?

Employee 3: Yeah, to check if my understanding is right or not.

Researcher: Ok, but are there any occasions or time that you don't want to do these things? For example, you're in the meeting with (*tough??) management or other people. Any time that you want to keep everything to yourself? you don't want to ask questions or as for clarifications? anything occasions?

Employee 3: Occasion?

Researcher: Yes, occasions or time. Are there any events or time. Even though, I mean, you want to ask questions, you want to ask for clarifications, but you decided not to?

Employee 3: Yeah, sometimes. I will after the meetings maybe talk with the presenter about this one if that topic is not, unnecessary to ask on that time you know? If that data (information) need to make a decision, then I need to ask for clarifications. But if not, just share, just learn, then we can talk outside

Researcher: How about, for example, you have presentations and I mean, someone is presenting and you don't understand something, do you ask questions?

Employee 3: Yes, yes.

Researcher: Are there times where you don't ask? Even though you don't understand?

Employee 3: If there are many management in the room, I will not ask because they've already asked (*...) with the presenter. (*....) (laughs)

Researcher: Ok, that's very information (*informative?)...so you don't ask because the (*tough) management is there and you don't want the presenter to feel pressure anymore? is that correct?

Employee 3: Yes.

Researcher: You're so considerate, that's good. Next one, which of the followings do you consider the most when you communicate in English with someone at work, do you consider their national culture, for example, Filipino culture or do you consider their organizational culture like you're talking to (*another company), do you think about "oh this is another company culture.", or do you think about their role in the organization as in their position, "Are they a management level or in a lower level?" Which one of them do you consider the most?

Employee 3: The most?

Researcher: Yeah, when you communicate in English with them.

Employee 3: For national culture is for?

Researcher: For example, you have some customers from Singapore, so you think about "what is Singaporean culture? How do they talk? How do I talk to them? Straight forward or Do I go round and round then explain everything to get to the point." Because for Thai people, for example, when I talk to Thai people, I think about being polite first.

Employee 3: Ah

Researcher: Because I notice that Thai people, They're very polite. So when I talk to them I think about national culture. "Ok, this is Thai people's culture.", you say 'Ka' even though I speak in English, sometimes I put 'Ka' at the end, you know, because this is your culture and so that is the national culture while organizational culture, let's say...

Employee 3: Position?

Researcher: No...do you have any customers from Japan?

Employee 3: Yes

Researcher: Yeah, so how do they work? Are they strict? Are they...

Employee 3: Ok, I see. So I think their organization.

Researcher: Why?

Employee 3: In my opinion, when I communicate with someone, Thai or not Thai, I try to let them get the point as much as possible so you need to understand what they want, what I need to say, and make it clear, what you want from them, and what they want from you. No other topic that not be late. (.....????) ok, like Japanese customers. I will try to get what they want in communication, and I will get and give them what they want...how to say that...organizational culture? Is it like working style?

Researcher: Yeah, something like that.

Employee 3: Working style? I think about that one but working style, like each customer way of work differently and I use my experience and sometimes I ask, I request for the old reports that someone already provided to them to check what they want.

Researcher: Wow, that's answer the question perfectly.

Employee 3: That's right.

Researcher: Because Employer 1 also said that she has customers from Germany and they're very strict. They have many requirements and then they have to follow the standards, the requirements very strictly. So that is their organizational culture right?. Unlike some organizational culture they are more like "oh it's ok."/ "oh that's fine. Maybe you can change it in the future." More flexible. But with German customers, they're more strict and really have high standards and they follow through the standards.

Employee 3: I think this one...ok I follow their standards and also have my standard. I think this one...some customer is non-strict but I have my standard to check my work. "Ok this one is too..." But if ok, some customers is more... And ok up to my standard...something like that.

Researcher: Ok the last one, how often do you do the following when you communicate in English with someone at work and why? Do you try to understand someone's opinion or do you Try to make him/her feel good?

Employee 3: Understanding, for me both work and non work situation. We have the same point, we have the same direction to go with the direction I have agreed. But for the feelings I can talk with them later.

Employee 4

Researcher: This is a recording for Employee 4. Could you please introduce yourself for a little bit your name and your position?

Employee 4: My name is Employee 4. I works in The Company Thailand and department is R&D. So let's start.

Researcher: OK alright, the first question 'Which of the following do you think is the most and least important for you work Technical English Vocabularies used for your company or in your department English Vocabularies for Email writing, report writing, meetings, presentation, telephone calls, and conference calls and why?'

Employee 4: How can I answer this question such as…give 'Vocabulary use in the company'

Research: Which one do you think of them is the most important for you work?

Employee 4: OK, selected which one is the first? Email writing in department, telephone calls , conference calls ….., meeting, presentation and report (he listed the most to the least)

I never do report writing before, I heard that Pilipino have a good skill for report writing.

Research: Really?

Employee 4: Yes Yes, many people tells me like that and I think so, you know C?

Research: C?

Employee 4: C.

Research: Oh yeah C.

Employee 4: Yeah, C.

Research: Um I see.

Employee 4: His English skill is very well and I develop, Yeah I mean I develop myself from him because I talk to him every day, but right now I'm not really because the work it's too much and I do my work and he do his work.

Research: No time to chat. The most important is…….

Employee 4: Email writing.

Research: Email writing and why?

Employee 4: Why because my communication that use for work is email, I need to send email every day and every time that I work.

Research: And what about the least important?

Employee 4: the least important is D. report because I never do this before. It is the work for the manager or engineer, but for me my boss doesn't assign me to do.

Research: I see OK. Thank you. The next one please write you English competency in business context not general situation, business situation from 1 – 10 and 10 is the highest.

Employee 4: The meaning of competency is…

Research: Ah competency means skills.

Employee 4: Seven

Research: Seven OK, Why?

Employee 4: Why because I think in the electronic manufacturing, for the technical word I already knows about that but if t I change the company to another. I'm not sure I can communicate or not.

In the first time, and make the first impression because I don't know everything in English. That's why I give seven.

Research: Next ones, in your opinion which of the following contributes the most to your English competency at work? So there are many factors that contribute our English competency.

Employee 4: Contribute is..

Research: Contribute is something that makes you better at English.

Employee 4: Aha

Research: So some of them are having the right vocabulary of English, knowing English vocabulary of your own business area like electronics, using grammatically correct in English, having the ability to understand what others people say and write in English, and having ability to speak and write in English. So which of them do you think make you better at English at work? And why?

Employee 4: Just selected for one

Research: You can select as many as you want actually.

Employee 4: Let's me select the first. Um OK the first one is 'Having ability to speak' and the next is 'To understand what people saying'

Research: that will the fist.

Employee 4: this one first.

Research: So having the ability to speak English is the first one.

Employee 4: And the second is ‘having ability to understand what others people say in English’

Research: OK, and why?

Employee 4: From my opinion, my English skill should improve the communication and for me communication is the speaking. So I focus on speaking first and try to understand what other people say. That’s why I select the both one.

Research: The next one ‘Do you think English competency is an important factor for someone to get promoted in your company?

Employee 4: Of course.

Research: Why?

Employee 4: because the company would like people that have every skill. English is a very important skill that is require for evet company right? And it is the main key to be promoted.

Research: it is because having the ability to speak English meaning they can communicate with customers.

Employee 4: Yes, I don’t answer yet, Correct, to communicate with the customers or foreigner colleague right? Ah and make the work fluency.

Research: Next one No.5 ‘at work which of the following means of communication do you use English the most or the least and why?’ I think you already said it earlier in the Email

writing right? That you use it every day. And the least is report writing for you because you don't really write that. OK let's go to the next question.

Employee 4: OK, you mean No.5 can relate to this one right?

Research: Right, that's right.

Employee 4: you can copy that.

Research: That's right. OK and then No.6 this one is require for you to write English at work, you already answer it. You said you write every day right? Now, do you think that having to write in English at work contribute your English skills?

Employee 4: Yes, of course when I communicate with another people right, another people will reply to me and I will see the correcting maybe if I know it's not correct OK I will remember this is not correct and I will not do any more like that such as Thai people, someone that use the wrong grammar that I know some points and some point I don't know. The foreigners such as the customers, they send email to me and make me improve myself about grammar skill, such as the same following by as, such as, between something and something right? Like that. Yeah, I got from email.

Research: Wow OK nice. Next one 'In your point of view or in your opinion which of the following is the most important for you to communicate in English at work?

A: directness or being directed

B: be in clear and clarity

C: consigness or short but clear

D: politeness

E: understanding

F: maintaining relationship

Employee 4: Which point is important for me right?

Researcher: Yes, and why?

Employee 4: Polite is the first thing.

Researcher: OK why?

Employee 4: because even I don't know what who are talking to me, if I say polite in English phrase. I think they want to explain to me what they say. I think it is the first impression is good, the first impression to communicate and made me got the new thing I means the skills because they would like to teach me. They would like to communicate with me.

Researcher: Consign, short and clear and clear can be long.

Employee 4: I think consign is not good enough because it is use for communicate only but not for the relationship for the next time and maybe they don't give the good things such as skills or improvement to me. If I would like to study in English right? We need to keep it polite first.

Researcher: Wow that's a very good answer actually. You're the first one to say that thought, but I like it. OK did you do the following when you communicate in English at work? Do you ask for the clarifications, questions, repeat what the other person say or paraphrase meaning in your own words? You're repeat what other say but in your own word you think different for it. So do you do them, when you communicate in English

Employee 4: Yes, let's me read the question again?

Researcher: Authement means you repeat what someone say.

Employee 4: to be confirm what they say. And paraphrase means?

Researcher: It means I say something like this word but change, you repeat them but in your own words. In your own understanding using the different words.

Employee 4: ah, yes I used to explain something in Thai to my friends and answer for easy understanding yeah I ever do for.

Researcher: Are there any time or occasion that prevent you for doing them? Like are there any time when you don't do any of it? For example, you are in the meeting weird tough management, do you keep your question to yourself because you are shy to do this thing, am not sure? Are you any time for you that you do not do them?

Employee 4: National Culture?

Researcher: Are there any time that you don't ask question or?

Employee 4: for me, even though top management I will ask maybe not ask the that one I means maybe I don't ask who is saying but ask who is beside me, because it stick in my brain in my thinking what is meaning what is the purpose something like that. I need to ask someone may be some people beside me they know or she knows. I need to ask.

Researcher: For you to understand right?

Employee 4: but some question that I think whose beside me don't knows, I will raise up and ask.

Researcher: Very good. OK that's good Employee 4. Which of the following do you consider the most when you communicate in English with someone at work their national culture, their organization culture or their role in organization?

Employee 4: Role? What is role?

Researcher: Role is like they position in the company.

Employee 4: For me, ah not sure.

Researcher: National Culture is foe example Philippines; this is the culture of the Philippines. How do they communicate um do they shake hands? Do they Wai? That is the national culture right? Or organization of culture for example if the company is from Japan. The customer is Japanese, do you consider their culture in the organization for example, they are always om time, they are very strict, they are very polite or they are very direct, or their role in the organization.

If you talking to top management, are you more polite or shy or when you are talking to your colleges same position, are you more friendly and not shy. Which of them do you consider the most?

Employee 4: Consider the most?

Researcher: Or something that you think first before you communicate with someone?

Employee 4: I think if I would like to talk with someone, I need to think they can answer me or not such as customers. Maybe they answer is an organization culture.

They should be role in the organization because I would like to get the right answer, the first thing that I need to think is what is the role that I need to go to ask or communicate with something like that.

Researcher: OK, and the last one ‘How often do you do the following when you communicate in English with someone at work?’ understanding his opinion and trying to make him/her feeling good.

Employee 4: Always because I have Pilipino friends in my department. I think if I were talking with someone every day I will know what they think. If I can talk with them every day I can do for both item, but if I see them for the first or seldom times I mean not for the long time, maybe I cannot do for both item, depend on the accents, depend on the behavior. But if I speak with him every day, like C. I can understand and make them feel good.

Researcher: OK that’s the end of the interview. Thanks you so much for your time. Thank you.

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APPENDIX C

Factor Analysis Results

Pilot Test Factor Analysis Results: Component Matrix Tables

Main Data Factor Analysis Results: Component Matrix Tables

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Pilot Test Factor Analysis Results: Component Matrix Tables

Component Matrix[a]

	Component 1
1. Communication is an essential part of our business	.910
2. Communication skills are getting increasingly important in my work	.910

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
3. To get my work done, I need to knowwhat to communicate	.826
4. To get my work done, I need to know who to communicate with	.916
5. To get my work done, I need to know when to communicate	.895
6. To get my work done, I need to know how to communicate	.914

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
7. At work, I use technical English words with people who understand them	.881
8. At work, I explain the technical English words to people who do not understand them	.715
9. At work, I avoid using technical English words with people whom I think may not understand them	.609

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component	
	1	2
10. Knowing Technical English vocabulary used in my company is important for my work.	.469	.829
11. Knowing Technical English vocabulary used in my department is important for my work.	.575	.760
12. Knowing English vocabulary used for Email writing is important for my work.	.922	-.091
13. Knowing English vocabulary used for Report writing is important for my work.	.922	-.266
14. Knowing English vocabulary used for Meetings is important for my work.	.950	-.192
15. Knowing English vocabulary used for Presentations is important for my work.	.950	-.192
16. Knowing English vocabulary used for Telephone calls is important for my work.	.648	-.200
17. Knowing English vocabulary used for Conference calls is important for my work.	.784	-.003

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Component Matrix[a]

	Component	
	1	2
26. At work, I need to use English to write email	.658	-.134
27. At work, I need to use English to write a report	.713	-.576
28. At work, I need to use English in meetings	.830	-.042
29. At work, I need to use English when I present	.860	-.174
30. At work, I need to use English when I make telephone calls	.535	.764
31. At work, I need to use English in conference calls	.802	.344

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Component Matrix[a]

	Component	
	1	2
32. I have a wide vocabulary of English	.957	.185
33. I know the English vocabulary of my own business area very well	.636	-.421
34. I use grammatically correct English	.862	-.224
35. I understand what other people say in English very well	.474	.768
36. I understand what other people write in English very well	.689	.418
37. I speak English very well	.945	-.059
38. I write in English very well	.882	-.355

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Component Matrix[a]

	Component
	1
39. Being competent in English helps me complete my tasks at work	.795
40. Being competent in English reflects positively in my performance evaluation	.927
41. Being competent in English gives me rewards and/or recognition	.951
42. Being competent in English helps me get promoted	.786

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component
	1
43. To get what I want at work, I need to be direct	.799
44. To get what I want at work, I need to be clear	.834
45. To get what I want at work, I need to be concise	.851
46. To get what I want at work, I need to be polite	.930
47. To get what I want at work, I need to be understanding	.930
48. To get what I want at work, I need to maintain relationships	.886

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

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Component Matrix[a]

	Component	
	1	2
49. At work, I communicate with directness	.508	.402
50. At work, I communicate with clarity	.741	.230
51. At work, I communicate with conciseness	.719	.499
52. At work, I communicate with politeness	.896	-.320
53. At work, I communicate with understanding	.908	-.048
54. At work, I communicate with attention to maintain relationships	.543	-.742

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Component Matrix[a]

	Component
	1
61. To understand others, I think it is important to ask for clarifications	.783
62. To understand others, I think it is important to ask questions	.815
63. To understand others, I think it is important to repeat utterances	.628
64. To understand others, I think it is important to paraphrase	.574

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component	
	1	2
65. To understand others, I think it is important to ask for clarifications	.711	.600
66. To understand others, I think it is important toask questions	.793	.475
67. To understand others, I think it is important to repeat utterances	.772	-.528
68. To understand others, I think it is important to paraphrase	.810	-.488

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Component Matrix[a]

	Component 1
69. I can effectively ask for ask for clarifications	.791
70. I can effectively ask for ask questions	.771
71. I can effectively ask for repeat utterances	.708
72. I can effectively ask for paraphrase	.720

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
73. When I communicate with someone at work, I consider his/her national culture	.681
74. When I communicate with someone at work, I consider his/her organizational culture	.855
75. When I communicate with someone at work, I consider his/her his/her role in the organization	.629

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
76. To communicate successfully with someone at work, I have to know his/her… national culture	.852
77. To communicate successfully with someone at work, I have to know his/her… organizational culture	.919
78. To communicate successfully with someone at work, I have to know his/her… his/her role in the organization	.912

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
79. When I communicate with someone at work, I try to understand his/her opinion	.825
80. When I communicate with someone at work, I try to make him/her feel good	.825

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
81. When I communicate with someone at work, I try to understand his/her opinion	.920
82.When I communicate with someone at work, I try to make him/her feel good	.920

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
83. At work, I use English	.612
84. At work, I communicate with native speakers of English	.721
85. At work, I communicate with non-native speakers of English	.815

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

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Main Data Factor Analysis Results: Component Matrix Tables

Component Matrix[a]

	Component 1
1. Communication is an essential part of our business	.915
2. Communication skills are getting increasingly important in my work	.915

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
3. To get my work done, I need to knowwhat to communicate	.898
4. To get my work done, I need to know who to communicate with	.907
5. To get my work done, I need to know when to communicate	.906
6. To get my work done, I need to know how to communicate	.850

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
7. At work, I use technical English words with people who understand them	.840
8. At work, I explain the technical English words to people who do not understand them	.796
9. At work, I avoid using technical English words with people whom I think may not understand them	.523

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
10. Knowing Technical English vocabulary used in my company is important for my work.	.707
11. Knowing Technical English vocabulary used in my department is important for my work.	.820
12. Knowing English vocabulary used for Email writing is important for my work.	.851
13. Knowing English vocabulary used for Report writing is important for my work.	.825
14. Knowing English vocabulary used for Meetings is important for my work.	.882
15. Knowing English vocabulary used for Presentations is important for my work.	.878
16. Knowing English vocabulary used for Telephone calls is important for my work.	.808
17. Knowing English vocabulary used for Conference calls is important for my work.	.859

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
26. At work, I need to use English to write email	.616
27. At work, I need to use English to write a report	.776
28. At work, I need to use English in meetings	.867
29. At work, I need to use English when I present	.847
30. At work, I need to use English when I make telephone calls	.807
31. At work, I need to use English in conference calls	.889

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

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Component Matrix[a]

	Component 1
32. I have a wide vocabulary of English	.817
33. I know the English vocabulary of my own business area very well	.737
34. I use grammatically correct English	.797
35. I understand what other people say in English very well	.805
36. I understand what other people write in English very well	.785
37. I speak English very well	.868
38. I write in English very well	.884

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
39. Being competent in English helps me complete my tasks at work	.706
40. Being competent in English reflects positively in my performance evaluation	.893
41. Being competent in English gives me rewards and/or recognition	.876
42. Being competent in English helps me get promoted	.819

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
43. To get what I want at work, I need to be direct	.693
44. To get what I want at work, I need to be clear	.768
45. To get what I want at work, I need to be concise	.779
46. To get what I want at work, I need to be polite	.807
47. To get what I want at work, I need to be understanding	.838
48. To get what I want at work, I need to maintain relationships	.791

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

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Component Matrix[a]

	Component 1
49. At work, I communicate with directness	.500
50. At work, I communicate with clarity	.791
51. At work, I communicate with conciseness	.801
52. At work, I communicate with politeness	.791
53. At work, I communicate with understanding	.816
54. At work, I communicate with attention to maintain relationships	.733

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
61. To understand others, I think it is important to ask for clarifications	.679
62. To understand others, I think it is important to ask questions	.778
63. To understand others, I think it is important to repeat utterances	.707
64. To understand others, I think it is important to paraphrase	.696

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
65. To understand others, I think it is important to ask for clarifications	.764
66. To understand others, I think it is important toask questions	.811
67. To understand others, I think it is important to repeat utterances	.733
68. To understand others, I think it is important to paraphrase	.753

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
69. I can effectively ask for ask for clarifications	.868
70. I can effectively ask for ask questions	.854
71. I can effectively ask for repeat utterances	.799
72. I can effectively ask for paraphrase	.773

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
73. When I communicate with someone at work, I consider his/her national culture	.895
74. When I communicate with someone at work, I consider his/her organizational culture	.930
75. When I communicate with someone at work, I consider his/her his/her role in the organization	.835

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
76. To communicate successfully with someone at work, I have to know his/her… national culture	.905
77. To communicate successfully with someone at work, I have to know his/her… organizational culture	.925
78. To communicate successfully with someone at work, I have to know his/her… his/her role in the organization	.845

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

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Component Matrix[a]

	Component 1
79. When I communicate with someone at work, I try to understand his/her opinion	.901
80. When I communicate with someone at work, I try to make him/her feel good	.901

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
81. When I communicate with someone at work, I try to understand his/her opinion	.889
82.When I communicate with someone at work, I try to make him/her feel good	.889

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix[a]

	Component 1
83. At work, I use English	.748
84. At work, I communicate with native speakers of English	.841
85. At work, I communicate with non-native speakers of English	.876

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

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APPENDIX D

English Language Learning Policy of The Company

English Language Learning Policy of The Company – Thai Version

English Language Learning Policy of The Company – English Translated Version

English Language Learning Policy of The Company – Thai Version

ประกาศ

เรื่อง เงินพิเศษสำหรับผลการประเมินการใช้ภาษาอังกฤษ

ด้วยบริษัทฯ ให้ความสำคัญกับการพัฒนาความรู้ความสามารถของพนักงานในการใช้ภาษาอังกฤษอย่างต่อเนื่อง และสนับสนุนให้พนักงานได้มีการพัฒนาทักษะการใช้ภาษาอังกฤษในการทำงานและชีวิตประจำวันโดยใช้เกณฑ์การประเมินผลความสามารถด้วยแบบทดสอบความสามารถทางภาษาอังกฤษ TOEIC (Test of English for International Communication) และจูงใจให้พนักงานมีระดับคะแนนอยู่ที่ 750 คะแนนหรือมากกว่า เนื่องจากเป็นระดับคะแนนที่ได้รับการยอมรับว่าเป็นระดับที่นำมาประยุกต์ใช้ในการทำงานได้อย่างมีประสิทธิภาพ บริษัทฯ จึงเห็นควรให้ยกเลิกประกาศเดิม ที่ UTL 59/012 HR ลงวันที่ 31 พฤษภาคม 2559 แล้วประกาศ เรื่อง เงินพิเศษสำหรับผลการประเมินการใช้ภาษาอังกฤษ เป็นดังนี้

1. พนักงานที่มีสิทธิ์ได้รับเงินพิเศษ ได้แก่

1.1 พนักงานใหม่รายเดือนระดับบริหาร ตั้งแต่ระดับ E1/M1 จนถึง ระดับ E7/M7 ที่ผ่านการทดลองงานแล้ว และมีผลการสอบวัดระดับความรู้ภาษาอังกฤษ TOEIC Test เป็นลายลักษณ์อักษรมีอายุไม่เกิน 2 ปีนับจากวันที่ประกาศผลสอบ ที่มีคะแนนเป็นไปตามเกณฑ์ในข้อ 2 และยังไม่เคยยื่นขอรับเงินพิเศษ สามารถนำมายื่นต่อแผนกบริหารค่าจ้างและสวัสดิการ เพื่อขอรับเงินพิเศษฯได้

1.2 พนักงานรายเดือนระดับบริหาร ตั้งแต่ระดับ E1/M1 จนถึง ระดับ E7/M7 ที่เคยยื่นผลการสอบวัดระดับความรู้ภาษาอังกฤษ TOEIC Test และได้รับเงินพิเศษครบ 24 เดือนไปแล้ว สามารถนำผลสอบวัดระดับความรู้ภาษาอังกฤษ TOEIC ครั้งใหม่ที่มีคะแนนเป็นไปตามเกณฑ์ในข้อ 2 มายื่นต่อแผนกบริหารค่าจ้างและสวัสดิการ เพื่อขอรับเงินพิเศษฯได้

2. พนักงานที่มีผลสอบวัดระดับความรู้ภาษาอังกฤษตามเกณฑ์ที่กำหนด จะได้รับเงินพิเศษในแต่ละระดับเป็นระยะเวลาไม่เกิน 24 เดือนในแต่ละครั้ง โดยเงินพิเศษมีเกณฑ์คะแนนแบ่งเป็น 5 ระดับ ดังนี้

	ช่วงคะแนน	เงินพิเศษ (บาท/เดือน)
ระดับที่ 1	550 ถึง 649	1,000.00 บาท
ระดับที่ 2	650 ถึง 749	1,500.00 บาท
ระดับที่ 3	750 ถึง 849	2,000.00 บาท
ระดับที่ 4	850 ถึง 949	2,500.00 บาท
ระดับที่ 5	950 ขึ้นไป	3,000.00 บาท

2.1 สำหรับผู้ที่มีผลการสอบในระดับเดิมที่ ระดับ 1 และ 2 ซึ่งยังไม่ถึง 750 คะแนน

ผลคะแนนใหม่จะต้องสูงขึ้นอย่างน้อย 25 คะแนน ภายในระดับเดิม หรือสูงขึ้นจนข้ามระดับเท่านั้น จึงจะได้รับเงินพิเศษฯ ต่อไปอีก 24 เดือน

2.1 สำหรับผู้ที่มีผลการสอบในระดับเดิมที่ ระดับ 3 ถึง 5 ซึ่งได้ 750 คะแนน หรือมากกว่า ผลคะแนนใหม่จะต้องเท่าเดิมหรือมากกว่า หรือหากลดลงต้องลดลงไม่เกิน 10 คะแนน เท่านั้น จึงจะได้รับเงินพิเศษฯ ต่อไปอีก 24 เดือน หากคะแนนที่ลดลงไม่เกิน 10 คะแนนนั้นตกลงไปอยู่ในระดับที่ลดลง ให้ได้รับเงินพิเศษในระดับที่ลดลงไป แต่หากคะแนนลดลงมากกว่า 10 คะแนนจะไม่สามารถนำผลมาขอรับเงินพิเศษฯ ใหม่ได้

2.3 หากสอบแล้วปรากฏว่าคะแนนไม่เป็นไปตามเกณฑ์ที่กำหนด พนักงานสามารถสอบ TOEIC ใหม่จนมีคะแนนเป็นไปตามเกณฑ์ แล้วจึงนำมายื่นแผนกบริหารค่าจ้างและสวัสดิการ ซึ่งบริษัทฯ จะจ่ายเงินพิเศษฯให้ ต่อไปอีก 24 เดือน

3. การยื่นขอรับเงินพิเศษหากยื่นเอกสารเลยจากวันที่ 20 ของเดือนที่กำหนด เงินพิเศษนี้จะนำจ่ายในงวดการจ่ายค่าจ้างวันที่ 30 ของเดือนถัดไป

4. การจัดสอบที่บริษัทฯ กำหนดจัดขึ้นระหว่างเดือนสิงหาคมและกันยายน ตามที่บริษัทฯจะพิจารณาเห็นสมควรและจะประกาศให้พนักงานทราบ พนักงานเป็นผู้รับผิดชอบค่าใช้จ่ายในการสอบเอง และสามารถนำผลการทดสอบที่เข้าตามเกณฑ์ระดับคะแนนมายื่นต่อแผนกบริหารค่าจ้างและสวัสดิการเพื่อขอรับเงินพิเศษตามเงื่อนไขในข้อ 1 ถึง 2

5. ในระหว่างที่ได้รับเงินพิเศษ 24 เดือนตามประกาศนี้ พนักงานสามารถสอบยกระดับคะแนนได้ด้วยตนเองกับสถาบันที่จัดการทดสอบวัดผลอย่างเป็นทางการ และสามารถนำผลการสอบที่ได้คะแนนสูงขึ้น มายื่นต่อแผนกบริหารค่าจ้างและสวัสดิการเพื่อขอการปรับเงินพิเศษในระดับที่สูงขึ้นตามข้อ 2 ได้ตลอดเวลาที่ประกาศนี้มีผลบังคับใช้ โดยพนักงานจะได้รับเงินพิเศษในอัตราใหม่นี้ไปอีก 24 เดือน นับจากเดือนที่ยื่นผล

6. เงินพิเศษนี้เป็นเงินพิเศษชั่วคราวในการพัฒนาความสามารถในการใช้ภาษาอังกฤษของพนักงานเท่านั้น ไม่ถือเป็นค่าจ้าง ที่จะนำไปคำนวณร่วมกับ ค่าล่วงเวลา ค่าทำงานในวันหยุด โบนัส ค่าชดเชย หรือสวัสดิการอื่นๆ

7. ประกาศฉบับนี้ บริษัทสามารถประกาศเปลี่ยนแปลงหรือยกเลิกได้ทุกเมื่อตามที่เห็นสมควร

สุดท้ายนี้ บริษัทฯ ขอให้พนักงานหมั่นฝึกฝนและพัฒนาตนเองให้เกิดความรู้ ทักษะในการใช้ภาษาอังกฤษในการติดต่อสื่อสารให้ดียิ่งขึ้น รวมถึงหมั่นฝึกฝนพัฒนาตนเองในด้านต่างๆ อย่างสม่ำเสมอ เพื่อสร้างชีดความสามารถ ความเชี่ยวชาญ อันจะเป็นประโยชน์ทั้งต่อตัวพนักงานและต่อองค์กรสืบไป

ประกาศ ณ วันที่ 24 สิงหาคม 2559

English Language Learning Policy of The Company – English Translated Version

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Announcement

Special compensation on the evaluation of English usage

Our company sees importance of the continuous improvement of our employees' ability to use English language. We advocate for employees to improve their ability to use English at work and in their daily lives. We use TOEIC (Test of English for International Communication) to measure their skills and encourage them to obtain the score of 750 or higher as it is the acceptable level of score that employees can adapt their knowledge and use it at work effectively. Hence our company see it fit to cancel the announcement number UTL59/012 HR dated May 31st, 2016 and announce the compensation on the evaluation of English usage as follows.

1. Eligibility to receive compensation

1.1 New monthly employees in management level from level E1/M1 until E7/M7 who passed the probation period, and have hard copy of TOEIC test result not more than 2 years old since the result announcement date. Their scores must be within the ranges specified in section 2 and have never submitted for special compensation. They may submit their document to Wages and Benefits department for the special compensation.

1.2 Monthly employees in management level from level E1/M1 until E7/M7 who have submitted the results of their TOEIC test for special compensation and have received special compensation for 24 months can resubmit their new TOEIC test results in accordance to criteria in section 2 to Wages and Benefits department for the special compensation.

2. Employees whose English test results falls within the following ranges will receive special compensation based on their performance level for a period of no longer than 24 months in each submission. There are 5 levels of compensation.

	Score range	Special compensation (baht/month)
Level 1	550 to 649	1,000.00 baht
Level 2	650 to 749	1,500.00 baht
Level 3	750 to 849	2,000.00 baht
Level 4	850 to 949	2,500.00 baht
Level 5	950 and higher	3,000.00 baht

2.1 For employees who remain in the same level, level 1 or 2, with scores lower than 750

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The scores must be improved by at least 25 points in the same level or increase to the next level to be eligible to receive compensation for the next 24 months.

2.2 For employees who remain in the same level, level 3 to 5, with scores higher than 750

The score can be lesser by not mare than 10 point, or be the same or higher than last time to be eligible to receive compensation for the next 24 months. If the decreased score results in lower level placement, they will receive compensation for that level. If the score is decreased by more than 10 points, they are not eligible for the compensation.

2.3 If the test results are not within specified ranges, employees can retake the test until their scores meet the specified ranges. Company will provide special compensation for the next 24 months after they submit documents to Wages and Benefits department.

3. If the submission of documents for special compensation is after the 20th of the month, special compensation will be paid along with salary on the 30th of the following month.

4. Company will organize tests between August to September. Announcement will be made for specifics. Employees will be responsible for the test's fees. After the test they can submit their document to Wages and Benefits department for the special compensation in accordance to criteria specified in section 2.

5. During the 24 months compensation period, employees can retake the test anytime with official test centers and submit their improved results to Wages and Benefits department to receive higher compensation in accordance to criteria specified in section 2 for the next 24 months from the submission date.

6. This special compensation is a temporary incentive to improve employee's English usage ability. It is not considered as part of salary and will not be calculated with overtime, working in day off, bonus, other compensation, or other benefits.

7. This announcement may be amended or canceled anytime upon discretion of the company.

Finally, company wishes employees to practice and develop their knowledge and skills in English to achieve better communication. They should also constantly develop themselves in other areas to create ability and expertise which will be beneficial for the employees and our organization.

Announced on August 24th, 2016