ภาษาอังกฤษธุรกิจเพื่อการพูดสื่อสารสำหรับเจ้าหน้าที่แผนกบริการลูกค้า

ของธนาคารนานาชาติ: จากการวิเคราะห์ความต้องการของ

ผู้เรียนสู่การพัฒนารายวิชา

นาง อภิรภรณ์ วาสวกุล

BUSINESS ENGLISH ORAL COMMUNICATION (BEOC) FOR CUSTOMER-SERVICES STAFF AT INTERNATIONAL BANKS: TRANSLATING NEEDS ANALYSIS TO A COURSE DEVELOPMENT
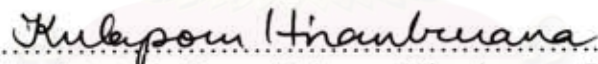
Mrs. Apiraporn Vasavakul

Thesis Title	BUSINESS ENGLISH ORAL COMMUNICATION (BEOC) FOR CUSTOMER-SERVICES STAFF AT INTERNATIONAL BANKS: TRANSLATING NEEDS ANALYSIS TO A COURSE DEVELOPMENT
By	Mrs. Apiraporn Vasavakul
Filed of study	English as an International Language
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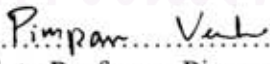
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งานวิจัยนี้มีจุดมุ่งหมายที่จะพัฒนารายวิชาภาษาอังกฤษเพื่อการพูดสื่อสารสำหรับเจ้าหน้าที่แผนกบริการลูกค้าของ
ธนาคารนานาชาติ ที่ตอบสนองความต้องการของผู้เรียน โดยการพัฒนารายวิชาดังกล่าวมีที่มาจากการวิเคราะห์ความต้องการที่
แท้จริงของผู้เรียน วัตถุประสงค์ในการวิจัยคือเพื่อรวบรวมปัญหาและความต้องการในการใช้ภาษาอังกฤษของผู้เรียน และศึกษา
ว่าบทเรียนและรายวิชาที่สร้างขึ้นจากการรวบรวมข้อมูลดังกล่าว สามารถเพิ่มพูนพัฒนาความรู้ ความสามารถของผู้เรียนในการ
ใช้ภาษาอังกฤษเพื่อการพูดสื่อสาร คำศัพท์ภาษาอังกฤษเฉพาะทาง และความมั่นใจในการใช้ภาษาอังกฤษให้กับผู้เรียนได้อย่างมี
นัยสำคัญหรือไม่ โดยเครื่องมือที่ใช้ในการเก็บข้อมูลประกอบด้วยแบบสอบถามจำนวน 174 ชุด การสัมภาษณ์เจ้าหน้าที่แผนก
บริการลูกค้าของธนาคารนานาชาติ จำนวน 14 ท่าน และผู้บริหารจำนวน 6 ท่าน การสังเกตุการณ์การปฏิบัติงานที่สถานที่จริง
จำนวน 22 ครั้ง โดยมีผู้เชี่ยวชาญจำนวน 5 ท่าน ตรวจสอบบทเรียนที่ได้รับการจัดเตรียมจากการเก็บข้อมูลดังกล่าว และได้มีการ
นำบทเรียนไปทดลองสอนกับผู้เรียนกลุ่มทดลองที่มีลักษณะงานคล้ายคลึงกับผู้เรียนของกลุ่มเรียนจริง เครื่องมือที่ใช้ในการ
ประเมินรายวิชา ประกอบด้วย เครื่องมือเพื่อเก็บข้อมูลทั้งทางด้านสถิติและด้านคุณภาพ โดยข้อมูลทางด้านสถิติจะรวบรวมจาก
การทดสอบการพูดภาษาอังกฤษ จำนวนคำศัพท์ภาษาอังกฤษเฉพาะทางธนาคารที่นำมาใช้โดยประเมินจากการทดสอบการพูด
ภาษาอังกฤษที่ได้รับการถอดเทปโดยการทดสอบและการประเมินดังกล่าว ถูกจัดทำขึ้นอย่างละ 2 ครั้ง คือ ก่อนและหลังการ
อบรมรายวิชา การประเมินระดับความมั่นใจในการใช้ภาษาอังกฤษของผู้เรียนจากการประเมินด้วยตนเอง และจากครูผู้สอน โดย
ที่ผู้เรียนประเมินตนเอง 2 ครั้ง คือ ก่อนและหลังการอบรมรายวิชา ส่วนครูผู้สอนประเมินจากการเรียนในแต่ละครั้ง และแบบ
ประเมินรายวิชาหลังเรียน จำนวน 1 ครั้ง ส่วนเครื่องมือที่ใช้ในการรวบรวมข้อมูลทางด้านคุณภาพ ประกอบด้วย บันทึกของ
ผู้สอน และบันทึกของผู้เรียน

ผลจากการทดลองสรุปเป็นประเด็นหลัก คือผลสัมฤทธิ์จากการเรียนในด้านความสามารถในการใช้ภาษาอังกฤษเพื่อ
การพูดสื่อสาร จำนวนคำศัพท์เฉพาะทางธนาคารที่นำมาใช้ ระดับความมั่นใจในการใช้ภาษา กระบวนการเรียนรู้ และทัศนคติ
ของผู้เรียนและผู้บริหารที่มีต่อรายวิชา ในด้านผลสัมฤทธิ์จากการเรียน ผลจากการวิเคราะห์ ค่า *t-test* ที่ระดับค่านัยสำคัญที่ 0.05
พบว่าผู้เรียนมีคะแนนเฉลี่ยสูงขึ้นอย่างมีนัยสำคัญในทุกแบบทดสอบ ด้านกระบวนการเรียนรู้ พบว่าแรงกระตุ้น (motivation)
ของผู้เรียนที่ต้องการเพิ่มพูนความรู้ความสามารถมีส่วนช่วยให้ผู้เรียนมีผลสัมฤทธิ์จากการเรียนที่ดีขึ้น ผู้เรียนและผู้บริหารมี
ทัศนคติที่ดีต่อการเรียน และต่อรายวิชา

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ   ลายมือชื่อนิสิต...

(สหสาขาวิชา)   ลายมือชื่ออาจารย์ที่ปรึกษา.................................

ปีการศึกษา 2549

The study proposed, designed and evaluated a methodology for developing an English course for business oral communication of customer-services staff in international banks by translating the actual learners' needs into course development. The objectives of the study were to identify learners' needs and issues in using English in order to develop a specific English course, and, to evaluate the effectiveness of the course whether it could enhance learners' English oral proficiency, banking vocabulary knowledge and self-confidence in speaking English.

The instruments for needs analysis included 174 questionnaires, 14 interviews with customer-services staffs in international banks, 6 interviews with the management in charge and 22 site observations. The course has been validated by 5 experts and was piloted with a group of learners having similar characteristics of the main study group. Both quantitative and qualitative data were collected for course evaluation. Instruments for quantitative analysis included an oral/speaking test, the use of observed banking vocabulary in context measured by a number of observed vocabulary items used during the oral pre- and post-tests self-assessment of learners' confidence levels and teacher's class observations. Each test and assessment was performed twice i.e. at the beginning of the course and at the end of the course. The teacher's class observation regarding participants' confidence level was conducted in every class. Instruments for qualitative analysis were teacher's log and learners' logs. Both teacher and learners kept records in their logs at the end of each class.

The analytical results from *t-test* revealed that learners gained higher levels of English oral proficiency, increased use of observed banking vocabulary in context, and increased confidence in speaking English at a significant level of 0.05. It was also observed that motivation had a significant role in enabling learners to achieve higher levels of English proficiency. Learners and their management demonstrated positive attitudes towards the learning and the course.

Field of study English as an International Language

(Interdisciplinary Program)   Student's signature _____

Academic year 2006   Advisor's signature _____

ACKNOWLEDGEMENTS

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สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER I

INTRODUCTION

1.1 Background of the Study

"Virtually all countries use English for business and commerce. A determination should be made as to what can be done quickly and economically to make people employable in a world that increasingly uses English as the lingua franca, and keep a given country competitive with local staffing." (Winters, 2004). Not only is English the language of international business but also that '*…as an international language, English is used as the means of communication in business transactions between people none of whom is a native user of the language*' (Robinson, 1991: 98)

The aforementioned paragraph highlights the necessity of every country to have its local people become better equipped with English as the language becomes the 'global language' and is the accepted medium for international business transactions and communication. This necessity applies to Thailand as well. It is obvious that a large number of local Thai staff do not yet possess sufficient level of English proficiency to effectively perform their jobs and to advance in their career (Jiranapakul, 1996; Pholsward, 1989; Promrat, 1998; Sunthornwatanasiri, 2000).

Offering English classes or encouraging staff to take additional English courses is common among many local and international companies in the country. However, most English courses that are currently available may not adequately fulfill the growing demand for proficient English speakers at each specialized workplace (Pholsward, 1989; Promrat, 1998; Savangvarorose, 1983). Providing Thai staff particular English courses that truly respond to the specific business English requirements of this workplace implies that the development of English for Specific Purposes courses would be of value.

According to Dudley-Evans and St John (2001: 67), business English courses require "research and design of pedagogical materials for an identifiable group of adult learners within a specific learning context", and, business English courses are *"*designed to meet specified needs of the learners." Therefore, such business English courses are clearly "English for Specific Purposes" (ESP). More specifically, they are "English for Specific Business Purposes" (ESBP).

Among a variety of business sectors, banking and finance is an area that plays a significant role concerning monetary and economic growth in every country. Prior to 1998, Bank of Thailand (BOT) permitted each international bank to set up and operate only one branch office in the territory. In August 1998, BOT began to allow some of the international banks to merge with Thai banks to strengthen those local banks' financial status (Chulalongkorn University, Sasin, 2004: ก) Consequently, some of the international banks, for instance, Standard Chartered Bank has merged with Nakornthon Bank and ABN Amro has merged with Bank of Asia.

1.2 Rationale for English for Specific Purposes Course

The bank under the study is one of the world's best international banks leading the way in Asia, Africa and the Middle East. The group provides consumer banking services to individuals and small to medium size businesses, and offers wholesale banking capabilities to corporate and institutional clients.

In consumer banking, the bank has made substantial progress in increasing its customer base with a rationalized distribution strategy, by contracting the services of a commissioned sales force and by utilizing its surplus bank premises to market its loan products. It is now a major banking service provider in the Thai financial sector with more than 600,000 accounts in both deposit and loan products.

The bank has a strong belief that to truly "lead the way" as an organization, it needs to help employees grow, enabling individuals to make a difference and teams to win. The Bank has established the Learning and Development Department to support additional learning for employees. The researcher's interview with the Bank's Vice President of Learning and Development Department on September 21, 2004 confirmed the fact that the Bank greatly valued the significance of staff development.

A large number of training courses have been constantly provided to staff in different departments. However, most English training courses offered are General English courses and they are taught by tutors/instructors from some English tutoring schools. To better serve the English language needs of this particular group of learners, an English for specific purposes (ESP) or more specifically English for Specific Business Purposes (ESBP) training course may be the solution.

As international banks have both local and foreign customers, their staff especially those working in customer-services department, unavoidably need foreign languages, in addition to Thai, in handling foreign customers' enquiries. The foreign language most frequently encountered is English. With specific vocabulary or registers in the area of international banks and the need to communicate at least comprehensibly with customers in both Thai and English, it is not always easy to recruit staff with the required qualifications.

From the interviews with the training manager and some staff at this international bank in September 2004 together with the researcher's previous experience working as a customer-services manager at this international bank during 1997-1998, it is found that staff are usually given certain guidelines, and then are supposed to perform their tasks via 'on the job training' after a few weeks of training and observing how the experienced staff actually handle customers. The informal interviews conducted by the researcher also indicate the gap that, apart from General English courses provided to staff, there is no specific training course that is truly customized to meet the particular English need in this area. It is then interesting to investigate how well do the staff handle the job and to what extent they feel confident in speaking English in their work.

1.3 Research Questions

The present study aims to find out the needs of customer-services staff working in international banks in Thailand in order to develop a Business English Oral Communication (BEOC) course (English for Specific Purpose). The course will be implemented and evaluated to determine how well it meets the needs of the participants and the business. The course is expected to help improve the participants' business English Oral Communication proficiency and increase their level of self confidence in using English.

The research questions for this study are:

1. What are the needs for business English oral communication of customer-services staff in international banks?

2. Will the business English oral communication training course meet the need to enhance the participants' business English oral communication?

3. Will the participants have higher level of self-confidence in speaking English after the training?

1.4 Objectives of the Study

The objectives of the study are:

1. To investigate the needs for business English oral communication of customer-services staff in international banks.

2. To develop a Business English Oral Communication (BEOC) course for Thai customer-services staff in international banks based on the needs analysis.

3. To evaluate the effectiveness of the Business English Oral Communication (BEOC) training course

4. To explore participants' self-confidence level in using English after the training.

1.5 Scope of the Study

The present study was conducted in three phases:

1) Phase 1 of the study was the in-depth needs analysis to investigate the needs for business English oral communication of customer-services staff in international banks.

2) Phase 2 of the study was an attempt to translate the results of needs into a course design; and,

3) Phase 3 of the study was to evaluate the effectiveness of the course after implementation.

1.6 Limitations of the Study

The study deals with the workplace. In this case, the top concern and priority of this workplace is on the quality and level of service provided to the customers. The management needs to ensure that their target is achieved, and hence, anything that may have adverse impact on this aspect will be avoided or eliminated. Academic knowledge is unavoidably a lower priority. A time constraint was imposed by management to implement the main study within the first quarter of 2006, as new computer programs and promotional campaigns would be launched from the second quarter onwards causing staff to be fully loaded. They were no longer able to attend the course after that time. This constraint resulted in a very tight schedule for the pilot study.

As the workplace provides 24-hours service to the customers, its services staff need to be working in shifts which are usually set at least two months in advance; hence, attending the pilot class at the same time affects their service level and job performance. Consequently, the workplace supervisor could at best arrange the staff to attend only one session of the pilot study.

However, the pilot lesson was justified as the main purpose of the pilot lesson was for the researcher to familiarize herself with the context of teaching English in the workplace and to adjust the steps and pace in her proposed lessons.

1.7 Definition of Terms

The key terms used in the study are described as follows:

Needs

"Needs" in the present study refers to what the learner has to know in order to function effectively in the target situation (Hutchinson and Waters, 1987: 55). In this case, they are needs or necessities of customer-services staff working in international banks for business English oral communication to properly handle their foreign customers on the phone.

Needs Analysis/Needs Assessment

Needs analysis is "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (Richards el al, 1992: 242-243).

In this study, a number of research instruments i.e. questionnaires, interviews and observations were used to gather information about the participants' backgrounds and requirements for English knowledge. The information obtained was analyzed and used as the basis for the English course development.

Business English Oral Communication

"Business English Oral Communication" refers to the ability of learners to express themselves using oral/spoken English in business communication. Their level of English proficiency will be rated against the scales of 0-5 based on English Oral Communication Ratings (EOCR) adapted from International Second Language Proficiency Ratings (ISLPR) before and after the English training. The ratings obtained will be used as a criterion to see if the English training course has any significant impact on these participants.

Customer-services Staff

"Customer-services staff" refers to participants under study who are local Thai employees working for international banks in the customer-services department or generally known as 'call center'. They are staff whose work is to provide services to local and foreign customers, mainly on the phone. Their main functions are answering questions, providing banking information and handling customers' enquiries/complaints.

International Banks

"International Banks" refers to banks that have set up at least one branch in Thailand to provide banking services to both Thai and foreign customers. Some may merge or join Thai local banks in order to expand their customer-base.

English for Specific Business Purposes (ESBP)

English for Specific Business Purposes (ESBP) courses are English courses for job-experienced learners who bring business knowledge and skills to the language-learning situation. These courses are tailored and likely to focus on one or two language skills and specific business communicative events. (Dudley-Evans and St John, 1998: 56). In the present study, the ESBP course is specially designed for customer-services staff working in international banks.

Competency-based Approach

Competencies are a description of the essential skills, knowledge, and attitudes required for effective performance of particular tasks and activities (Richards, 2001: 159). A competency-based syllabus is one that is based on specification of the competencies that the learners are expected to master in relation to specific situations and tasks. In the present study, a number of required competencies of the subjects in terms of skills and knowledge have been determined. Achievements of participants in the study will be evaluated against such required competencies as ability to use English in providing information about bank products and services to customers; ability to use correct registers/ vocabulary in their communication.

Adult Learners

"Adult Learners" refers to learners who are performing the adult roles, such as the role of full-time worker and the like. (Knowles, 1984: 55). Adult learners have a wider range of experience to draw from and frequently tend to view learning as a means to an end – as a way to develop a new skill, to learn a new approach to problem solving that they can practice at their job or some outside activity (Koffel, 1994: 4). Adults are claimed to be primarily workers and secondarily learners, acquiring knowledge mainly from experience rather than books and the media (Knowles, 1984: 58). In the present study, participants are adult learners with differing levels of work experience and are currently working as customer-services staff in international banks.

1.8 Significance of the Study

Academic knowledge in teaching and learning English particularly in the area of English for Specific Purposes is enhanced by the present study. In particular:

1. Theoretically, the study is among the pioneer research projects using workplace as the context of research and development. The study reflects some important theoretical aspects of the research conducted in the workplace. It also provides insightful information and contributes additional knowledge in the area of EOP since most of the previous studies in English for Specific Purposes focus on English for Academic Purposes (EAP) rather than English for Occupational Purposes (EOP) (Supatakulrat and Wasanasomsithi, 2005: 21).

2. Pedagogically, the present study covers all the important aspects of an ESP course design i.e. from needs analysis to course development and evaluation of its effectiveness after implementation. From literature review, it is found that most studies in ESP utilize the concept of needs analysis to determine the language needs of each target group without translating them into actual courses, whereas a large number of English courses are developed without conducting a full-scale needs analysis. This results in mismatches between what is offered and what is actually needed (Pholsward, 1989; Savangvororose, 1983; Silpa-Anan, 1991; Tubtimtong, 1994).

3. Practically, this research attempts to link the knowledge of research and application in real context. It demonstrates the concept of putting theory into practice. The research presents a methodology for development of an English course to enhance business English oral proficiency of customer-services staff working in the area of international banks. This will also help our local citizens in the area of international banking to be more employable and keep the country competitive with local staffing in a world that increasingly uses English as the lingua franca.

1.9 Overview of the Dissertation

The dissertation consists of five main chapters.

Chapter I describes the background of the present study regarding the need for a particular English course for local Thai staff working in the area of international banks where English is increasingly required. To fill such a gap, English for Specific Business Purposes (ESBP) have been proposed in which the needs analysis is the first requirement for such development.

Chapter II reviews the underlying principles and concepts that are considered relevant and necessary for the development of the proposed course. Such concepts range from the roles, definitions, types of English for Specific Purposes and course design to the concept of needs analysis and synthesis of relevant previous research in the field. As the study deals with customer-services staff, the principle and concept of adult-learners are also explored in order to design the course that best suits this group of learners. Competency-based approach has been reviewed for course development in the context of workplace. The interesting concepts of motivation in language learning and confidence in using the language are included.

Chapter III covers the research methodology of the study. This includes the research design, research instruments and the methods of data collection and data analysis.

Chapter IV presents the results and findings from the study. Information from the needs analysis to the course development and course implementation has been demonstrated.

Chapter V summarizes the study, discusses the findings and suggests implications and recommendations for further study.

CHAPTER II
LITERATURE REVIEW

2.1 Introduction

This chapter presents the reviews of the principles and concepts that are relevant and necessary for the development of the Business English oral communication course for staff in international banks. The review covers English for Specific Purposes, needs analysis and synthesis of previous research in the field, adult-learners, competency-based approach, motivation and confidence in using the language. These concepts are explored and reviewed in order to design an English course that best suits the participants in the study.

2.2 English for Specific Purposes (ESP)

The role of English as an international language had expanded tremendously by the 1950s. English has become increasingly important in international trade and commerce (Richards, 2001: 23). Hutchinson and Waters (1993: 6-7) mentioned the two key periods leading to the phenomenon of English for Specific Purposes (ESP). First, the end of World War II brought about the economic power of the United States together with the scientific and technical expansion on an international scale in which the role of international language fell to English. Second, the Oil Crisis of the 1970s resulted in the flow of fund and Western knowledge into those oil-rich countries in which the primary medium of communication was again English.

Thus, rather than learning English just for the sake of learning a language like what was before, there becomes a new group of learners who have clear and specific reasons of why they are learning English e.g. for trades and technology (Hutchinson and Waters, 1993: 6). Richards (2001: 29) suggests that what these learners need is not simply more study in "advanced English", yet, what they need is "training" in the types of English they would encounter in their specific occupations.

Referring to the common marketing concept of "demand and supply", such situation has unavoidably created a "demand" in which "supply" should be delivered.

"Supply" in language teaching profession is the delivering of English for Specific Purposes (ESP) to serve the "Demand" of learners for their particular language needs. According to Sinha and Sadorra (1991: 3 cited in Meemark, 2002: 12), ESP means "the teaching and learning of English for a very specific goal rather than for a very general or broad purpose."

2.2.1 Definitions of English for Specific Purposes (ESP)

There are numerous definitions of ESP provided by scholars in the area. Some of them are listed as follows:

Munby (1978: 2) states that "ESP courses are those where the syllabi and materials are determined in all essentials by the prior analysis of communication needs of the learner, rather than by nonlearner-centred criteria such as the teacher's or institution's predetermined preference for General English or for treating English as part of a general education." The key terms in his definition are 'communication needs' and 'learner'.

Strevens (1980: 90) defines an ESP course as " those in which the aims and the content are determined, principally or wholly, not by criteria of general education as when English as a foreign language is a subject in school but by functional and practical English language requirements of the learners. English courses for medical doctors, for meteorologists, for secretaries, for businessmen, for diplomats, for welders, for air traffic controllers, for nurses, for chemical engineering, for students of physics of English literature, for teachers or teacher trainers, all these, and many more, are examples of ESP." Key terms here are 'functional and practical English language requirements' and 'learners'.

Kennedy and Bolitho (1984: 3) describe that ESP "relates to the purposes of the learners and the set of communication needs arising from these purposes. These needs of the learners will guide the design of course materials. The topics, themes, and kind of English to be taught are based on the interests and requirements of the learners. The skills to be taught may be restricted." Key terms are 'communication needs', 'interests and requirements of the learners'.

Dudley-Evans and St John (1998: 4-5) define ESP in terms of both absolute and variable characteristics as follows:

2.2.1.1 Absolute Characteristics:

1) ESP is designed to meet specific needs of the learner.

2) ESP makes use of the underlying methodology and activities of the disciplines it serves.

3) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

2.2.1.2 Variable Characteristics:

1) ESP may be related to or designed for specific disciplines.

2) ESP may use, in specific teaching situations, a different methodology from that of general English.

3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level.

4) ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

It can be observed that the key terms which appear in most of the definitions about ESP are 'learners' and 'needs' (including communication, functional and practical English). And thus, *learners and needs* are obviously significant aspects in ESP.

In short, in answering the question of what ESP really is, Hutchinson and Waters (1993: 19) insist that ESP must be seen as an approach *not* as a product. It is just an approach to language learning which is based on learner's needs rather than a new kind of language or methodology.

2.2.2 Types of ESP

Strevens (1977 cited in Meemark, 2002: 15) mentions two major types of ESP i.e. English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). EOP is where the learners need English in order to perform their

occupations, either partly or fully. EAP is where the learners need English for academic or educational purposes. St John (1996: 3) shares a similar aspect. She describes ESP as "an umbrella term embracing a number of sub-divisions of which two key ones in many definitions are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Dudley-Evans and St John (1998: 6) offer an ESP classification by professional area as in Figure 2.1.

Figure 2.1: ESP classification by professional area

English for Specific Purposes

English for Academic Purposes   English for Occupational Purposes

Eng.for (Academic) Science and Technology   Eng.for (Academic) Medical Purposes   Eng. for (Academic) Legal Purposes   Eng. for Mgt, Finance & Economic   Eng. for Professional Purposes   Eng. for Vocational Purposes

Eng. for Medical Purposes   Eng. for Business Purposes   Pre-Vocational Eng.   Vocational Eng.
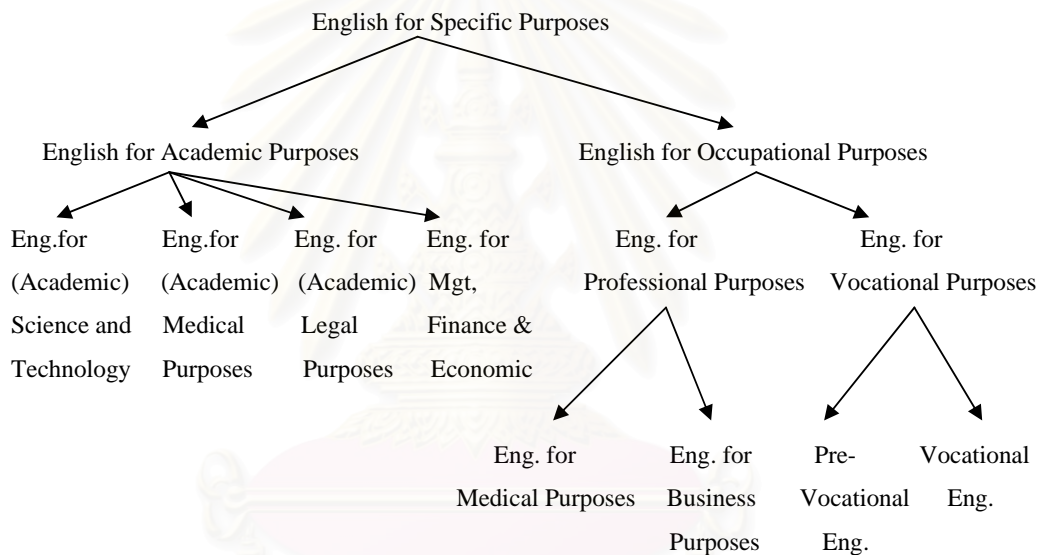
In the present study, the focus is on English for Business Purposes which is an area in English for Occupational Purposes and particularly under English for Professional Purposes.

English for Business (sometimes called Business English) is one of the current growth areas in ESP (St John, 1996: 12). Johns and Dudley Evans (1991) state that Business English courses require the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context. Strevens (1980) shares somewhat similar view by describing that Business English is designed to meet specified needs of the learner, thus, they are clearly 'ESP' or more specifically 'English for Specific Business Purposes (ESBP).

St John seems to have a different perspective towards Business English from those of Johns and Dudley Evans and Strevens. St John mentions Business English as an umbrella term embracing English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP). EGBP may be described as courses that are similar to General English courses with the materials focusing on business contexts. Such courses are usually for pre-experience learners or those at the very early stages of their profession whereas ESBP are courses that are specifically designed and likely to focus on one or two language skills and specific business communicative events. They are usually organized for job-experienced learners with existing business knowledge and skills.

Regardless of differences in some scholars' views and definitions concerning Business English, the present research still obviously falls into the category of English for Specific Business Purposes (ESBP) as it is planned to be specifically developed in response to the job-experienced learners' language requirements in the field of banking – an area of EOP which is not adequately studied so far.

Apart from the different definitions for Business English, the terms used within Business English are also rather diverse as some may focus on people, some on jobs and some on purposes (St John, 1996). Therefore, apart from using the term 'Business English', some other terms like 'English for Professionals', 'English for Secretaries', and so on, may also be used. In the early 1960s and 1970s, the term 'commerce' seems to dominate and usually refers to *'written communication'* relating to trade, and importing and exporting.

After that time, there is *'a shift from written to spoken communication'*. A study of needs analysis for Secretarial Science and Commercial students (TAVED, Malaysia, 1994) reveals that the need for spoken or oral communication becomes dominant among all four skills. This is supported by an investigation into workplace communication needs of non-native English employees that graduated from Monash University in Australia. In the study, Crosling and Ward (1999) discover that skill in oral communication is significant and required in the workplace, yet the preparation for oral communication is not sufficiently provided during the undergraduate study.

The findings from Crosling and Ward correspond with several studies conducted in Thailand. Sonsa-ardjit (1980) conducts a study on the government and state enterprise officers' needs for English. Kanchanasatit (1980) surveys the English language needs in business sectors. Findings from both studies in Thailand indicated that listening and speaking skills are mostly needed and subjects have the opinions that English learning from the educational institutes are inadequate for effective use at work. All the studies seem to highlight one aspect that the teaching of *oral communication* has not been given sufficient emphasis in schools.

The tailor-made English course of the present study then focuses on the area of oral communication as it is the necessary skill for the participants' nature of work to perform their specific functions in the area of customer-services in international banks.

2.2.3 ESP Course Design

Carter (1983, 133-135) states that there are three features common to ESP course i.e. authentic materials, purpose-related orientation, and self-direction. Authentic materials are usually feasible and highly useful for intermediate or advanced level of ESP courses. Purpose-related orientation refers to communicative tasks required of the target setting. Self-direction is characteristic of ESP courses in that ESP is concerned with turning learners into users. In order for self-direction to occur, Carter (1983) insists that the learners must have a certain degree of freedom to decide when, what, and how they will study.

Robinson (1991: 42) suggests that ESP course design is the product of a dynamic interaction between a number of elements i.e. the results of the needs analysis, the course designer's approach to the course and methodology and existing materials (if any). All of these are modified by the contextual constraints or variables.

In terms of constraints, Jordan (2000: 64-65) states that ESP course design may be restricted by:

1) Tutors/instructors: number available and their experience and capabilities

2) Students: number and nationalities to be catered for; their language level, etc.

3) Other staff: administrative, secretarial, social, etc.

4) Time: length of the course, full-time or part-time (frequency); weeks, days, hours.

5) Space: room size and location.

6) Facilities/equipment: language laboratory, cassette recorders, TV and video, computers, overhead projectors, photocopier, books, stationery and other materials.

7) Accommodation: hostels or other arrangements for students; proximity (transport, if necessary)

8) Finance: budget – size, fixed or variable; method and speed of payment

9) Other influences: past experiences, motivation of students, need for variety, a belief in learning by doing, need to be commercially viable, 'common sense', etc.

Stapp (1998: 169) proposes a framework for the incorporation of technical content in a workplace English course, and a strategy for ensuring the relevance and accuracy of such information through instructor-employer collaboration. According to Stapp, if carefully designed, the result is highly effective instruction. In his study of a workplace English course, the required technical information was organized as a content course. To ensure the accuracy of the information, the employer agreed to collaborate with the instructor on the materials and instructional strategies. Stapp insists that collaborative efforts in workplace courses offer many advantages for the employer and the instructor.

Based on the professional insights gained from developing courses for language preparation for employment in the health sciences and from relevant ESP literature, Gatehouse (2001: 6-9) examines four key issues in ESP course design i.e. abilities required for successful communication in occupational settings; content language acquisition versus general language acquisition; heterogeneous learner group versus homogeneous learner group, and; material development. She hopes that her observations will lend insight into the challenges facing the instructor acing as ESP course developer. Each of the four key issues explored is summarized as follows:

1) Abilities required for successful communication in occupational settings

Graves suggests that there are three abilities necessary for successful communication in a professional target setting. The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context. The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context.

The task for the ESP developer, according to Graves, is to ensure that all of these abilities are integrated into the course. This is a difficult task due to the amount of research required. Close elaboration between content experts and the course developer is certainly required for the successful course development in occupational context.

2) Content language acquisition versus general language acquisition

Graves raises the question about how much time should be devoted to vocabulary and content knowledge acquisition, as opposed to the time spent developing general language skills. When she breaks down the time allotted in her courses between the two areas, she finds that the time devoted to developing general language far outweighs the time devoted to the acquisition of content knowledge. Her learners indicate that they desire more opportunity to learn the content knowledge. It is noted that learners are highly motivated to attend the content lectures. Though majority of the learners in her courses possess a basic knowledge of workplace terminology from their education and training, they usually recognize meaning but not able to produce it. It is then determined that more time should be allotted for work on pronunciation and learning the spelling of workplace terminology. Moreover, much more time would be spent on communication for the workplace; in this way, learners would have ample opportunity to practice the restricted repertoire acquired in content lectures.

3) Heterogeneous learner group versus homogeneous learner group

In order to set up a language course for workplace, a large enough pool of candidates is commonly required. Therefore, learners in such courses usually have mixed language abilities. Graves finds that those learners who are struggling to catch up with general language proficiency simply found the content knowledge to be overwhelming. One strategy she employs is to have the intermediate learners focus on developing their listening skills during the content lecture. Those without the background knowledge are to ask for clarification from their peers or instructors. The advanced learners are encouraged to record as much detail as possible, and to assist their peers whenever possible.

4) Material development

From her experiences, Graves believes materials for ESP courses will unavoidably be pieced together, some borrowed and others designed specially. Resources will include authentic materials, ESP materials, ESL materials and teacher-generated materials.

Certain aspects presented in the above ESP literature e.g. constraints and key issues observed are useful to be taken into consideration for the course design of the present study.

2.2.4 Effective Practices in English for Occupational Purposes

A large number of English for Occupational Purposes focuses on English training for learners in specific workplaces, for instance, nursing assistants, bank tellers (Gillespie, 1996: 28-29). To achieve the optimal outcomes for all stakeholders in the workplace, for instance, improved language skills and enhanced self-esteem for participating employees; increased in productivity and work quality for employers; and, enhanced capability and broader professional recognition for course developers, Friedenberg et al. (2003: xi-xiii) recommend nine effective practices for workplace language training. TESOL defines effective practices in workplace training as "processes and strategies that lead to excellence, as documented in real training situations". Those nine effective practices suggested by Friedenberg el al. are:

1) Effective Practice 1: the workplace language training provider has an effective, current strategic plan including setting goals and creating development and strategies.

2) Effective Practice 2: The workplace language training provider conducts effective marketing activities to understand the target market and maintain a positive public image.

3) Effective Practice 3: The workplace language provider builds a strong client relationship in conducting an organizational needs assessment and developing a proposed program and contract.

4) Effective Practice 4: The workplace language training provider provides quality program staff and appropriate staff support.

5) Effective Practice 5: The workplace language training provider conducts a comprehensive research-based instructional needs assessment.

6) Effective Practice 6: The workplace language training provider creates a research-based instructional design.

7) Effective Practice 7: The workplace language training provider develops and selects program-specific training materials and activities.

8) Effective Practice 8: The workplace language training provider delivers instruction that keeps participants involved and motivated.

9) Effective Practice 9: The workplace language training provider conducts a program evaluation that relates program outcomes to program goals and serves as a guide for future training.

As the present study is in the area of English for occupational purposes - specifically for learners in the workplace of international banks, the effective practices suggested by Friedenberg et al. should provide certain practical guidelines in course development to achieve the optimal outcome for all parties in the study.

2.3 Needs analysis

Since ESP should be viewed as an approach to language learning, which is based on *learner's need* (Hutchinson and Waters, 1993: 19) and because different groups of learners usually have different language needs, each language course should then be particularly designed to meet such varied needs.

To find out and gather information about each group of learner' needs for a course development, *'needs analysis'* (sometimes called *'needs assessment'*) becomes an important aspect in ESP. The concept of needs analysis is also necessary in the context of international banking since merely General English is not sufficient to meet the requirements for such a specific English usage. In conducting needs analysis, usually more than one instrument should be exploited in order to gain as much useful information as possible. Instruments recommended for conducting needs analysis include questionnaires, surveys, observations and interviews (Richards, 2001).

In the area of workplace language training, Friedenberg et al. (2003) and Terdal, Ruhl and Armstrong (2001) offer similar suggestions. Friedenberg et al. insist that in designing a language training course, the course designer should try to learn as much as possible about the learners. The information might be obtained from conversations with potential participants, observations of employees on the job, and collection of sample work-related materials. In addition to the needs analysis together with observations of the staff on the job, Terda, Ruhl and Armstrong propose that learners' levels of language proficiency should also be assessed in developing an English for workplace course.

2.3.1 Definition of Needs

Brindley (1984: 28) states that the term *needs* "is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements."

Mountford (1981: 27) describes that needs can mean "what the user-institution or society at large regards as necessary or desirable to be learnt from a program of language instruction."

According to Dudley-Evans and St. John (1998), needs analysis in ESP can be determined as follows:

1) Target situation analysis/objective needs: Professional information about the learners; the tasks and activities learners will be using English.

2) Wants/ Means/ Subjective needs: Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English.

3) Present situation analysis: English language information about the learners: what their current skills and language use.

4) Lacks: The learners' lacks: the gap between 1) and 3).

5) Learning needs: language learning information: effective ways of learning the skills and language in 4).

6) Linguistic analysis/ discourse analysis/ genre analysis: Professional communication information about knowledge of how language and skills are used in the target situation.

7) Expectation: what is wanted from the course?

8) Mean analysis: information about the environment in which the course will be run.

However, according to Hutchinson and Waters (1993: 55), 'target needs' hides a number of important distinctions i.e. necessities, lacks and wants. In the present study, the focus is on the 'participants' necessities' which mean 'what the learner has to know in order to function effectively in the target situation' (Hutchinson and Waters, 1993: 55).

2.3.2 Steps in Needs Analysis

In the present study, the researcher follows steps in conducting the needs analysis as proposed by Jordan (2000). A summary of the steps involved in conducting a needs analysis is presented in Figure 2.2.

Figure 2.2: Steps in needs analysis (Jordan 2000: 23)

| 10. Evaluate procedures and results |
| 9. Implement decisions (i.e. decide upon syllabus, content, materials, methods, etc. |
| 8. Determine objectives |
| 7. Analyze and interpret results |
| 6. Collect data |
| 5. Select method of collecting data |
| 4. Acknowledge constrains/limitations |
| 3. Decide upon the approach |
| 2. Delimit student population |
| 1. Purpose of analysis |
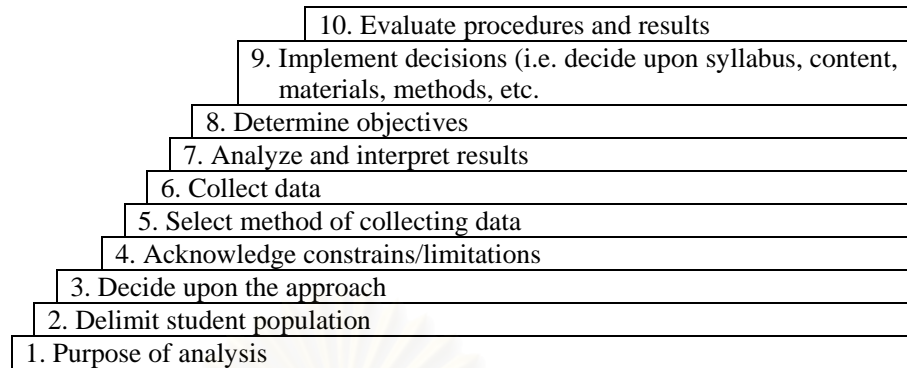
Each step in needs analysis for the present study may be described based on Figure 2.2 as follows:

1) Purpose of analysis: The study aims to investigate the needs of customer-services staff working in international banks to be used as the basis in development of an English for Specific Business Purposes.

2) Delimit student population: the delimitation or scope of the study covers the customer-services staff working in international banks in Thailand.

3) Decide upon the approach: the study focuses on the 'participants' necessities'. According to Hutchinson and Waters (1987: 55), necessities mean 'what the learner has to know in order to function effectively in the target situation' which in this case is to use business English oral communication in performing the role of customer-services staff in international banks.

4) Acknowledge constraints/limitations: the pilot study could not have been completely taken due to time and management constraints.

5) Select method of collecting data: for reliability of the data obtained, the study follows the concept of triangulation of research instruments. Questionnaires, interviews and site observations were utilized.

6) Collect data: information from questionnaires, interviews and site observations have been collected from customer-services staff and management in international banks.

7) Analyze and interpret data: Data obtained have been analyzed and interpreted using SPSS program for descriptive statistics.

8) Determine objectives: the objectives of the course have been established based on competency-based which is the approach widely used in work-oriented language programs (Richards, 2001:159).

9) Implement decisions: the course content and materials have been designed based on information from the needs analysis.

10) Evaluate the course: the tailor-made course has been validated by experts and pilot test. The main study was then conducted and evaluated using oral/speaking test, vocabulary in context, participants' confidence level and end of course evaluation.

Apart form attempting all steps in needs analysis to develop the specially-designed English course for the particular context of international banking, the review and synthesis of other research in the area of workplace should also provide additional insights into English for Occupational Purposes.

2.3.3 Synthesis of Previous Related Research

In order to construct a language course to meet the specific learners' needs, the analysis of particular learners' needs should be carefully conducted. Dudley-Evans and St. John (1998: 122) believed that needs analysis is the corner stone of ESP and leads to a very focused course. "Rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the learners' needs." (Richards 2001: 32). As different groups of learners have different language needs, the content of the course should be specifically designed to meet such needs. Simply put, in designing any ESP course, needs analysis with the focus on the learners should always be regarded as one of the most important steps. Instruments recommended for conducting needs analysis included questionnaires, surveys, observations and interviews (Richards, 2001)

Due to the *'gap'* as will be demonstrated in a number of studies on needs analysis regarding English use and needs in Thailand, the researcher intends to develop an ESP course entitled "Business English Oral Communication (BEOC) for customer-services staff at international banks" based on the needs analysis to fill the gap.

Certain studies have been conducted to investigate the English needs from the perspectives of personnel in the educational institutes (instructors, authorities, graduates), and employment sectors (some studies focus on private companies, some on government and state enterprises, and some with more than one sector). Findings from those studies point out that there is a somewhat mismatch

between demand and supply in language teaching. Such mismatch which may be considered a 'gap' leads the researcher to have an intention to deliver a supply that most meets the demand in language need for a particular area of workplace.

Another mismatch in demand and supply of language teaching has been observed by Savangvarorose (1983) in the study of Relevancy of business English courses taught at Thai Universities to the needs of the Thai Business community. Questionnaires and interviews were used to collect data from personnel of business companies. In addition to questionnaires and interviews, the educational institutes' curricular were also employed to gather data from those academic sectors. The results show that a number of business English writing courses are significantly relevant to the need of writing skills of the Thai business community. Yet, there are some institutes where courses taught do not really serve the needs of the Thai business community. The most used skill in the Thai business community is writing, and yet, business personnel still want to enhance their listening and speaking skills at a high level.

Similarly, Savangvarorose and Rongsa-ard (1988)'s study on patterns of English used in business negotiation and correspondence in Thailand reveals that though there are some patterns taught in Thai universities that are the same as those used by Thai businessmen, there are still some patterns taught that are quite different from the patterns in actual use.

Pholsward (1989) conducts an assessment of English language needs in computer science. The researcher employs structured interview as the instrument for data collection. Twenty-two subjects in managerial positions and three subjects in non-managerial positions have been interviewed. Twelve subjects choose speaking/ listening as the most needed skills, another twelve choose reading and only one subject chooses writing. In terms of level of language proficiency, most subjects state that they are not satisfied with their skills in speaking, listening and writing while their reading skill is quite functional. The findings also indicate the mismatch in language teaching as most subjects thought there is still a discrepancy between the university language curriculum and language requirements on the job. The subjects state that they could not express themselves orally in their workplace due to insufficient practice at school. They mention that the curriculum taught at the university is geared towards grammar study and practice in reading and writing in general content whereas speaking activities are very minimal. They suggest that the

curriculum should include more speaking activities and relevant writing practices in correspondence and memos.

Boonjaipet (1992) aims to investigate English language needs and problems in English use of the officers at the counters of the post offices in Bangkok. Questionnaires and interviews were administered to 226 subjects. The result reveals that the language skills most needed are speaking and listening. The language function most needed is "giving service information. The problems that the officers encounter most are customers' accent, the customers' fast speech and their own incompetence in speaking English.

Jiranapakul (1996) studies the Thai engineers' language needs for communication. The researcher uses interview as the instrument to collect the data. Twenty one managerial engineers and twenty-one operational engineers from twenty-one sampled companies have been interviewed. The findings indicate that both groups of engineers share the same point of view that English is an important communicative tool and factor for good work and career advancement. The result also points out that the operational engineers need listening and speaking training courses the most. For the managerial engineers, writing and speaking training courses are most needed.

Promrat (1998) investigates the English vocabulary competency and problems with using English in the special situation faced by the tourist police in the lower Central Region of Thailand. thirty-nine tourist police of the Tourist Police Division 3 Section 4 are subjects of the study. Vocabulary test and open-ended questionnaires are used to collect the data. The results reveal that the Tourist Police Division 3 Section 4 has the highest vocabulary competency in the category of 'Answering phone call' and the lowest competency in the category of 'Legal terms'. They have problems listening to the foreign tourists and what they need is the intensive English training courses with emphasis on the practice of conversations with foreigners.

Silpa-Anan (1991) investigates the specific needs of science graduates. The subjects of the study include both the academic and the employment sectors. The researcher uses both questionnaires and interviews to gather the data. The subjects in employment sector rank the skills most needed as speaking, listening, reading and writing respectively whereas the subjects from the academic sector rank the skills most needed as listening, speaking, reading and writing.

Such different perspectives among different parties have also been found in the study on the exploration for the needs for English use of the Thai society, concerning the standards and quality of English of Thai University graduates (Wongsothorn et al, 2002). This study indicates that the subjects from the private sector rank speaking as the most needed skill, followed by reading, listening, translating, and writing respectively whereas subjects from the other categories including government sector, university instructors and authorities sector and university graduates rank reading as most needed followed by translating, listening, speaking and writing.

Apart from the different perspectives and the mismatch in language teaching, other studies further indicate that business English communication is significant and required by workplace. In a study on needs analysis specifically conducted in the area of banking industry, Meksophawannagul and Hiranburana (2003) use questionnaires and interviews to gather information in order to design materials for English for Business Purposes with a focus on employees' needs. They aim to develop such materials in the form of web-based e-learning, using a business case study. Bank employees from both Thai commercial banks and branches of foreign banks in Thailand are used as samples. The findings show that subjects frequently use reading skills, listening, writing, speaking and translation at work. In terms of difficulties in using English, subjects feel that the most difficult skill is speaking, followed by listening and writing. Majority of the subjects in the study are satisfied with their reading and translation skills. The interviews also confirm the significance of business English communication. One of the interviewees in this study describes, "Business English communication is an essential skill in working. Although I do not work in an international bank, sometimes, I still have to deal with foreign customers. I find that it is difficult to communicate with them in English. Also, English is now part of the promotion criteria." (Meksophawannagul and Hiranburana, 2003: 135).

The significance of English communication is also supported by the study conducted by Sunthornwatanasiri (2000: 84) which indicates that competency in English communication and job accountability are the two most valued qualifications of employees. These qualifications are chosen by all informants who are management, current employees and graduates majoring in business administration. Subjects in the study on "From needs analysis to course design of English business communication

for learners with job experience" (Rungnirundorn and Rongsa-ard, 2005: 6-7) also state that they need to improve their business English communication skills as they believe such communication skills are closely linked with their career promotion.

2.4 Adult Learners

Learners in ESP courses are usually adults with clear needs of why they are learning English (Johns and Dudley-Evans, 1991: 304). Hence, the concept and principles of adult learners together with the investigation of their needs should be considered and properly integrated into the development of an ESP course.

The present study which is in the area of ESP also deals with learners who are considered "adult learners" as they have completed at least bachelor's degree of education and they now possess certain level of working experiences to speak of comparing to non-adult learners who are more dependent and lack of such experiences (Knowles, 1984: 54). Adult Education (sometimes called 'andragogy'), has been defined by Knowles (1984: 52) as 'the art and science of helping adults learn'.

Non-adult learner is motivated by external factors such as parental pressure, pressure from teachers, etc. On the contrary, the adult learning approach views the learner as a self-directed learner i.e. a learner responsible for his or her own learning. Adult learners see learning as a process that transform them and make their experiences a part of the learning process. According to Koffel (1994: 35), adult learners can transfer the subject matters they learn in the classroom to practical applications of enhanced knowledge or skills on the job or in their lives. Sifakis (2003) points out that the adult education or andragogy shares similar theoretical constructs with ESP i.e. a concern for learner autonomy and motivation, self-directed learning, self-confidence, etc. The adult education aspect used in this study then focuses primarily on learners' motivation and self-directed learning as they are clearly major aspects of both andragogy and ESP approach (Knowles, 1984: 59).

2.4.1 Characteristics of Adult Language Learners

Some interesting characteristics of adult learners as described by Harmer (2003: 40) are:

1) They can engage with abstract thought.

2) They have many life experiences to draw on.

3) They have expectations about the learning process, and may have their own set patterns of learning.

4) They are likely to be more disciplined than some and are more prepared to struggle on.

5) They come into classroom with a range of experiences which allow teachers to employ various activities with them.

6) They often have a clear understanding of why they are learning and what they want to get out of it.

Harmer (2003: 40) further raises certain characteristics of adult learners which may cause some difficulties in learning and teaching. For example, adult learners can be critical of teaching methods, they may have bad experiences which results in lower confidence in learning a language and they may worry that their aging may reduce their intellectual ability.

To handle such potential problems, teachers of adult learners should recognize the need to minimize those bad learning experiences; reduce the fear of failure by offering achievable activities, listen to their concerns and modify what we do to suit their learning tastes (Harmer, 2003: 41).

Adult Education principles can be extremely useful in ESP curriculum design (Sifakis, 2003: 198), because adult education considers the notion of 'adulthood' as a feature of all ESP learners and it interprets all ESP situations in terms of adult learning specifications. This is particularly applicable to the research under study as it deals with adults who possess certain level of working experiences in the business context of international banking.

2.4.2 Principles of Adult Learning Theory

The principles of adult learning theory as proposed by Friedenberg et al. (2003: ix) are listed as follows:

1) Adults need to be involved in the planning and evaluation of their instruction.

2) Adults are most interested in learning subjects that have immediate relevance to their jobs or personal lives.

3) Adult learning is problem centered rather than content oriented.

4) Experience, including mistakes, provides the basis for learning.

Such principles of adult learning theory have led to the development of learner-centered instruction which is an approach used by many course developers (Friedenberg et al., 2003)**.** In learner-centered approach, learners participate actively in every class session, developing and practicing language skills as they work together in teams or pairs on specific communication tasks and problems. For example, in training courses with a focus on oral communication, participants may role-play interactions with coworkers, practice turn-taking or initiating a topic in meetings, or make simulated sales presentations with videotaping for later review.

In the study on 'Transitioning from Content-Centered Instruction to Student-Centered Learning: a Qualitative Study of One Community College Instructor's Experience' (Stevens 1997 cited in Sunthornwatanasiri, 2000: 84), instruments like observations, survey and interviews together with literature reviews on student-centered training framework were used to gather information. The findings may lead to the conclusion that students in student-centered classroom gain higher achievement in their studies than those in traditional classroom and, instructors in student-centered classroom use more teaching techniques than instructors in the traditional ones.

According to Friedenburg et al. (2003), learner-centered instruction is effective because it enables participants to build on the knowledge and experience they already possess and encourages them to take responsibility for their own learning. By providing the opportunities for practice and problem solving, it simulates the real workplace, where employees must communicate and solve communication

problems on their own. In this way, learner-centered instruction promotes the transfer of skills and knowledge from the classroom to the workplace.

However, one of the findings of the Commission for a Nation of Lifelong Learners (1997) indicates that many higher education programs are poorly adapted to the needs of employers and adult learners. As a result, such programs pose barriers to participation and a lack of flexibility in scheduling, academic content, modes of instruction and etc. Hence, teachers or trainers should be more concerned with their learners' needs together with their particular characteristics for optimum learning outcome.

Apart from the principles as suggested by Friedenberg et al. (2003), there is another set of useful principles and practices of adult learning proposed by Caffarella (2002: 29-30). Some of them are described as follows:

1) Adults have a rich background of knowledge and experience and learn best when this experience is acknowledged and new information builds on their past knowledge and experience.

2) Adults are motivated to learn based on a combination of complex internal and external forces.

3) Adults have preferred and different ways of processing information.

4) For the most part, adults are pragmatic in their learning; they want to apply their learning to present situations.

5) Adults come to a learning situation with their own personal goals and objectives, which may or may not be the same as those that underlie the learning situation.

6) Adults prefer to be actively involved in the learning process rather than passive recipients of knowledge.

From the principles stated, we may conclude that knowledge, experience, need for active involvement and application to the job seem to be prominent aspects of adult learning. Both Friedenburg et al. (2003) and Caffarella (2002) share similar ideas regarding how such principles should be incorporated into the program e.g. collecting ideas from learners, building the instructional content around the past knowledge and experiences of learners, ensuring that such adult learners feel accepted and supported, etc.

With their accumulated experience, their inherent autonomy and with clear needs in mind, adult-learners tend to have greater ability to make judgments. Once properly implemented, such an aspect could be useful in ESP teaching and learning situations (Sifakis, 2003). Therefore, along the process of translating needs analysis towards course development, adult learning principles will be taken into consideration for optimal result. For instance, the researcher aims to get as much *involvement and sharing from these adult learners; the content of the study must be as much relevant to their jobs as possible; their experiences would be highly valued and integrated into the course as appropriate.*

2.5 Competency-based Approach

To achieve the best possible learning outcome, the course should be constructed by using the framework that reasonably fits a particular context. In the study, competency-based approach is focused. The approach is based on specification of the competencies learners are expected to master in relation to specific situations and tasks. "Competencies are a description of the essential skills, knowledge, and attitudes required for effective performance of particular tasks and activities" (Richards, 2001:159). Competency-based approach is widely used in social survival and work-oriented language programs.

Leung (1994) and Louhiala-Salminen (2001) share similar belief that *language accuracy* is not the sole problem of communication at workplace. Leung proposes that the main problems lie in the ability to use appropriate language and to master the specific terms in the particular vocational field. A Competency-based approach with its focus on specification of the competencies that learners are expected to master in relation to specific situations and tasks seem to be a good solution in such situation.

The present study aims to design a course for learners that are customer-services staff working in international banks. From the nature of the job itself, the main job responsibility of the participants is to answer customers' enquiries on the phone. Therefore, competency in oral communication is considered a highly essential skill to effectively fulfill their jobs. This is supported by the findings from a study conducted by Sunthornwatanasiri (2000). The study reveals that competency in

English communication and job accountability are the two most valued qualifications of employees. These qualifications are chosen by all informants who are management, current employees and graduates majoring in business administration.

In the present study, the information gathered from needs analysis is used as the basis for developing the training course which in this case, is a customized English for workplace course. The course will be mainly developed based on the competency-based approach. In a study of business communication, Louhiala-Salminen (2001: 113) refers to a comment from one of the focus group respondents that "The language does not have to (be) perfect or even correct, but it has to be understandable. Otherwise, it can create costly problems to business."

Competency-based approach (CBA) or competency-based training (CBT) focuses on seeing and doing. It is distinctly different from traditional educational processes which attempt to educate learners by providing a vast area of knowledge that they might (or might not) use later in a given situation. CBA aims to equip learners with competencies necessary for the successful performance of their jobs. Competency-based means learners will be measured against the course objectives with emphasis on acquiring the essential knowledge and concepts needed to perform a job, not just acquiring new knowledge (Mcintosh 1996). In brief, Competency-based focuses on how well the learners *perform* rather than how much has been learned.

Competency-based training has been defined by Hagan (1994: 45) as an approach to vocational education and training which has the focus on the 'outcomes' or what a learner can do at the end of the course. This is different from the traditional approach which focused on 'time' and 'teacher input' (Hagan, 1994). Docking (1994: 72) states that the use of competency-based approach is based on the idea of fulfilling learners' needs in curriculum design and of applying criterion-reference testing (CRT) in language evaluation.

The movement in the area of evaluation towards criterion-referenced testing (CRT) also promotes the CBA. The CRT is usually produced to measure the specific objectives of a particular course (Brown, 1996). The purpose of CRT is to measure how much a learner has accomplished on each objective without reference to the other learner's results. CRT also emphasizes flexibility to meet individual learner's needs and recognizes prior learning or current competencies in relation to the training (Hagan, 1994).

Docking also describes other aspects why CBA or learning outcomes might be appropriate in a training program. Such aspects are – a means of communicating curriculum expectations to learners; rewarding excellence; ensuring consistency in standards; raising standards to meet competency profile requirements and not just to pass the marks; avoiding cultural bias and facilitating equity; meeting the need for flexibility and diversity and consistent comparable standards; empowering learners to take more responsibility for their learning, etc.

The focus on learner's needs is the major issue in designing a syllabus in a competency-based approach as well as in the ESP context. As previously mentioned, needs may have various interpretations (Hutchinson and Waters, 1993) – as necessities (the demand of the target situation), lacks (the gap between what the learner has already known and the language functions needed in the target situation), and wants (what the learner would like to learn). In the competency-based approach, the needs as necessities i.e. what the learner has to know in order to function effectively in the real situation may be used as the starting point to determine what learners should have possessed at the end of the course (Sujana, 2005). Such information can be obtained from the study and observations of job responsibilities of the learners in their actual workplace.

Blank (1982: 5) cited in Langenbach (1988: 38) summarizes the major different characteristics between competency-based and traditional training programs. The differences are highlighted in Table 2.1.

Table 2.1: Basic characteristics that distinguish between competency-based and traditional training programs

Characteristics	*Competency-based Programs*	*Traditional Programs*
1. **WHAT** Students Learn	1. Are based solely on specific, precisely stated student **outcomes** (usually called competencies or tasks) that have been recently verified as being essential for successful employment in the occupation for which the student is being trained. These competencies are made available to all concerned and describe exactly what the student will be able to do upon completing the training program.	1. Are usually based on **textbooks,** reference material, course outlines or other sources removed from the occupation itself. Students rarely know exactly what they will learn in each successive part of the program. The program is usually built around chapters, units, blocks, and other segments that have little meaning within the occupation—instructors focus on "covering materials."

2. **HOW** Students Learn	2. Provide trainees with high quality, carefully designed, **learner-centered** learning activities, media and materials designed to help them master each task. Materials are organized so that each individual trainee can stop, slow down, speed up or repeat instruction as needed to learn effectively. An integral part of this instruction is periodic feedback throughout the learning process with opportunities for trainees to correct their performance as they go.	2. Rely primarily on the **instructor** to personally deliver most of the instruction through live demonstrations, lectures, discussions and other instructor-centered learning activities. Students have little control over the pace of instruction. Usually, little periodic feedback on progress is given.
3. **WHEN** Students Proceed from Task to Task	3. Provide each trainee with **enough time** (within reason) to fully master one task before being allowed or forced to move on to the next.	3. Usually require a group of students to spend **the same amount of time** on each unit of instruction. The group then moves on to the next unit after a fixed amount of time which may be too soon or not soon enough for many individual trainees.
4. **IF** Students Learned Each Task	4. Require each individual trainee to perform each task to a high level of proficiency in a **job-like setting** before receiving credit for attaining each task. Performance is compared to a preset, fixed standard.	4. Rely heavily on **paper and pencil tests** and each student's performance is usually compared to the group norm. Students are allowed (and usually forced) to move on to the next unit after only marginally mastering or even "failing" the current unit.

Graves (2000: 46) describes a competency as an attempt to specify and teach the language and behavior needed to perform in a given situation, for example, how to perform in a job interview, how to open a bank account. According to Graves, competencies are an interesting way to conceptualize content because the elements can be specified and their achievement can be measured. Thus, competency-based syllabuses are particularly popular in contexts where the sponsor wants to see measurable results.

According to The Mallinckrodt Consulting Group (1997), the current competency-based model focuses on behavioral goals and objectives rather than course credits and grades. For learners to graduate or complete a program, they must demonstrate competency in a number of required areas. Assessment is the most distinctive feature of the competency-based model, with clearly stated and measurable objectives. As learners proceed through their studies, they are required to demonstrate

competency at different levels (e.g. basic, intermediate or advanced) in each skill area. Because the focus is on skills rather than the accumulation of knowledge, a competency-based program works well with students on both liberal arts and professional tracks. Students from all backgrounds will benefit from a more adaptive teaching style, which allows for more approaches and perspectives, and addresses a wider range of needs and levels.

Field and Mawer (1998: 54) also attempt to describe the differences between competency-based training and traditional training. Most of the characteristics are similar to the one offered by Blank (1982). However, what Field and Mawer highlight as an additional aspect is that the competency-based training should also value the previous learning of the learners. Such differences are presented in Table 2.2.

Table 2.2: Competency-based training vs. traditional training

Characteristics	*Competency- based*	*Traditional*
Focus	**Outcomes** What participants can do. Outcomes are carefully described. Participants are clear about what they have to do, to what standards and under what conditions.	**Content** What the trainer talks about. **Methods** How trainees spend their time.
Time	**Variable** Trainees can learn at their own pace.	**Fixed** All trainees spend the same amount of time completing a subject.
Assessment	**Criterion-based** Trainees are assessed as competent in specific areas. When competency standards are not achieved, participants are encouraged to try again.	**Pass or fail** Results come from theory and practical tests.
Location	**On the job and off the job** A lot of the learning happens on the job either under supervision or as part of normal work.	**Classroom centered** Most training happens in a classroom environment.
Previous learning	**Recognized** Learners can concentrate on new skills and knowledge.	**Ignored** Everyone is trained in the same thing.

Jureckov (1998: 27) points that traditional ESP syllabuses are often over-designed with 'content' and are managed by the quantity of their input to force teachers to lag behind the time schedule and thus, results in limited practical

involvement of the learners. She further refers to Wajnryb (1992: 124) that a more positive outcome can be achieved by actively engaging the learners. Jureckov concludes that a designed ESP syllabus should show balance in its content quality and quantity. Such balance should be realistically set in an adequate time frame.

From a comparative study between a standard 6-week training course for nurses and a 2-week competency-based course by Ajello et al. (1991) cited in McIntosh (1996), the result reveals that the competency-based course leads to more rapid achievement of skill competency and was significantly less costly. Besides, when the training is based on adult learning principles (e.g. two-way communication) and is competency-based, trainer and trainee satisfaction is higher. Findings from a number of comparative research in this area also indicate that the learners from competency-based or outcome-based teaching have higher learning achievement than those in traditional teaching (Stevens, 1997 cited in Sunthornwatanasiri, 2000: 84).

In determining the English competencies needed in the particular context of international banks, the researcher plans to follow a number of steps as suggested by Sujana (2005) in Figure 2.3.

Figure 2.3: Steps in finding out English competencies needed in a particular workplace
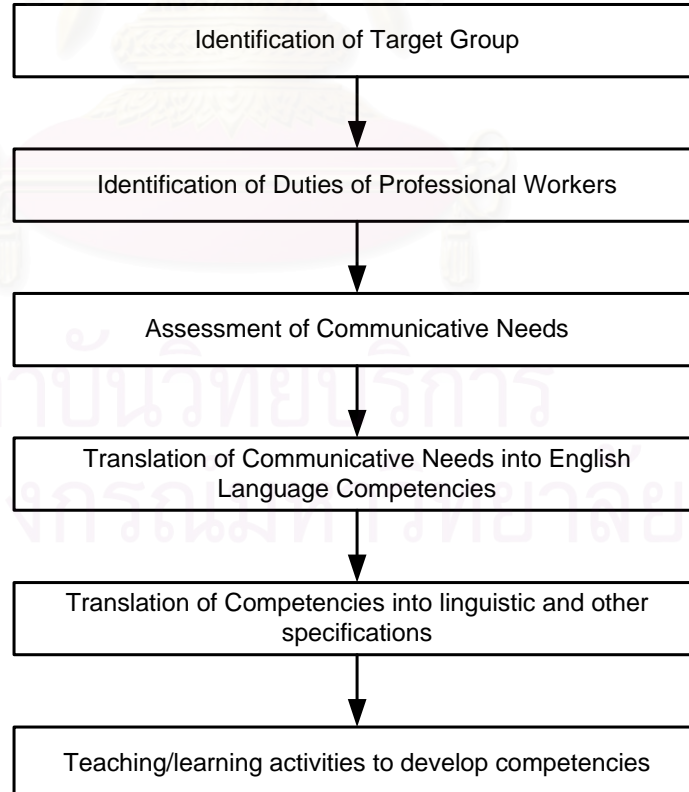
Each step in finding out English competencies for customer-services staff in an international bank together with its descriptions and examples will be described in details in Chapter IV.

2.6 Motivation in Language Learning

Motivation on the learners is an important factor that encourages learners to put strong effort in learning which as Hutchinson and Waters (1993: 48) point out, "one of the most important elements in the development of ESP is motivation".

Teacher can also promote a number of motivational conditions in class to help enhance participants' learning. Dornyei (2001: 31) insists that from her decades of teaching experiences and surveys in the area of motivation, the following three motivational conditions are indispensable i.e. appropriate teacher behaviors and a good relationship with the students; a pleasant and supportive classroom atmosphere; and, a cohesive learner group with appropriate group norms.

Some interesting aspects regarding motivational conditions stated by Dornyei (2001: 32- 49) are described as follows:

1) Appropriate Teacher Behaviors in which the teacher can do to motivate their learners include four general points:

1.1) Enthusiasm

1.2) Commitment to and expectations for the learners' learning

1.3) Relationship with the learners

1.4) Relationship with the learners' parents

2) A Pleasant and Supportive Atmosphere in the Classroom

Apart from the teacher's rapport with the learners and relationship among learners themselves, Dornyei (2001: 41) mentions that in a supportive classroom, the norm of tolerance prevails and learners feel comfortable taking risks knowing that they will not be embarrassed or criticized when they make a mistake.

3) A Cohesive Learner Group with Appropriate Group Norms

A cohesive learner group is one which is 'together'; in which there is a strong 'we' feelings; and which students are happy to belong. (Dornyei, 2001: 43).

2.7 Confidence in speaking English

American Heritage Dictionary (2001) defines 'confidence' as 'a feeling of assurance' and 'the state or quality of being certain'. Webster's New World Dictionary (1995) defines 'confidence as "belief in one's own ability". Similarly, Webster's College Thesaurus (2000)'s definition of 'confidence' is 'a firm belief in one's powers, abilities, or capacities'

From the above definitions, confidence seems to be concerned with a feeling of emotional security. Thus, when come to observe and identify this particular aspect of confidence, it may be rather difficult to do so objectively. Not many specific guidelines or criteria were found from literature reviews. However, with an attempt to describe certain criteria to observe this confidence aspect, some suggestions in literature about assessing speaking may be adapted. Parker (2001: 8) suggests in his book on "Basic public speaking: The roadmap to confident communications" the following points for an area of the speech evaluation:

1) Delivery – overall, how was the delivery?

2) Relax – did the speaker seem relaxed?

3) Eye contact – was there sufficient eye contact?

4) Vocal quality – was the rate, tone, pitch and volume appropriate?

5) Pause – was the pause appropriate or was it too long?

According to Richard-Amato (1988: 212-213), typical language behaviors of students at various levels of proficiency in the classroom particularly in the area of speaking are listed in Table 2.3.

Table 2.3: Typical language behaviors of students at various levels of proficiency in the classroom

Level of Student	Typical Behaviors
Beginning Student	**Low**: Depends almost entirely upon gestures, facial expressions, objects, pictures, and often a translator in an attempt to understand and to be understood **Mid**: Speaks very haltingly, if at all **High**: Speaks in an attempt to meet basic needs, but remains hesitant; make frequent errors; often falls into silence
Intermediate Student	**Low**: Same or similar to high-beginning student **Mid**: Often knows what he or she wants to say but gropes for acceptable utterances; make frequent errors; is often asked to repeat and is frequently misunderstood **High**: Is beginning to gain confidence in speaking ability; errors are common but less frequent
Advanced Student	**Low**: Same or similar to high-intermediate student **Mid**: Speaks more fluently but makes occasional errors; meaning is usually clear **High**: Speaks fluently in most situations with fewer errors; meaning is generally clear

From Table 2.3, such aspects as fluency, hesitation, silence, errors are used to distinguish student's speaking proficiency level. The aspect of confidence is also mentioned but no elaboration of how this could be observed is given.

In assessing speaking, Luoma (2004: 87) suggests an example of a fluency scale presented in Table 2.4.

Table 2.4: Example of a fluency scale (Luoma, 2004: 87)

Scale	Descriptions
0	Utterances halting, fragmentary and incoherent.
1	Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.
2	Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed and length.
3	Utterances, whilst occasionally hesitant, are characterized by an evenness and flow, hindered, very occasionally, by groping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.

In Table 2.4, hesitation in utterances, coherence and flow seem to be the common descriptions of fluency.

Such aspects as fluency, silence, and hesitation/pause may be used as guidelines in observing the participants' English speaking ability and their confidence level in the study as situation and time permits.

2.8 Gap for the Present Study

From the literature in this chapter, several studies as previously mentioned seem to highlight one important aspect that the educational institutes seemed not to adequately deliver English courses that truly meet the requirements of the employment sector. The academic and employment sectors tend to have different views towards the use of English and skills most needed. As a result, what was taught at school might not satisfactorily fulfill what was expected at workplace. In addition, the teaching of oral communication seems not to be given sufficient emphasis from schools and speaking is the skill that subjects in the private sector would like to improve most. This is also supported by studies in other countries. For instance, Poon (1991) conducts a needs analysis of business students and its implications for curriculum review and development. The researcher uses questionnaire as the instrument in collecting data. Subjects in the study are alumni graduates of Hang Seng School of Commerce. The questionnaire aims to gather information regarding the characteristics of the subjects' careers, the language skills frequently used on their jobs, their motivation in learning English, the usefulness of the Business English programs subjects study in the second year of their diploma course. Subjects indicate that speaking is their weakest skill and thus, they suggest more emphasis on speaking skills should be given in the Business English course.

The present study of the researcher then attempts to fill such a gap. A specific English course that is tailored to the particular group of an important employment sector i.e. customer-services staff in the area of international bank, with a focus on business English oral communication, is developed and implemented. Evaluation is also conducted to find out its effectiveness.

In his study on ESP course design for German bankers at the German Central Bank, Edwards (2000) suggests that apart from conducting needs analysis, previous experience and knowledge on both teacher and learner should be incorporated into the

course development for effective teaching. This is significant particularly when learners in the course are adults who already possess certain extent of knowledge and experiences. Therefore, this aspect should be properly incorporated in the course design and implementation.

In teaching the course to participants under study, the researcher plans to integrate the stated characteristics of the competency-based approach i.e. focusing on outcome to ensure that participants could achieve the required competencies in a job-like setting; using learner-centered learning activities and providing sufficient time to each learner to master each task rather than focusing heavily on grammatical aspects.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes in details the research methodology of the study. The description covers research design, population and samples, instruments for each stage of the research together with methods of data collection and data analysis.

The main objectives of the present study are to investigate the needs for business English oral communication of customer-services staff in international banks; to develop a Business English Oral Communication (BEOC) course for Thai customer-services staff in international banks based on the needs analysis; and, to evaluate the effectiveness of the Business English Oral Communication (BEOC) training course

3.2 Research Design

This study is research and development research. The research is conducted in three main phases:

Phase I – Conduct needs analysis to investigate the English needs and problems of the participants in the study. For triangulation purpose, three research instruments consisting of questionnaires, interviews and site observations have been designed and utilized.

Phase II – Translate the information obtained from the needs analysis and synthesis of ESP development literature to a course development.

Phase III – Evaluate the effectiveness of the course both quantitatively and qualitatively. A single group pretest-posttest design was used for its experimental aspect with the aims to look at the effects of the course (independent variable) on the participants' level of business English oral communication, their vocabulary -

knowledge and their level of self-confidence in speaking English (dependent variables). To evaluate the effectiveness of the course, SPSS descriptive statistics, *t-test* and effect-size were used to analyze those quantitative data.

For qualitative data, interactions between the researcher (as the trainer or teacher in this study) and the participants (as trainees or learners) as well as among the participants themselves have been observed. Apart from teacher's observations, both teacher and learners kept records in logs on a regular basis.

3.3 Population and Samples

3.3.1 Population

The population of the study consisted of approximately 450 Thai customer-services staff working in international banks in Thailand. For international banks that provide solely banking services, they usually employ merely four to five customer-services staff to provide such services to their customers. On the other hands, international banks that are also the major credit card issuers hire as many as 100 customer-services staff to handle enquiries from both bank and credit card customers.

3.3.2 Samples

A cluster sampling for the needs analysis stage and a purposive sampling for the course implementation stage have been used to obtain the two sets of samples for the study.

3.3.2.1 Cluster Sampling to Obtain Participants for the Needs Analysis

In this study, cluster sampling was employed in which six international banks (clusters) in Thailand were selected. The reason why cluster sampling, which is the selection of groups or clusters of subjects rather than individuals (Fraenkel and Wallen, 2000: 110) is used is that it is ideal when it is impossible or impractical to complete a list of the elements composing the population

(Babbie, 2001: 61). In the present study, the implementation of a simple random design would be too costly in time and money. According to Emory (1976: 153), a more efficient sample in a statistical sense is one which provides a given precision with a smaller sample size. This may be achieved by utilizing our knowledge to stratify the population to obtain a sample which is economically more efficient. From cluster sampling, the researcher aimed to have at least 100 customer-services staff for the questionnaire survey. This number is suggested by Fraenkel and Wallen (2000: 118) as the minimum number for descriptive studies.

From cluster sampling, 174 samples from six international banks were obtained to be respondents in the questionnaire survey and 20 samples (both staff and their managers/supervisors) were interviewed for additional clarification.

3.3.2.2 Purposive Sampling to Obtain Participants for the Course Implementation

A purposive sampling has been used to obtain twenty to twenty-five customer-services staff from the international bank that meets the criteria as participants in the main study**.**

According to Emory (1976: 166), purposive sampling normally involves an effort to obtain a sample that conforms to some predetermined criteria. In the present study, the criteria for selecting participants for the main study are listed as follows:

1) Participants that are currently working as customer-services staff in an international bank in Thailand.

2) Participants are able to attend the class on a regular basis with full support and permission from their supervisors.

3) The selected bank must be large enough to have adequate number of customer-services staff to participate in the study.

To obtain the samples for the course implementation, the researcher approached and sought permission from the management at an international bank that meets the criteria to conduct both the pilot and the main study. The researcher made a number of appointments with various groups of management to clarify the purpose and potential benefits of the research. The process took months before the approval has been finally given from the bank.

From purposive sampling, 23 samples from one international bank that met the criteria were recruited for participants in the main study. For confidentiality aspect as requested by the bank, the name of the bank for the main study cannot be spelled out. The researcher will then refer to this bank by using 'the bank" or "ABC" Bank if the name has to be mentioned.

As management change either in the form of moving out from the bank or moving to different departments is very common in the banking business, the researcher requested the present highest executives in charge of the department to sign the confirmation letter. The letter stated that the researcher would be allowed to visit the bank in order to gather necessary information till the project has been completed. Once the tailor-made English course has been developed, she would also be allowed to conduct and evaluate the course with the sampled staff. This is essential to guard against possible problems or interruptions of the research that may arise due to the management change.

3.4 Stages of Research

Prior to the development of the business English oral communication course for participants in the study i.e. customer-services staff in international banks, the researcher conducted the needs analysis to find out their needs and problems in using English in this particular context. However, in order to design the research instruments for the needs analysis, the preparation stage to gather updated information about the bank's current practices has been taken first. Once the instruments are ready, each of them has been verified before actual use. As the information have been gathered, they are coded and analyzed for meaningful data. The course modules and lesson plans were then prepared and verified by experts. A pilot study has been conducted two weeks prior to the main study. The lesson plans were adjusted as appropriate according to the information suggested by experts and from the pilot test. A two-month main study then has been implemented. Along the study, the researcher attempted to gather information both in terms of quantitative and qualitative aspects in order to evaluate the effectiveness of the course.

3.5 Research instruments

As there are three stages in the study i.e. needs analysis, course development and course evaluation, instruments were designed and used for each stage as follows:

3.5.1 Instruments for the Needs Analysis

Needs analysis has been conducted to find out the needs of the staff currently working in international banks as well as their management's needs and expectation regarding their staff's English proficiency. To ensure the reliability of data gathering, i.e. questionnaires, interviews and observations were utilized for triangulation purposes.

Preparation Stage

Before developing each instrument, the researcher needs to acquire the overview of what customer-services staff are actually doing at their jobs, for instance, their tasks, their needs and problems. Although the researcher might use her personal experience working as the call-center manager in the international bank under the study for two years during 1997-1998, the researcher decided to get the bank's most updated practices. Therefore, during June and October 2004, the researcher has made six observations and nine informal interviews with the customer-services staff and their managers/supervisors to gather the most updated information about the bank's current practices and attempted to build rapport with the current management team and key staff. Some interesting aspects from the informal interviews and observations are summarized in Table 3.1.

Table 3.1: Comments from managers/supervisors about the English course

Two managers and two supervisors provided some useful teaching tips:
- Conversations should be mostly emphasized rather than grammatical structures.
- Role plays to demonstrate ability in handling each scenario are highly preferred.
- Useful vocabulary items for each particular case should be taught.

All the managers and supervisors being informally interviewed indicated that the major obstacle for staff to improve their English proficiency is their shyness or lack of confidence to speak English. Many of them are afraid of making mistakes which they regard as something very embarrassing. Therefore, the English training course should focus on their competency to communicate rather than on the grammatical aspects.

One supervisor also commented that her positive attitudes towards English language plays a very significant role in motivating herself to practice and become a competent English user.

The above aspects are supported by both the researcher's personal observations and the information from the informal interviews with five staff. Certain interesting points are presented in Table 3.2.

Table 3.2: Viewpoints from the staff

Some viewpoints from the staff are:
- English is very significant, yet many staff are still shy, some lack confidence and/or competence to use English.
- Teacher/Trainer should encourage learners to use as much English as possible in class and also outside class.

Three staff who used to attend English classes arranged by the banks commented that:
- Role-plays are useful in class.
- Stress and accent are very important. Sometimes, they could not get customers' messages due to the customers' various accents. Staff themselves also want to learn and use proper stress and accent for customers' understanding. They say they used to make incorrect stress or mispronounce some words like 'deposit', 'current', 'magnetic stripe. Consequently, customers are confused and keep asking what they are referring to.
- The use of polite languages should be suggested and taught in class as there are a number of staff who use sentences that sound impolite like, "you must pay 12,000 Baht by this Friday, etc." causing customer dissatisfaction.
- English is important in terms of their career growth.

From the information gathered during this preparation stage, the researcher designed the questionnaires, semi-structured interviews and observation forms.

3.5.1.1 Questionnaire

The researcher invited three experts to validate the content validity of the questionnaire. The experts consist of one English language teacher with doctoral degree, two content specialists with at least five years of working experiences in international banks. The experts found the instrument acceptable with a few minor comments mostly in terms of word choice for respondents' best understanding. For instance, in the area of payment problems, the word 'dealing' is suggested in place of 'negotiating'. The instrument has been adjusted accordingly. Cronbach Alpha coefficient has been used to measure the instruments' internal consistency reliability as demonstrated in Table 3.3.

Table 3.3: Reliability of the questionnaire using Cronbach Alpha coefficient

R E L I A B I L I T Y   A N A L Y S I S - S C A L E   (A L P H A)
Reliability Coefficients
N of Cases =   122.0   N of Items = 47
Alpha =   .77

From Table 3.3, the Cronbach Alpha coefficient of the questionnaire is 0.77. According to Dornyei (2003: 112), because of the complexity of the second language acquisition process, researchers typically want to measure many different areas in one questionnaire, hence, reliability coefficients in excess of 0.70 is acceptable.

In order to gather information about the background, English needs and problems of customer-services staff in international banks, 174 copies of questionnaires were distributed and collected during May to August 2005.

The questionnaire (see Appendix A) consisted of two main parts i.e. participants' background information and overviews of participants' skills and problems in using English.

3.5.1.1.1 Participants' Background Information

The first part aimed to gather background information of the participants i.e. staff working in the customer-services department of international banks about their gender, age, years of working experiences, etc. This part asked the respondents just to check the answer that most corresponds to themselves.

3.5.1.1.2 Overviews of Participants' Skills and Problems in Using English

The second part covered overviews of participants' English skills, their difficulties in using English to perform their tasks and their urgently needed skills at work.

Items in this part were graded on a Likert Scale. The scale was adopted to analyze the data obtained from the questionnaire because of its simplicity, accuracy and reliability. Each choice is assigned a numerical value, and the total scores indicate the language skills needed at work and the extent of needs for language learning of those sampled staff.

3.5.1.2 Interviews

In order to gather more in-depth information from the staff as well as their management, semi-structured interviews have been used. There were two forms of interview questions. Form A (see Appendix B) was designed and used with the staff and Form B (see Appendix C) was designed to use with the managers/ supervisors in charge.

For the last question in the interview about how respondents practice English outside their work place, to facilitate the sampled staff, the researcher listed certain activities that the staff may use to practice their English based on informal observations and then asked the staff to respond. Staff may suggest other activities apart from those listed. For instance, one staff said he/she chats on line as a means to practice English. They may also choose more than one activity according to what they actually do in their real life.

The researcher invited three experts to validate the content validity of the interview questions. The experts consist of one English language teacher with doctoral degree, two content specialists with at least five years

of working experiences in international banks. The experts found the instrument acceptable.

3.5.1.3 Site Observations

Site observations have been conducted to gather additional information for triangulation purposes. The observation form (see Appendix D) was used as a means to help the researcher focus on how the staff use English in handling their jobs and other relevant information.

The researcher invited three experts to validate the content validity of the site observation form. The experts consist of one English language teacher with doctoral degree, two content specialists with at least five years of working experiences in international banks. The experts found the instrument acceptable.

In order to find out the authentic English that is actually used at the bank, the researcher attempted to seek approval from the international bank under study to observe staff at their actual workplace on an ongoing basis. The researcher approached one international bank that has approximately 80 customer-services staff, working in shifts providing services to customers 24-hour a day, seven-day a week. The major barrier again lies in the issue of confidentiality. Several contacts and calls were made before management eventually allowed the researcher to perform such observations. The researcher visited the bank approximately twice a month. Altogether twenty-two visits were conducted from November, 2004 to October, 2005. As video and tape recording was not permitted, actual conversations between staff and customers on the phone have been observed and taken notes.

In handling the incoming calls, staff at this international bank have been divided according to the language skills that they are keen on i.e. the Thai language skill and the English language skill. For instance, when customers dial the call-center number, they will be asked to press 1 for Thai and 2 for English. Those who press 2 will be transferred to staff specialized in using English. However, if lines with the English language skill are all occupied, the new incoming lines will then be connected to staff with the Thai language skill. Every staff taking calls from foreign customers will attempt to assist customers as much as they could. Yet, once they have problem in handling these calls, they will ask for assistance from their team or their supervisors. Very often, supervisors or managers have to spend time handling these foreign calls for their subordinates.

3.5.2 Instrument for Course Implementation

Business English Oral Communication (BEOC) course has been developed based on information from the needs analysis and the authentic materials gathered. (For detailed information, refer to the section of course development in Chapter IV.) To ensure the course meet the needs of the participants in the study, the course has been validated by five experts and one lesson has been piloted.

3.5.3 Instruments for Course Evaluation

After the main study, the effectiveness of the course has been evaluated. The course was expected to help enhance the participants' level of English oral proficiency, vocabulary knowledge and confidence level in using English at a significant level. Instruments for course evaluation include oral/speaking test and English oral communication ratings, lists of observed vocabulary in context, participants' confidence level in using English, end-of-course evaluation, teacher's log and participants' logs were used to evaluate the course effectiveness. Each of them is listed as follows:

3.5.3.1 Oral/Speaking Test and English Oral Communication Ratings (EOCR)

1) Oral/speaking test

Oral/speaking test in the form of interviews (see Appendix E) has been used to measure participants' level of English oral proficiency against English Oral Communication Ratings (EOCR) before and after the training.

To correspond with the research objective i.e. to enhance the Business English oral communication of participants in the study, the **construct** of the test is *'speaking or oral skill'*. The researcher adapted the speaking test from 'Business Language Testing Services' (BULATS) which is a well-known test commonly used in the area of business testing.

To ensure their validity, the test has been validated by three experts in the field of assessment and one content expert with at

least five years of experience in the field of banking. The experts found the test acceptable with minor comments mostly in terms of word choice. They have been adjusted accordingly before actual use. Results from the tests have been analyzed using descriptive statistics, *t-test* and the effect-size.

2) The English Oral Communication Ratings (EOCR)

The English Oral Communication Ratings (EOCR) have been adapted from International Second Language Proficiency Ratings (ISLPR): General Proficiency Version for English developed by Wylie and Ingram (1999), to observe the participants' language behavior during the oral/speaking test. The instrument has been validated by three experts. The ISLPR has many as twelve levels (see Appendix F). The initial EOCR covers ten levels. However, all the three language assessment experts commented that the ten levels provided were too complicated to be used in rating. They all suggested the use of only six levels from 0, 1, 2, 3, 4, 5. Thus, the EOCR eventually used for oral test covers six levels as presented in Table 3.4.

Table 3.4: A brief description of English Oral Communication Ratings (EOCR)

Speaking: 0 (Beginner)	- Can understand *very little or almost nothing.* - May communicate in a *broken English* manner. *Long pauses* during conversations. - Need a *lot of repetitions* from the other party. *Fail to complete* the conversations.
Speaking: 1 (Basic)	- Can *make simple enquiries* with the customers e.g. when was your last payment to the bank? - Can *ask for and give basic information* - Can express *basic unpredictable needs within familiar situation types* can express *basic unpredictable needs within familiar situation types* *Little or no use* of modifying devices e.g. adjectives, adverbs
Speaking: 2 (Survival)	- Can *describe or comment* on everyday things and familiar matters in *some details.* - Use of *subordinate clauses, modifying devices* (adjectives, adverbs) to elaborate ideas. * Use of *connective devices* e.g. but, and, or, therefore, so, etc.
Speaking: 3 (Conversational)	- Can *talk in English on any topic* as they can in Thai. - Know *quite a lot of vocabulary*.

	• Some degree of ***mastery of the specialized language*** of the international banking field.
Speaking: 4 (Vocational)	• Can ***cope with all spoken aspects of 'vocational' roles*** requiring specialized skills, ***except*** a very selected few. • Have ***high degree of mastery of the specialized language of learners 'vocational' field*** i.e. international banking. • The learner ***will perform 'very effectively'*** in 'almost all situations' pertinent to his/her vocational field of international banking.
Speaking: 5 (Native-like)	• Can ***convey meaning accurately and fluently*** • Learners bring to bear in language ***use a native-like breadth of knowledge*** • Access the ***same breadth of connotations of meaning as do native-speaking peers***

The pre-test was arranged on January 12, 2006 with three raters rating each participant's level of English oral proficiency on each rater's sheet. The post-test was arranged on April 18, 2006 with the same three raters using the same scales as those of the pre-test.

However, on the pre-testing day, the three raters piloted the test and the scales with a few staff. The raters then discussed and agreed to use 'plus' sign for those participants who have English proficiency between the two scales i.e. they may be better than 'Speaking 1' but have not fulfilled all criteria in 'Speaking 2' and thus the rating scale they get is '1+'. For statistical measurements, all the three raters also agreed to equate the 'plus' sign to 0.5. Hence, those who get '0+', '1+', '2+' have been equated to the scales of '0.5', '1.5' and '2.5' respectively. The scales given by majority of the raters i.e. two out of three were assigned to each participant.

3.5.3.2 Lists of Observed Vocabulary in Context

Lists of observed vocabulary in context were identified based on the frequency used in the real context obtained from site observations. The lists of vocabulary items were verified by three experts consisting of one English language teacher with doctoral degree, two content specialists i.e. one bank manager and one bank supervisor with at least five years of working experiences

in the field of international banks. The lists were found acceptable. The lists are given in Table 3.5.

Table 3.5: Lists of observed vocabulary in context

Observed vocabulary during oral pre- and post-test
1. verify/verification 2. handle/handling 3. security 4. confidentiality 5. transaction 6. activate/activation 7. cancel 8. enquiry 9. request 10. information 11. PIN code 12. supplementary card 13. savings 14. deposit 15. account number 16. promotion 17. billing/mailing address 18. cell phone/mobile phone number 19. business/office phone number 20. date of birth 21. allow 22. provide 23. account owner 24. due date 25. waive 26. membership 27. current usable/available balance 28. outstanding balance 29. payment 30. late 31. cancel/card cancellation 32. cycle 33. statement 34. temporary 35. credit limit 36. custom 37. cash advance 38. interest/interest rate 39. fee 40. update

The lists were then used to find out if the participant has achieved improvements in his/her vocabulary knowledge in context. In the study, the recorded oral pre- and post-test were transcribed to determine participants' actual usage of these observed banking vocabulary items.

3.5.3.3 Participants' Confidence Level in Speaking English

In order to acquire the information about the participants' level of confidence in speaking English, the self-assessment participants' confidence level form (see Appendix G) was used together with the teacher's class observations.

The instruments have been validated by three experts i.e. one English language teacher with doctoral degree, one English language assessment specialist with doctoral degree and one content specialist that has been working in the area of international banks for at least 5 years. Information from the self-assessment and teacher's class observations have been analyzed using descriptive analysis and *t-test.*

3.5.3.4 End-of-course Evaluation Form

The end-of-course evaluation form (see Appendix H) has been designed and validated by three experts consisting of one English language teacher with doctoral degree, one English language assessment specialist with doctoral degree and one content specialist that has been working in the area of international banks for at least 5 years.   Likert scales using 1, 2, 3, 4, 5 were provided in which each participant would rank each aspect accordingly.

3.5.3.5 Teacher's Log

The researcher who also held the role of the teacher for the course kept record of what was going on throughout the course on the teacher's log (see Appendix I). The main aspects observed were interactions in class among learners and teacher and also among learners themselves; the strategies used by learners to accomplish each task and overall impression from each class. The information has been gathered together with participants' logs for qualitative aspects of the study. The data would be useful to add information to confirm and give further in-depth study on some points which quantitative data may not have captured. The instrument has been validated by three experts. At the end of each session, the teacher kept record in log on a daily basis.

Three main steps used in conducting the teacher's log are:

1) The researcher observed and noted down interesting aspects that happened during the class. Such major aspects are i.e. how participants interact among themselves and with the teacher in class; their strategies used to accomplish each task; and overall impression of each session.

2) The researcher typed those observed aspects from each class in the computer using table format each day.

3) The information observed and recorded each day was used to adjust the following sessions along the course as appropriate.

3.5.3.6 Participants' Log

Participants in the study were asked to write the participants' log (see Appendix J) at the end of every class in order to keep track of their feedbacks/comments and what is going on in class. The instrument has been validated by three experts.

The researcher spared ten minutes at end of each class for every participant in class to write the participants' logs. The reason for doing so was that the participants did not have much time to do such evaluation after the class as they may have to get back to finish their jobs or some had to hurry back home for their family. Besides, writing the logs right at the end of the class was easier for participants as they still had fresh memory of what was just happening in class.

Three main steps used in analyzing the participants' logs are:

1) The researcher listed answers from each question from each participant in a table on a daily basis.

2) The researcher then counted the frequencies of key words that appeared in the participants' logs.

3) The key-words that appeared more than once together with other interesting aspects in terms of learning and teaching English were summarized and recorded in the summary table.

3.6 Data Collection

Data has been collected for needs analysis and for course evaluation.

3.6.1 Data Collection for Needs Analysis

During June-August 2005, questionnaire, interviews and site observations have been used to gather the background information about the participants in the study i.e. customer-services staff in international banks and their needs/ problems in using English at their workplace. One hundred and seventy four copies of questionnaires have been distributed and collected. Fourteen customer-services staff and six supervisors/ managers in charge have been interviewed in order to gather more in-depth information about the staff' level of English proficiency and the management's expectations towards their staff' English. Twenty-two site observations at the head-office of the international bank have been conducted to acquire information about types of calls, strategies that the staff were using in handling each task in English as well as other relevant information

3.6.2 Data Collection for Course Evaluation

Both quantitative and qualitative data have been collected to evaluate the Business English oral communication (BEOC) course.

Quantitative data were obtained from the oral/speaking test, observed vocabulary in context from the oral pre-and post-test, participants' level of confidence in using English from self assessment and from teacher's class observations, and end-of-course evaluation form.

Procedures used for collecting quantitative data are:

1) The oral/speaking test has been administered twice i.e. on January 22, 2006 and on April 8, 2006. Both tests have been tape-recorded for analysis. For reliability of the rating, the same three raters were used in both pre- and post-test. The first rater was the Business English teacher, the second rater was the bank's manager and the third rater was the researcher herself.

2) Observed vocabulary in context was done via the tape transcription of the oral pre-and post-test to find out the participants' improvements in terms of their vocabulary knowledge.

3) The participants' confidence level of English form have been distributed twice i.e. February 1, 2006 and March 30, 2006. Teacher's class observations were performed during class discussions in each and every session of the course.

4) The end-of-course evaluation form was distributed to every participant to rate his/her attitude and performance in English after taking the BEOC course. This was also conducted on March 30, 2006 which was the last day of the course.

Qualitative data have been collected via teacher's log and participants' logs for additional insights into the study. Teacher and participants record his/her log at the end of each session. Altogether 22 teacher's logs and 462 participant's logs from all participants have been collected.

3.7 Data Analysis

Data analysis for needs analysis and course evaluation will be explained as follows:

3.7.1 Data Analysis for Needs Analysis

Descriptive analysis was used to analyze data gathered from the questionnaires while content analysis was used to analyze the data from interviews and site observations.

3.7.2 Data Analysis for Course Evaluation

For quantitative data, *t-test* has been used to compare the mean scales on English Oral Communication Ratings (EOCR) for the speaking test, the vocabulary test and the participants' level of confidence in speaking English before and after the training.

The information from the end-of-course evaluation form was employed using descriptive analysis.

For qualitative data, the information from teacher's log and participants' logs were studied and analyzed using content analysis for additional insights into the study.

Lists of The research instruments used in the study are summarized in Table 3.6.

Table 3.6: Lists of research instruments

Instruments	Purpose	Schedule/ period	Validation	Means of analysis
Questionnaires	To obtain information about participants both their personal information and their English language needs. * For quantitative data used to develop the course.	At the initial stage of the study during June-Aug. 2005	By experts and triangulation	Descriptive statistics (percentages)
Semi-structured Interviews: Form A	To obtain more details and clarification from participants i.e. customer-services representatives (CSRs). * For both quantitative and qualitative data	After the completion of the questionnaire	By experts and triangulation	Content analysis
Semi-structured Interviews: Form B	To obtain information and understand the expectations from the management including supervisors, manager in charge. * For both quantitative and qualitative data.	After the completion of the questionnaire	By experts and triangulation	Content analysis
Site Observations	* To obtain real-life information about how participants are actually doing – for both quantitative and qualitative data. * To gather qualitative data about how things occur and	* At the initial stage of the study * Throughout the training	- By experts and triangulation - Triangulated with data from other instruments	Content analysis

	how participants interact, etc. * For both quantitative and qualitative data.		e.g. logs, interviews	
Oral/Speaking test	To measure participants' level of English oral proficiency against English Oral Communication Ratings (EOCR) before and after the training. * Mainly for quantitative data	Before and after the training	- By experts - Three raters were used for reliability sake	- *t-test* to compare the means of the pre and post-test - Effect-size using Cohen's *d*
Lists of observed *vocabulary in* *context*	To measure participants' improvements in their use of vocabulary in context. * Mainly for quantitative data	Observed from the oral pre- and post tests.	- By experts	- *t-test* to compare the means of vocabulary used between the oral pre- and post-test
Participants' level of *confidence in* *speaking English* *(self-assessment* *form)*	To measure participants' confidence level in using English. * Mainly for quantitative data	Before and after the training	By experts	*-t-test*
End-of-course *evaluation form*	To measure participants' attitudes, progress in English after taking the course	At the end of the training	By experts	Descriptive statistics (percentages)
Teacher's log	To record what is going on in the class. * Mainly for qualitative data	At the end of each English session	Triangulated with other instruments	Content analysis
Participants' log	The participants to record how they feel, what they think, etc. after each class. * Mainly for qualitative data	At the end of each English session	Triangulated with other instruments	Content analysis

3.8 Summary

This chapter describes the research methodology of the present study. The
population in the study consisted of approximately 450 customer-services staff
working in international banks in Thailand. Cluster sampling and purposive sampling

have been used to obtain 174 respondents for the needs analysis stage and 23 participants in the course implementation (main study) stage.

A single group pretest-posttest design is used to measure the participants' English oral proficiency, vocabulary knowledge and the level of confidence in using English. Teacher and learners kept records in logs on a regular basis.

To answer the first research question, "What are the needs for business English oral communication of customer-services staff in international banks?", three main research instruments i.e. questionnaires, interviews and site observations have been employed to conduct the needs analysis.

To answer the second research question, "Will the business English oral communication training course meet the needs to enhance the participants' business English oral communication?", the lessons plans for the Business English Oral Communication (BEOC) course have been developed based on information obtained from the needs analysis and authentic materials. The course and lesson plans have been validated by five experts. One sample lesson has been piloted. The results from evaluation form and comments from the participants revealed that participants in the pilot study found the lesson useful, easy, interesting, fun and authentic. The course has been adjusted in response to the experts' comments and feedback from the pilot study.

The main study i.e. the two-month (26 sessions totaling 52 hours) course was then implemented during February and March 2006. Instruments including oral/speaking test, list of observed vocabulary in context, end-of-course evaluation form, teacher's log and participants' logs were designed and used to measure the effectiveness of the course as well as gathering additional insight information.

To answer the third research question, "Will the participants have higher level of confidence in speaking English after the training?", a self assessment form on participants' level of confidence in speaking English together with teacher's class observations were utilized. The self-assessment form was distributed to the participants to rate their level of confidence at the beginning of the course and once again at the end of the course. The teacher's observations were performed in each and every session to determine each participant's level of confidence in using English through certain observed behaviors.

For a clear picture, research plan for the study is presented in Table 3.7.

Table 3.7: Research plan for the study

Phase of the study	Steps in each phase
Phase I: Needs analysis	1.1 Identify population and samples 1.2 Review related literature 1.3 Gather information about the needs/ competencies required and relevant aspects of learners in the context of international banks using site observations, preliminary interviews with staff and their management 1.4 Design the research instruments i.e. questionnaires, interviews and site observations 1.5 Validate the research instruments 1.6 Collect data 1.7 Analyze data
Phase II: Translating needs analysis to a course development	2.1 Explore theoretical framework for course development 2.2 Map the results of site observations and steps of competency-based approach of course design 2.3 Specify important findings from needs analysis 2.4 Construct the course module and course materials 2.5 Validate the proposed course and lesson plans 2.6 Adjust the course accordingly

Phase III: Course implementation and evaluation of the effectiveness of the course	3.1 Course implementation i.e. conduct the main study
	3.2 Evaluate the effectiveness of the course using the following research instruments:
	    3.2.1 Oral/Speaking test
	    3.2.2 Lists of observed vocabulary in context
	    3.2.3 Self-assessment form and teacher's class observations for participants' confidence level in using English
	    3.2.4 End of course evaluation form
	    3.2.5 Teacher's and participants' logs

The research results and findings for each research question will be presented in details in Chapter IV.

CHAPTER IV

RESULTS AND FINDINGS

Introduction

This chapter presents the findings from the study according to its research questions i.e. the needs for business English oral communication of customer-services staff in international banks to develop the course on business English oral communication (BEOC) and the effectiveness of the course to meet such needs as well as to explore the participants' level of self-confidence in speaking English after the course. The results and findings from each step have been reported as follows:

Part I reports the results of Phase 1 of the study i.e. the needs analysis of the customer-services staff in international banks in Thailand. The result of the needs analysis in this part will respond to research question 1: what are the needs for business English oral communication of customer-services staff in international banks?

Part II reports Phase 2 of the study i.e. the process in translating data from the needs analysis to a course development and validation of the course through experts and pilot test. The effort of translating needs analysis to course development will respond to research question 2: will the business English oral communication training course meet the needs to enhance the participants' business English oral communication ?

Part III reports the results of Phase 3 of the study i.e. the effectiveness of the course after the implementation from both quantitative and qualitative aspects. Course evaluation is dealt here so as to respond to research questions 2, 3: will the business English oral communication training course meet the needs to enhance the participants' business English oral communication?: and, will the participants have higher level of confidence in speaking English after the training?

Part I: Needs Analysis

From Table 3.7, the steps in needs analysis of this study are:

1) Identify population and samples

2) Review related literature

3) Gather information about the needs/ competencies required and relevant aspects of learners in the context of international banks using site-observations, preliminary interviews with staff and their management

4) Design the research instruments i.e. questionnaires, interviews and site observations

5) Validate the research instruments

6) Collect data

7) Analyze data

Steps 1-5 have already been covered in Chapter II and III. This part then focuses on data collection and analysis of results obtained in depth. The results are reported based on the research instruments i.e. questionnaires, semi-structured interviews, and site observation forms. The aim here is to find out the actual needs the participants under study required in their target situation.

1. Questionnaires

During June – August, 2005, one hundred and seventy four questionnaires were distributed to and responded by customer-services staff working in six international banks in Thailand, namely, Standard Chartered Thai, Citibank, Hong Kong Shanghai Bank, United Overseas Bank (UOB) which was previously Bank of Asia, Bank of America, and Bank of Nova Skotia. Before distributing the questionnaires, the researcher contacted the management concerned, some of them are the managers in charge of the customer-services department, and some are managers in the human resources or personnel department. The process took months before all approvals were obtained as most of the management had very tight schedule.

All questionnaires distributed have been 100% responded. This successful response may be due to the researcher's careful technique to manage the distribution of questionnaires and her effort to encourage the management and the key staff to

realize the importance of the study. Therefore, they did greatly assist the researcher to collect all the questionnaires from their staff.

The information collected from the questionnaires was coded and analyzed using the SPSS Program for data processing and presentation. The analyses are presented in two main parts:

1.1 General Information of Customer-Services Staff

This part reports the demographic data and English knowledge background of the sampled customer-services staff working in international banks in Thailand. The information reflects the staff' profiles which are necessary to design an English course that best suits this group of learners.

1.1.1 Demographic Data

The results in this area demonstrate the sampled staff's demographic data i.e. gender, age, educational level, current position, number of years working in the field, duration of current position. The results are presented as in Table 4.1 as follows:

Table 4.1: Demographic data

Gender	Samples	Percent	Valid Percent	Cumulative Percent
Female	129	74.1%	74.1%	74.1%
Male	45	25.9%	25.9%	100%
Total	174	100%	100%	
Age				
20-25	70	40.2%	40.2%	40.2%
26-30	66	37.9%	37.9%	78.2%
31-35	20	11.5%	11.5%	89.7%
36-40	13	7.5%	7.5%	97.1%
41-45	3	1.7%	1.7%	98.9%
46-50	1	0.6%	0.6%	99.4%
> 50	1	0.6%	0.6%	100%
Total	174	100%	100%	
Educational Level				
Below Bachelor	6	3.4%	3.4%	3.4%
Bachelor Degree	159	91.4%	91.4%	94.8%
Master Degree	7	4%	4%	98.9%
Others	2	1.1%	1.1%	100%
Total	174	100%	100%	
Current Position				
Customer-services representative (CSR)	141	81%	81%	81.0%
Senior customer-services representative (SCSR)	13	7.5%	7.5%	88.5%
Team Leader	10	5.7%	5.7%	94.3%
Others (e.g. back-end support staff)	10	5.7%	5.7%	100%

Total	174	100%	100%	
Field Experiences				
Less than 1 Yr	26	14.9%	14.9%	14.9%
1-5 yrs	113	64.9%	64.9%	79.9%
6-10 yrs	20	11.5%	11.5%	91.4%
More than 10 yrs	15	8.6%	8.6%	100%
Total	174	100%	100%	
Years at current position				
Less than 1 Yr	62	35.6	35.6	35.6
1-5 Yrs	107	61.5	61.5	97.1
6-10 Yrs	4	2.3	2.3	99.4
More than 10 Yrs	1	.6	.6	100.0
Total	174	100.0	100.0	

Table 4.1 reveals that majority of the sampled staff working in international banks in Thailand are females (74%). Only 26% are males. Age of the subjects is between 20-25 years (40.2%), 26-30 years (37.9%), 31-35 years (11.9%), 36-40 years (7.5%), 41-45 years (1.7%), and more than 50 years (0.6%). In terms of age, more than two-thirds (78.2%) of staff are in their twenties (20-30 years old). Regarding the educational level, most subjects hold bachelor's degree (91.4%), master's degree (4%), lower than bachelor's degree (3.4%) and other (1.1%) respectively.

In terms of participants' current position, most of them are customer-services representatives (81%), senior customer-services representatives (7.5%), team-leader (5.7%) and others e.g. support staff (5.7%). The position of customer-services representative indicates that their main task is to handle customers' enquiries and provide services rather than supervising or coaching new staff.

When asked about their experiences in the field of customer-services, most of the staff have 1-5 years of experiences (64.9%), less than one year (14.0%), 6-10 years (11.5%), and more than 10 years (8.6%). In terms of their duration of working in the current positions, approximately two-thirds (61.5%) of staff have been working for 1-5 years, one-third (35.6%) have less than 1 year, 2.3% between 5-10 years and only 0.6% have been at their current positions for more than ten years.

1.1.2 English knowledge background

The results in this section demonstrate English knowledge background of sampled staff. Information has been provided in Table 4.2.

Table 4.2: English knowledge background

	Samples	Percent	Valid Percent	Cumulative Percent
Any English courses attended after graduation-before joining the bank				
No	138	79.3	79.3	79.3
Yes	36	20.7	20.7	100.0
Total	174	100.0	100.0	
Any English courses attended after joining the bank				
No	123	70.7	70.7	70.7
Yes	51	29.3	29.3	100.0
Total	174	100.0	100.0	
Current level of English proficiency				
Very Poor	17	9.8	9.9	9.9
Poor	53	30.5	30.8	40.7
Fair	93	53.4	54.1	94.8
Good	9	5.2	5.2	100.0
Total	172	98.9	100.0	
Not answered	2	1.1		
Total	174	100.0		
Sufficiency of English for current work				
Not enough for work	157	90.2	91.8	91.8
Enough for work	14	8.0	8.2	100.0
Total	171	98.3	100.0	
Not answered	3	1.7		
Total	174	100.0		
Currently attending any English courses				
No	146	83.9	85.4	85.4
Yes	25	14.4	14.6	100.0
Total	171	98.3	100.0	
Not answered	3	1.7		
Total	174	100.0		

In Table 4.2, regarding the English training after graduation before working for the bank, majority of staff (79.3%) have not taken any courses. Only 20.7% have taken English course after their graduation. After joining the bank, again majority of staff (70.7%) did not take any English courses. Only 29.3% said they did.

When asked about their current level of English proficiency, 53.4% of staff indicated 'fair', 30.5% 'poor', 9.8% 'very poor' and 5.2% 'good' respectively.

In terms of sufficiency of their current level of English proficiency, 90.2% said their English proficiency was not enough. Only 8% indicated

that their English proficiency was enough for their work.

Though the answer to the previous question about adequacy of their current level of English proficiency for their work indicating that 90.2% of staff considered their English as being inadequate, only 14.4% of them were currently taking English courses whereas 83.9% were not.

1.2 Overviews of Problems and Needs of Using English at Work
1.2.1 The Frequency of Using Each Skill at Work

This question is concerned about the frequency of using each of the four skills i.e. listening, speaking, reading and writing at the sampled staff's current work. The five levels are 'very few', 'few', 'moderate', 'often' and 'very often'. The frequency of using each skill is presented in Figure 4.1.

Figure 4.1: Frequency of using each skill at work
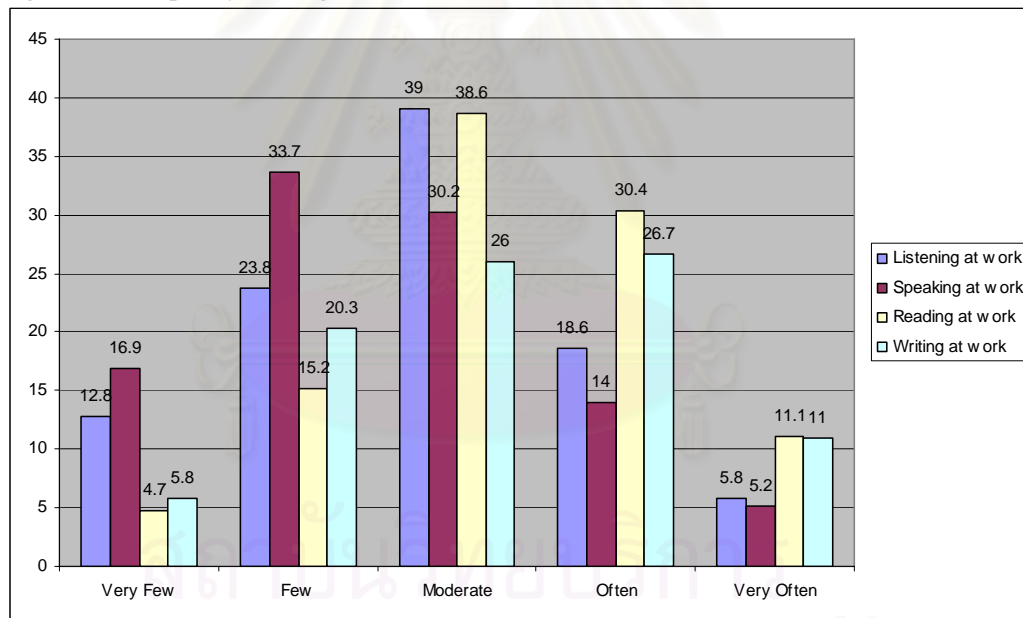
According to the information from Figure 4.1, in terms of the frequency of using listening skill at work, 38.5% of the sampled staff indicated the use of this skill at a moderate level, 23.6% indicated 'few', 18.4% indicated 'often', 12.6% indicated 'very few' and 5.7% indicated 'very often'. For speaking skill, 33.3% of staff indicated they use few of this skill, 29.9% use this skill moderately, 16.7% use very few of this skill, 13.8% use this skill often and 5.2% use this skill very often. In terms of reading skill, 37.9% of staff said they use reading skill at a

moderate level, 29.9% use this skill often, 14.9% use few of this skill, 10.9% use this skill very often and 4.6% use this skill very few. And, for writing skill, 35.6% of staff said they use writing skill at a moderate level, 26.4% use this skill often, 20.1% use few of this skill, 10.9% use the skill very often and 5.7% said they use very few of this skill.

To summarize, the sampled staff use most skills at a moderate level. It is expected that working as customer-services staff in customer-services or call-center department of international banks, the English skills mostly used should be speaking and listening. Yet, from the questionnaires, the most often used skills are reading and writing. Perhaps the staff thought they could always rely on their supervisors or more competent colleagues when they need help or have difficulty in handling the incoming foreign calls. However, from the interviews with the banks' management, all supervisors and managers in charge expect each and every staff to be able to use English in handling foreign customers so that the supervisors do not have to waste their time on these tasks and can fully concentrate on their management jobs instead.

1.2.2 Level of difficulty in using each skill at work

This question asks the sampled staff to indicate their level of difficulty in using each of the four skills i.e. listening, speaking, reading and writing that they encountered at work. The five levels are 'very easy', 'easy', 'moderate', 'difficult' and 'very difficult'.

The level of difficulty in using each skill at work is demonstrated in Figure 4.2.

Figure 4.2: Level of difficulty in using each skill at work
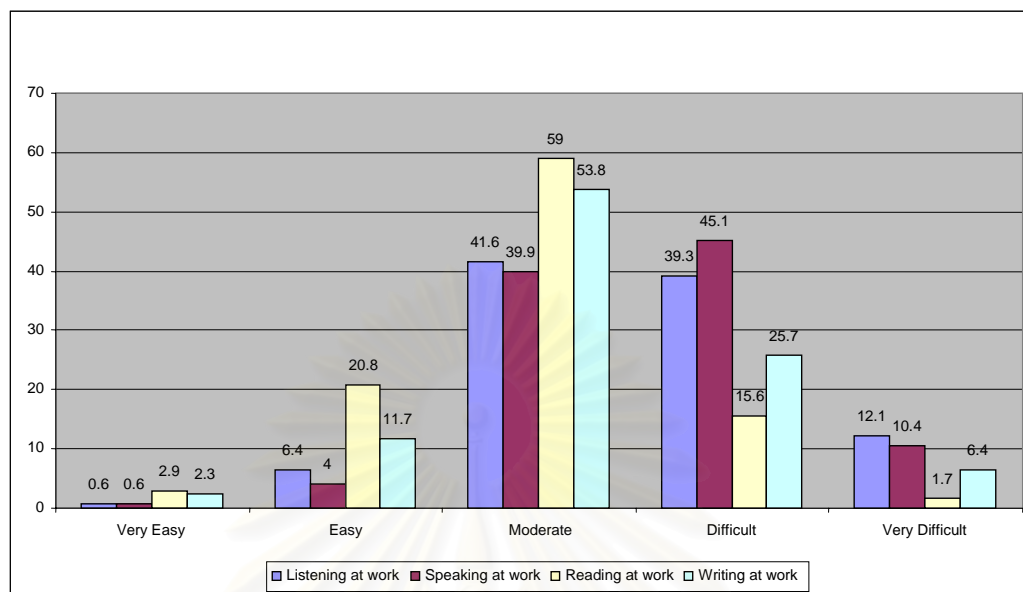
From Figure 4.2, in terms of listening skill, 41.4% of staff indicated moderate level of difficulty in using listening skill, 39.1% found using this skill 'difficult', 12.1% as 'very difficult', 6.3% as 'easy', and 0.6% as 'very easy'. About speaking skill, 44.8% of staff found speaking skill 'difficult', 39.7% as 'moderately difficult', 10.3% as 'very difficult', 4% as 'easy' and 0.6% as 'very easy'. For reading skill, 58.6% of staff indicated moderate level of difficulty, 20.7% as 'easy', 15.5% as 'difficult,' 2.9% as 'very easy' and 1.7% as 'very difficult'. Regarding writing skill, 52.9% of staff indicated moderate level of difficulty in using writing skill at work, 25.3% as 'difficult', 11.5% as 'easy', 6.3% as 'very difficult' and 2.3% as 'very easy'.

To conclude, when asked about the level of difficulty in using each skill at work, most staff rated the four skills as moderately difficult. The results also indicated that speaking and listening skills were considered difficult and very difficult skills for staff when compared to reading and writing.

1.2.3 Current Ability in Handling Each Task in English

This question asks the sampled staff to consider their current level of ability in handling each task in English. The five levels of ability that the staff were asked to rate are 'very poor', 'poor', 'fair', 'good' and 'very good'.

The current ability in handling each task in English is shown in Figure 4.3.

Figure 4.3: Current ability in handling each task in English
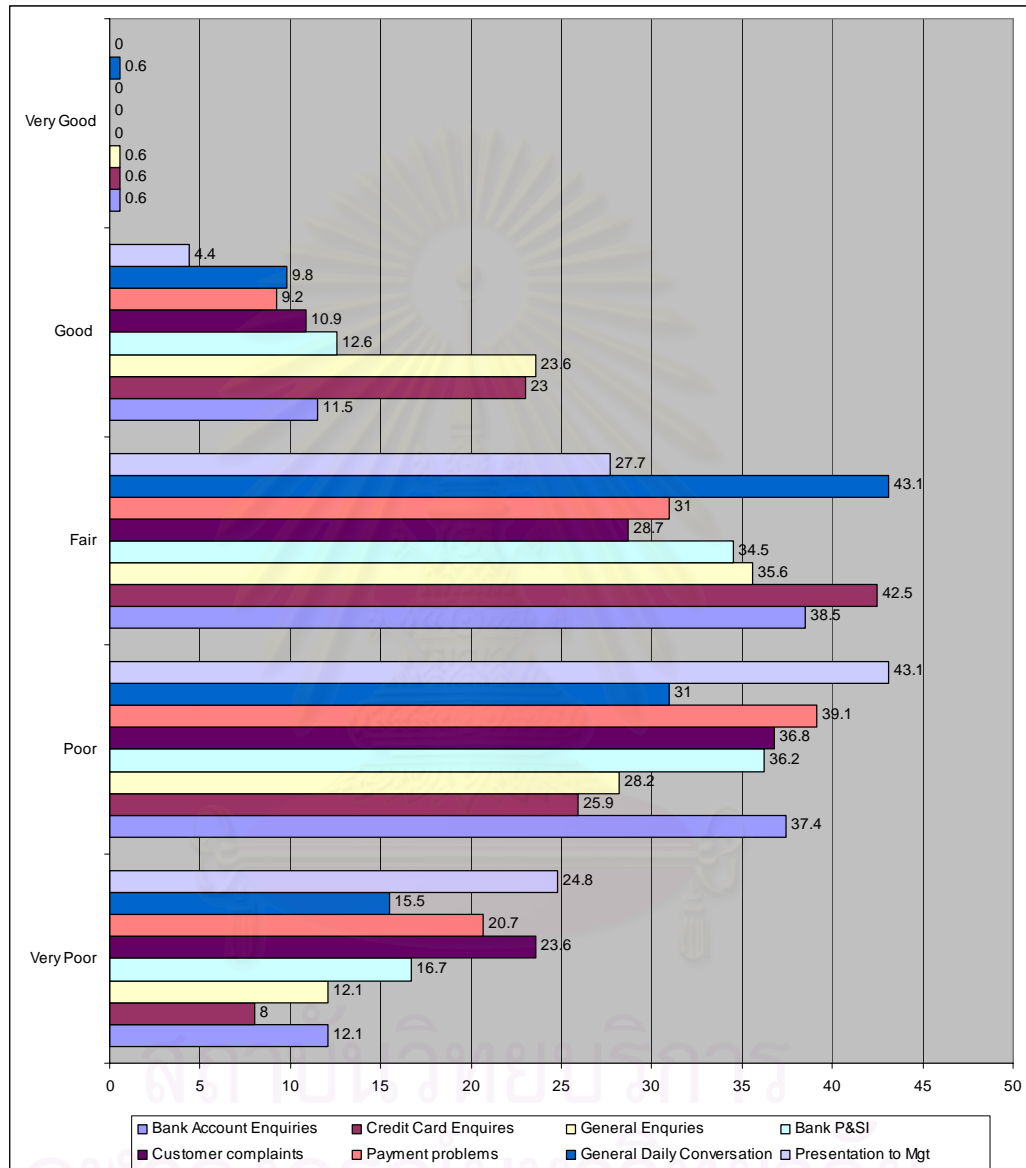
In Figure 4.3, their current English ability in handling bank account enquiries, the sampled staff considered themselves to be 'fair' (37.4%), 'poor' (37.4%), 'very poor' (12.1%), 'good' (11.5%) and 'very good' (0.6%). respectively. For ability in handling credit card enquiries, the staff selected 'fair' (42.5%), 'poor' (25.9%), 'good' (23.0%), 'very poor' (8%) and 'very good' (0.6%). About general enquiries, they considered their current ability to be 'fair' (35.6%), 'poor' (28.2%), 'good' (23.6%), 'very poor' (12.1%) and 'very good' (0.6%). In

providing bank products and services information, the answer given is 'poor' (36.2%), 'fair' (34.5%), 'very poor' (16.7%) and 'good' (12.6%). None of the respondents indicated that his/her ability was very good in this area.

In handling customers' complaints in English, the sampled staff considered their current ability in this area to be 'poor' (36.8%), 'fair' (28.7%), 'very poor' (23.6%) and 'good' (10.9%). None of the respondents indicated that his/her ability in this area was 'very good'. In handling payment problems, the sampled staff considered this to be 'poor' (39.1%), 'fair' (31.0%), 'very poor' (20.7%) and 'good' (9.2%). Again, no respondent indicated that his/her ability was 'very good' in this area.

Next, the sampled staff considered their current ability in making general daily conversation in English to be 'fair' (43.1%), 'poor' (31.0%), 'very poor' (15.5%) and 'good' (9.8%). No respondent indicated that his/her ability was 'very good' in this area. Then, the sampled staff considered their current ability in making presentation to management to be 'poor' (33.9%), 'fair' (21.8%), 'very poor' (19.5%) and 'good' (3.4%). Again, no respondent indicated that his/her ability was 'very good' in this area.

In conclusion, in terms of their current ability, only few staff responded that they were 'very good' in handling each task in English. A high percentage of staff still considered their ability in this area to be just 'fair', 'poor' and 'very poor'. Among the tasks that staff rated themselves as being 'poor', payment problems, bank accounts enquiries and handling customers' complaints were the top three highest lists whereas customers' complaints, payment problems and presentation to management were the top three highest lists that they considered themselves as being very poor in handling.

1.2.4 Level of Necessity for English Training

This question asks the sampled staff to indicate the necessity level for English training on each task that they are handling. The five levels of necessity that the staff were asked to rate are 'not necessary at all', 'not so necessary', 'necessary', 'very necessary', and, 'most necessary'.

The level of necessity for additional English training on each competency as indicated by the sampled staff is shown in Figure 4.4.

Figure 4.4: Level of necessity for additional English training on each task/competency
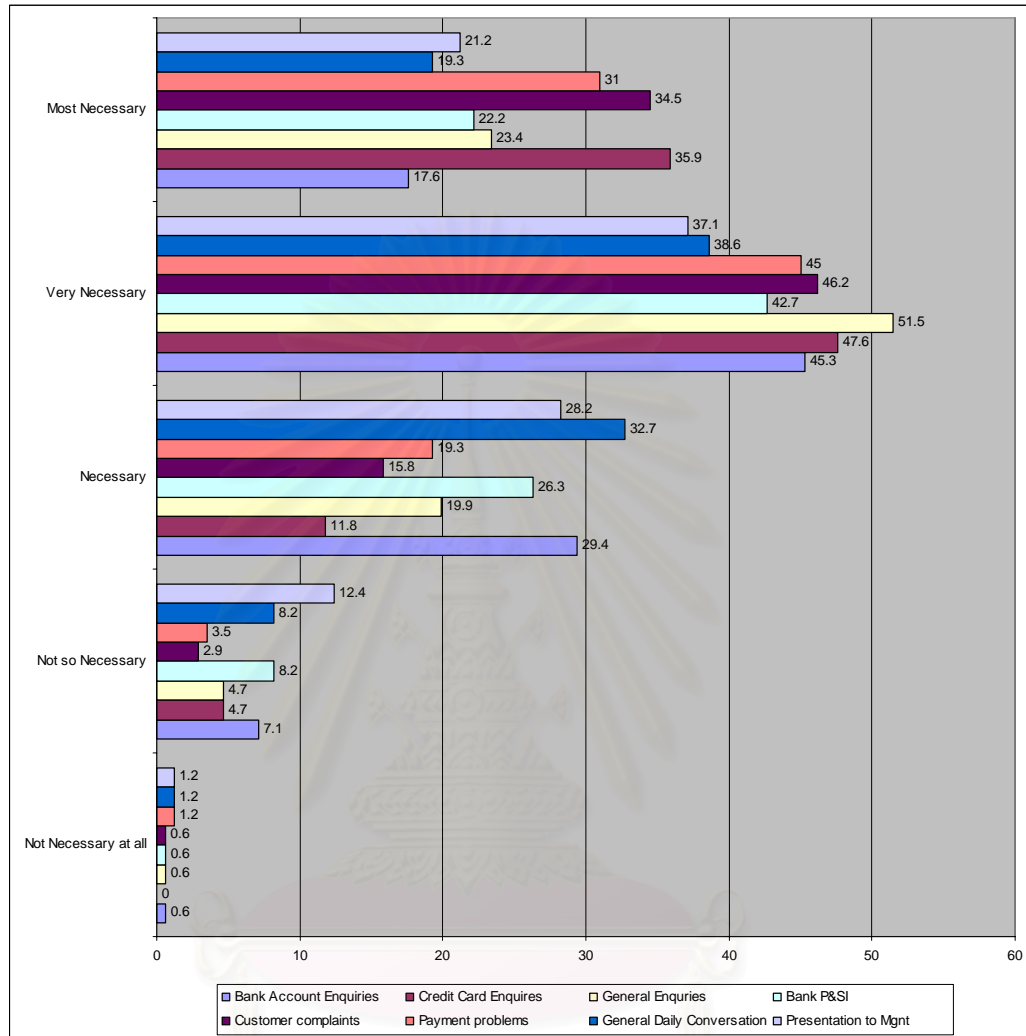
Based on Figure 4.4, regarding the necessity level for English training on bank accounts enquiries, 45.3%, 29.4%, 17.6%, 7.1% and 0.6% of the sampled staff indicated that the training was 'very necessary', 'necessary', 'most necessary', 'not so necessary' and 'not necessary at all' respectively. The total percentages of staff that chose necessity, very necessity and most necessity are 92.3%.

In terms of the necessity level for English training on credit card enquiries, 47.6%, 35.9%, 11.8% and 4.7% of the sampled staff stated that the training was 'very necessary', 'most necessary', 'necessary' and 'not so necessary'. None of the staff indicated 'not necessary at all' for this aspect. The total percentages of staff that chose necessity, very necessity and most necessity for additional English

training is this task are 95.3%.

For the necessity level for English training on general enquiries, 51.5%, 23.4%, 19.9%, 4.7% and 0.6% of the sampled staff responded that the training was 'very necessary', 'most necessary', 'necessary', 'not so necessary' and 'not necessary at all'. The total percentages of staff that chose necessity, very necessity and most necessity for additional English training in this task were 94.8%.

About the necessity level for English training on providing information about bank products and services, 42.7%, 26.3%, 22.2%, 8.2% and 0.6% of the sampled staff indicated that the training was 'very necessary', 'necessary', 'most necessary', 'not so necessary' and 'not necessary at all'. The total percentages of staff that chose necessity, very necessity and most necessity for additional English training in this task were 91.2%.

When asked about the necessity level for English training on handling customers' complaints, 46.2%, 34.5%, 15.8%, 2.9% and 0.6% of the sampled staff stated that the training was 'very necessary', 'most necessary', 'necessary', 'not so necessary' and 'not necessary at all'. The total percentages of staff that choose necessity, very necessity and most necessity for additional English training in this task were 96.5%.

Regarding the English training on payment problems, 45.0%, , 31.0%, 19.3%, 3.5% and 1.2% of the sampled staff indicated that the training was 'very necessary', 'most necessary', 'necessary', 'not so necessary' and 'not necessary at all'. The total percentages of staff that chose necessity, very necessity and most necessity for additional English training is this task are 95.3%.

In terms of the necessity level for English training on general daily conversation, 38.6%, 32.7%, 19.3%, 8.2% and 1.2% of the sampled staff stated the training was 'very necessary', 'necessary', 'most necessary', 'not so necessary, and 'not necessary at all'. The total percentages of staff that chose necessity, very necessity and most necessity for additional English training in this task were 90.6%.

Concerning the English training on presentation to management, 37.1%, 28.2%, 21.2%, 12.4% and 1.2% of the sampled staff responded that the training was 'very necessary', 'necessary', 'most necessary', 'not so necessary' and 'not necessary at all'. The total percentages of staff that chose necessity, very necessity and most necessity for additional English training in this task were 86.5%.

To summarize, it is quite obvious that the sampled staff considered additional English training for most of the tasks/competencies to be 'necessary', 'very necessary' and 'most necessary'. Only a small percentage of staff stated that the training was 'not so necessary' or 'not necessary at all'. Among the tasks that staff indicated the English training as being 'very necessary', general enquiries, credit card enquiries and handling customers' complaints top on the three highest lists whereas credit card enquiries, handling customer's complaints and payment problems top on the three highest lists among the tasks in which English training is 'most necessary'.

1.2.5 Degrees of Problems in Using English Caused by Each Language Aspect

This question asks the sampled staff to indicate their degree of problems in using English caused by each language aspect i.e. general vocabulary, business vocabulary, grammar, accent, fluency, confidence and cross-cultural communication. The five degrees of problems that the staff were asked to rate are 'no problem', 'minor problem', 'moderate problem', 'major problem' and 'most problem' respectively.

Degrees of problems in using English caused by the various language aspects are illustrated in Figure 4.5 (page 76).

Regarding the problem in using English caused by general vocabulary, 48.5% of the sampled staff indicated the degree of problem as 'moderate', 29.8% as 'major problem', 11.1% as 'minor problem', 8.8% as 'most problem' and 1.8% as 'no problem'.

For the degree of problem caused by business vocabulary, 48.8% of the sampled staff responded that this was their 'major problem', 29.7% as their 'moderate problem', 18.0% as their 'most problem', and 3.5% as their 'minor problem'. None of the staff chose 'no problem' in this aspect.

Regarding the degree of problem caused by grammar, 39.7% of the sampled staff indicated this as their 'major problem', 36.2% as their 'moderate problem', 15.5% as their 'most problem', 7.5% as their 'minor problem' and 1.1% as 'no problem'.

Figure 4.5: Degrees of problems in using English
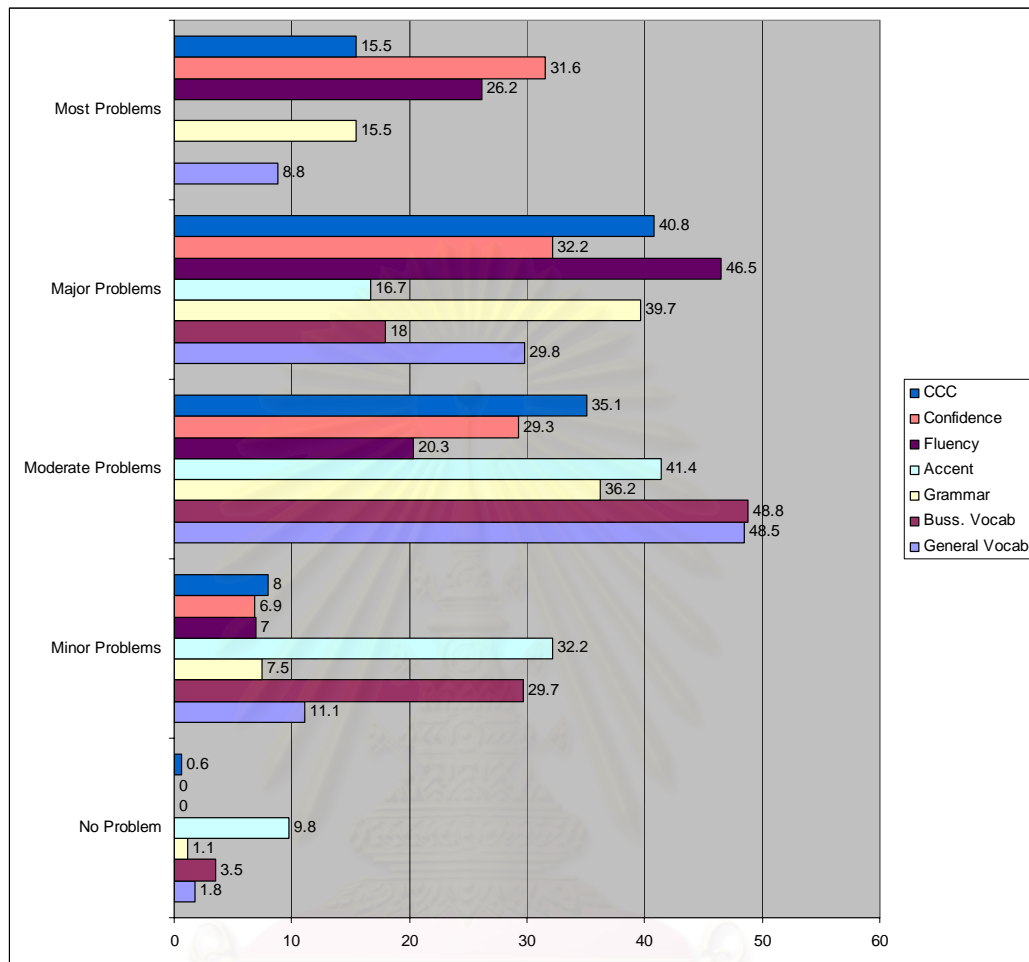
          In terms of the degree of problem caused by accents, 41.4% of the sampled staff indicated this was their 'major problem', 32.2% as 'moderate problem', 16.7% as 'most problem', 9.8% as 'minor problem' with none of the staff choosing 'no problem' in this aspect.

          About the degree of problem caused by lack of fluency, 46.5% of the sampled staff said this was their 'major problem', 26.2% as 'most problem', 20.3% as 'moderate problem' and 7.0% as 'minor problem' with none of the staff choosing 'no problem' in this aspect.

          In terms of the degree of problem caused by lack of confidence, 32.2% of the sampled staff said this was their 'major problem', 31.6% as 'most problem', 29.3% as 'moderate problem', and 6.9% as 'minor problem' with none of the staff choosing 'no problem' in this aspect.

Regarding cross-cultural communication, 40.8% of the sampled staff said the lack of understanding in cross-cultural communication was their 'major problem', 35.1% as 'moderate problem', 15.5% as 'most problem', 8.0% as 'minor problem' and 0.6% as 'no problem'.

In conclusion, majority of the sampled staff considered all language aspects as their problems with varying degrees mostly as moderate, major and most problems. Only a small percentage of staff rated 'minor' or 'no problem' for each language aspect. Among the aspects considered by staff as their moderate problem, 'general vocabulary', 'grammar' and 'lack of understanding in cross-cultural communication' were selected respectively. For those considered as their major problems, 'business vocabulary', 'lack of fluency' and 'accents' top on the lists, whereas 'lack of confidence' and again 'lack of fluency' were their most problems.

1.2.6 Degree of Needs to Focus Each Language Aspect in English Training

This question asks the sampled staff to indicate their degree of needs to focus each language aspect in English training i.e. general vocabulary, business vocabulary, grammar, accent, fluency. The five degrees of needs that the staff were asked to rate are 'not needed', 'a little needed', 'moderately needed', 'heavily needed' and 'most needed'.

Degrees of needs to focus each language aspect in English training are illustrated in Figure 4.6 (page 78).

As shown in Figure 4.6, for the degree of needs to focus on general vocabulary, 53.5% of the sampled staff indicated that this aspect was heavily needed, 21.2% 'most needed', 20.6% 'moderately needed', 4.1% 'a little needed' and 0.6% 'not needed'.

Regarding the needs to focus on business vocabulary, 50.3% of the sampled staff said that this aspect was 'heavily needed', 41.0% as 'most needed', 8.1% as 'moderately needed', 0.6% as 'a little needed' with none of the staff choosing 'not needed'.

Figure 4.6: Degrees of needs for each language aspect
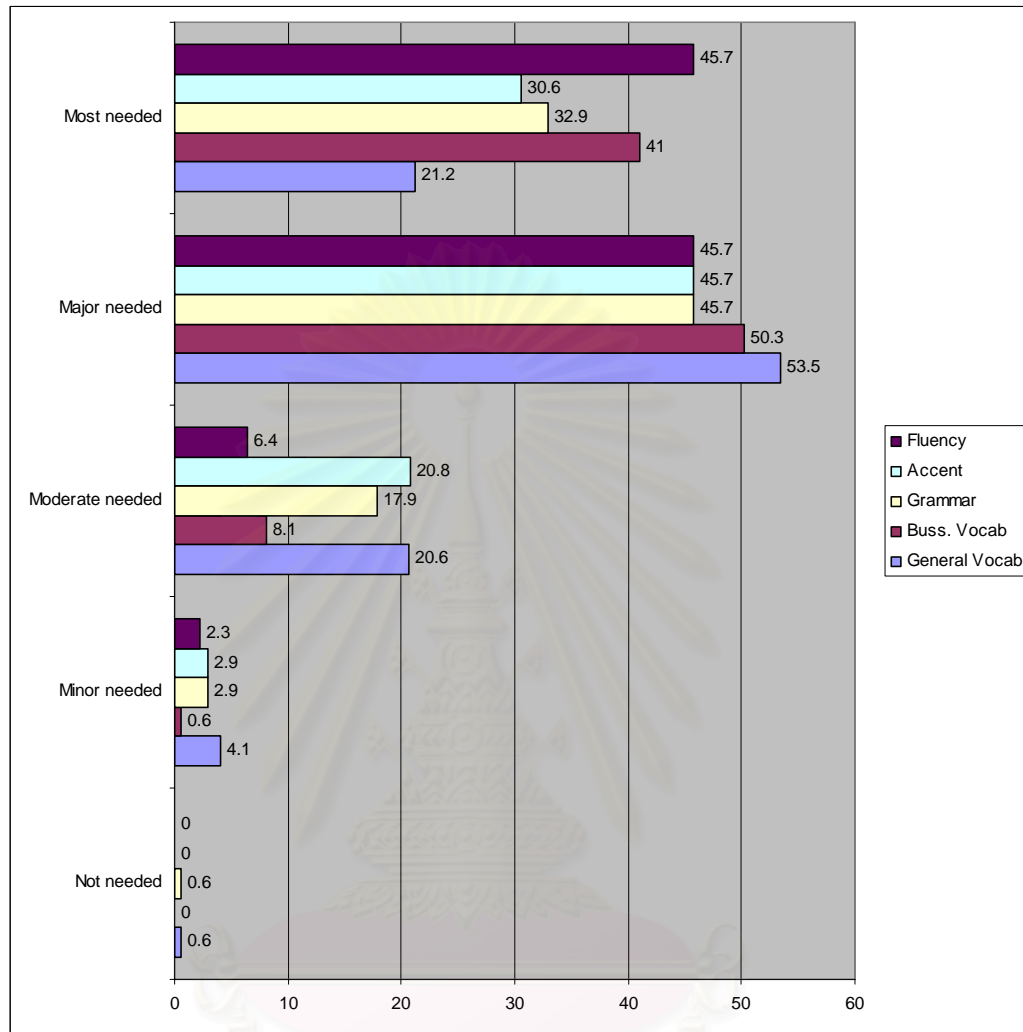
When asked about the needs to focus on accent, 45.7% of the sampled staff stated that this aspect was heavily needed, 30.6% as 'most needed', 20.8% as 'moderately needed', 2.9% as 'a little needed' with none of the staff choosing 'not needed'.

Concerning the needs to focus on grammar, 45.7% of the sampled staff indicated that this aspect was heavily needed, 32.9% as 'most needed', 17.9% as 'moderately needed', 2.9% as 'a little needed' and 0.6% as 'not needed'.

In terms of the needs to focus on fluency, 45.7% of the sampled staff mentioned that this aspect was 'heavily needed', another 45.7% as 'most needed', 6.4% as 'moderately needed', 2.3% as 'a little needed' with none of the staff choosing 'not needed'.

To summarize, majority of the sampled staff considered most language aspects as 'heavily needed' and 'most needed'. Only a small percentage of them rated such language aspects as 'a little needed' or 'not needed'. Among the aspects considered by staff as being moderately needed, 'accent', 'general vocabulary' and 'grammar' were selected respectively. For those considered as being heavily needed, general and business vocabulary' top on the lists, whereas 'lack of fluency' and then again 'business vocabulary' were most needed.

1.2.7 Suggestions

This question is an open-ended question. It asks the sampled staff to share their ideas of how English classes should be in order to assist Thai learners to be successful in communicating with foreigners especially those who are working in customer-services department in international banks. As this is open-ended question, staff may or may not provide any answer. Some staff may provide more than one suggestion. From those who provide answers to this question, the researcher groups the suggestions using content analysis. The results are demonstrated in Table 4.3 (page 80) and Figure 4.7 (page 81).

From Table 4.3 and Figure 4.7, the most suggested aspects for our English classes were conversations (31.3%), additional English training (22.9%) and English for workplace (19.3%) respectively. A few points are worth discussing. One of them is the suggestion that confidence in using English (7.2%) should be focused in teaching and learning English. Another point is that several staff value the importance of English as the sampled staff said English competence was important for their career path (3.6%).

To conclude, the information obtained from the questionnaires indicates that the customer-services staff need more English training to properly perform their tasks. This clearly signifies the needs for English for Specific Purposes to solve their language problems and serve their needs. Such ESP course should aim to cover relevant business vocabulary in this particular context as well as cross-cultural communication. Throughout the course, learners should be encouraged to practice as much English as possible to acquire fluency and confidence in using English. Conversations in English along the courses should be emphasized.

Table 4.3: Suggestions/Ideas about English classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More English conversations in class	26	14.9	31.3%	31.3%
	The company should provide additional English training	19	10.9	22.9%	54.2%
	English for workplace i.e. banking field	16	9.2	19.3%	73.5%
	Confidence in using English should be focused in class	6	3.4	7.2%	80.7%
	Business English should be focused	4	2.3	4.8%	85.5%
	Teachers should be native speaker of English	3	1.7	3.6%	89.1%
	English is important for career development and thus, more English training should be organized.	3	1.7	3.6%	92.7%
	Learners in the class should have same level of English competence	3	1.7	3.6%	96.3%
	Teacher for English classes should be Thai so that learners could gain better understanding	1	.6	1.2%	97.5%
	Classroom should also teach English for daily life	1	.6	1.2%	98.7%
	Classroom should teach English for beginners	1	.6	1.2%	100.0%
	Total	83	47.7	100.0%	
Missing	System	91	52.3		
Total		174	100.0		

Note: As this part is open-ended question and 91 out of 174 respondents did not answer or provide any suggestions, the percents used in the discussion are in valid percents from those who actually provided suggestions/ideas to the question.

Figure 4.7: Suggestions/Ideas on English classes
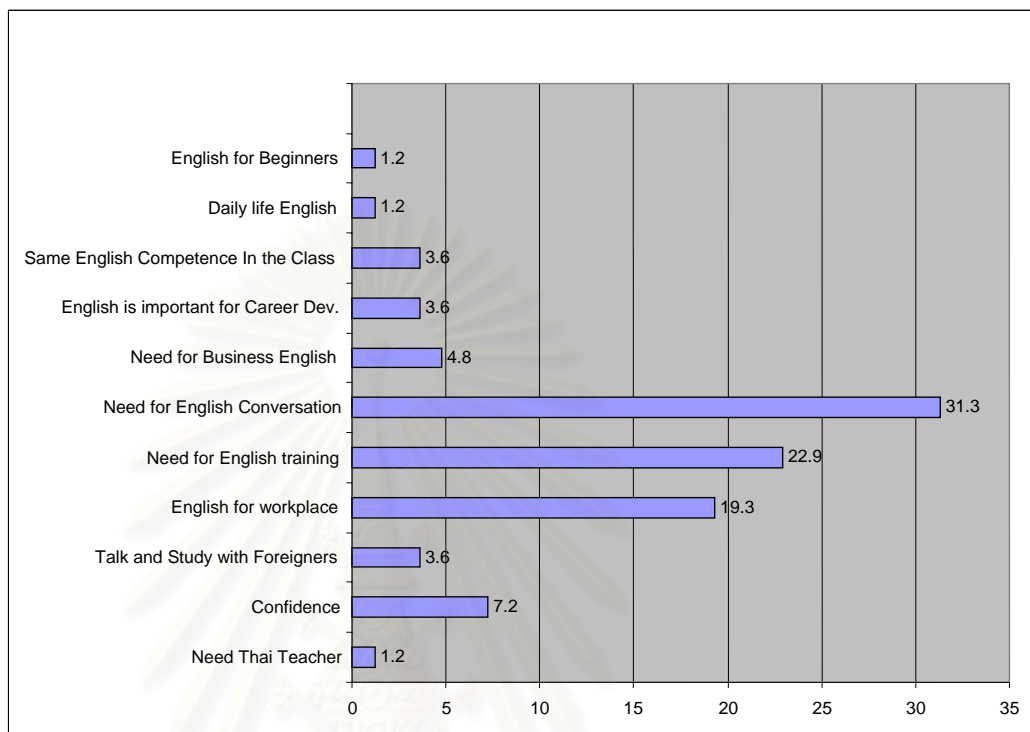
2. Interviews

The second instrument used in the needs analysis stage is semi-structured interview. The researcher did the interview with both staff and their managers/ supervisors in charge of customer-services**.**

2.1 Interviews with customer-services staff

During August and September 2005, fourteen customer-services staff from various international banks have been interviewed. The information gathered is presented in Table 4.4 (page 82-83).

From Table 4.4, the percentages of sampled staff who indicated that they used to take English courses after their graduation, never taking any courses and currently taking are 35.7%, 50% and 14.3% respectively. Among those who used to take English courses after their graduation or now taking English, it is indicated that 71.4% of the courses are general English and 28.6% are business English.

Table 4.4: Information from interviews with customer-services staff

		Samples	Percents
English courses previously taken or currently taking			
Yes		5	35.7%
No		7	50.0%
Now taking		2	14.3%
	Total	14	100%
Type of English courses taken or currently taking			
General English		5	71.4%
Business English		2	28.6%
	Total	7	100%
Did such courses serve your needs?			
Yes		3	42.9%
No		4	57.1%
	Total	7	100%
What kind of courses do you prefer to take?			
Speaking		5	35.7%
No idea/undecided		9	64.3%
	Total	14	100%
Do you practice English outside the workplace?			
Yes		6	42.9%
No		8	57.1%
	Total	14	100%
How often per week do you practice English outside the workplace?			
2-3 hours		3	50%
1 hour		3	50%
	Total	6	100%
If you do, how do you practice your English? (may use more than one method)			
Talking with foreigners		1	9.1%
Reading English books		1	9.1%
Listening to English radio stations		3	27.3%
Watching English soundtrack films		4	36.3%
Searching information from the internet		1	9.1%
Chatting on-line		1	9.1%
Talking with Thai friends/relatives in English		0	0%
Studying English textbooks, CD or video		0	0%
Total 11 answers from 6 interviewees		11	100%
What do you think is the management's comments about your English proficiency?			
Not good enough		12	85.7%
Good		0	0%
Don't know what they think		2	14.3%
	Total	14	100%
Does the management provide any support to help you improve your English?			
Yes		6	42.9%
No		3	21.4%
Don't know/unsure		5	35.7%
	Total	14	100%
If there are English courses provided, are they helpful?			
Yes		4	66.7%
No		2	33.3%
	Total	6	100%
What do you think about the management's criteria in promoting staff?			
Good English		6	42.9%
Job experience		8	57.1%
	Total	14	100%

Do you have any plan to improve your English?		
To study more English	5	35.7%
Still considering	2	14.3%
No plan yet	7	50.0%
Total	14	100%
What do you plan to do towards your career advancement?		
Increase job knowledge	5	35.7%
Attend more banking training	4	28.6%
Improve/Learn more English	5	35.7%
Total	14	100%

When asked if those courses served their needs, 42.9% of the sampled staff responded that the courses served their needs whereas 57.1% indicating that those course did not serve their needs.

About what kind of courses they would prefer to take, 35.7% of the sampled staff indicated the speaking/conversation classes while 64.3% of them said they were undecided or have no idea so far.

Regarding English practice outside their workplace, 42.9% of the sampled staff said they did while 57.1% did not. Among those who did, 50% of them practiced English two to three hours per week and 50% of them practiced English one hour per week. Information about how the sampled staff practiced English outside their workplace is presented in Figure 4.8.

Figure 4.8: How participants practice English outside their workplace
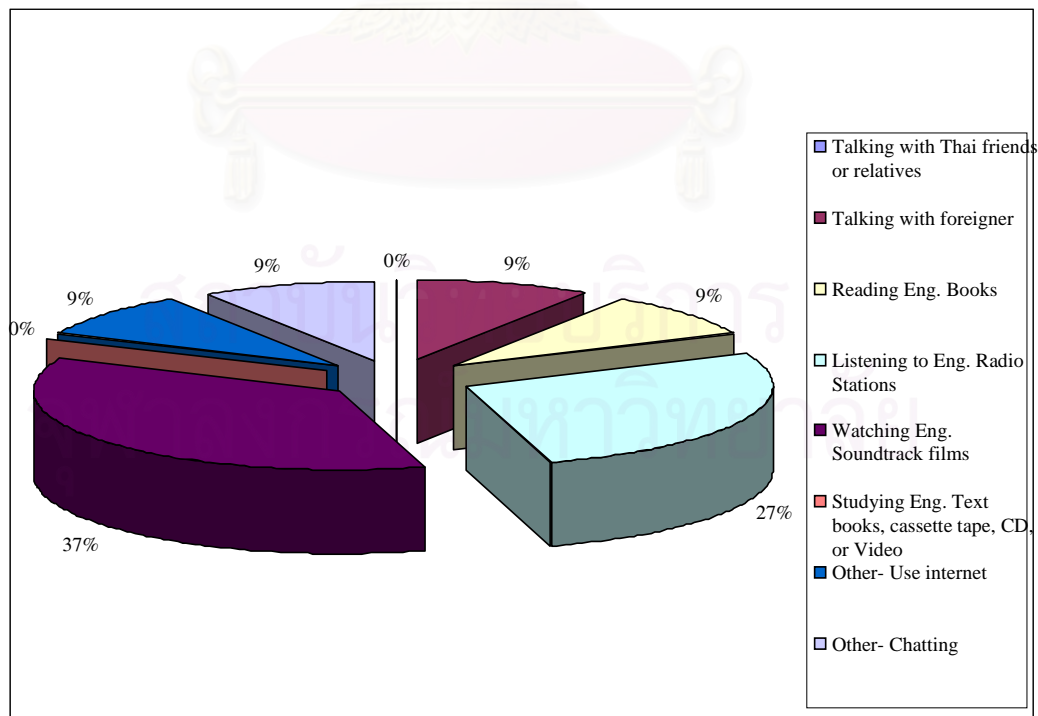
From Figure 4.8, the staff practiced English mostly by watching English soundtrack films (36.3%), listening to English songs (27.3%), talking with foreigners (9.1%), reading English books (9.1%), searching information from the internet (9.1%), chatting on-line (9.1%). None of them practiced English by talking with Thai friends/relatives or by studying English textbooks.

Most of the sampled staff (85.7%) thought that the management still considered their English proficiency as being insufficient for use whereas 14.5% said they did not know what the management thought about their English. Regarding the management support to help them improve their English, 42.9% said yes, 21.4% said no and 35.7% said they were not quite sure as they just join the banks.

Among those who answered 'yes' to the previous question about management support in terms of English training, 66.7% indicated that such courses were 'helpful' whereas 33.3% said they were 'not helpful'. In terms of job promotions, 57.1% of the sampled staff believed job experience was the important criterion whereas 42.9% believed good English was the answer.

The percentages of those who said they would like to take additional English classes to improve their English, still considering/thinking, and no plan yet were 35.7%, 14.3% and 50% respectively.

When being asked about what they plan to do for their career advancement, 35.7% of the sampled staff said they would try to acquire more job knowledge, 28.6% said they would attend more banking training and 35.7% said they planned to learn more English.

2.2 Interviews with Managers/Supervisors

The researcher has conducted six interviews with six managers/ supervisors from six international banks. It was even more difficult to make appointment to interview each of the manager/supervisor as they had very tight schedule. The interview was also frequently interrupted by urgent calls and other tasks. Each interview took approximately 15-20 minutes. Main points are presented in Table 4.5.

Table 4.5: Information from interviews with the managers/supervisors

	Samples	Percents
What is the management expectation regarding staff' English proficiency		
Able to handle foreign customers using English	6	100%
Total	6	100%
What are the management plan(s) for staff' English development?		
Encourage/support them to take additional English classes	4	66.7%
English day activity once in a while	2	33.3%
Total	6	100%
Are there any English training courses provided to improve staff' English proficiency?		
Yes	3	50.0%
No	3	50.0%
Total	6	100%
If there is, what is the type of English course provided?		
General English	2	66.7%
Business English	1	33.3%
Total	3	100%
How was the English training course conducted?		
In-house training	1	33.3%
Outsourcing	2	66.7%
Total	3	100%

From Table 4.5, all the six managers/supervisors (100%) said they did not have any particular criteria or benchmark like TOEFL or IELT scores to measure their staff' English proficiency. All of them indicated that they wanted their staff to be able to properly handle customers using English.

Four managers/supervisors (66.7%) said they encouraged their staff to take additional English courses by providing certain budget. Two managers (33.3%) said they set up the 'English Day' campaign once in a while to encourage staff to use solely English on that particular day.

Three managers/supervisors (50%) said they used to arrange English courses for their staff to improve their English whereas the other three (50%) said they did not.

Out of the three English courses provided, the managers said two (66.7%) were general English and there was only one business English course (33.3%).

Two of the English courses (66.7%) provided were conducted by using outside English training institutes. There was only one course (33.3%) that was organized by the bank's training department.

The last question in the interview was about other relevant question/ comment. For this part, a couple of answers or comments from the six managers/ supervisors were noted. All of them (100%) believed that English was very important

for the customer-services field. They also mentioned that currently they still did not have adequate staff with satisfactory level of English. English course that is specially designed for customer-services staff in international banks is what they want for their staff. Besides, from their experiences, four managers mentioned that they used to hire staff with high level of English proficiency yet they had no banking experiences. They found that those staff stayed with the bank just for a short period, usually less than a year. Most of them left the customer-services area for business or marketing fields. Staff with banking experiences and customer-services mind tend to stay longer with the bank. These four managers confirmed that it should be better to develop these staff to have higher level of English proficiency rather than to hire new staff with good English.

To conclude, the information from the interviews also supports those from questionnaire that there is still a gap in customer-services staff' level of English proficiency between what is required and what is currently available. English for Specific Purpose course for this context of customer-services staff in international banks may be helpful to fill such a gap.

3. Site Observations

From altogether twenty-two observations conducted by the researcher during October 2004 to November 2005, it was observed that most calls handled by customer-services staff were about credit cards enquiries e.g. the amount/date due, the remaining line of credit, requests to waive the annual fee, card application-approval or rejection status, complaints e.g. sales staff provided wrong information about the fee, requests to cancel the card due to high annual fee, lack of use, inconvenience of payment channels, etc.

In handling each customer's call, customer-services staff needed to perform verification process to ensure that they are giving the confidential information only to the actual bank account owners or cardholders.

Such questions like, "What's your phone number as given to the bank?", "What's your line of credit?", "What's your date of birth?", "What's your billing or mailing address?", "How many supplementary cards do you have?" , etc. were commonly used to verify the callers.

The information gathered from observations has been categorized into frequency of each type of calls and techniques used in handling each task. The frequency of each type of calls has been presented in Table 4.6.

Table 4.6: Frequency of each type of calls

	Percents
Frequency of each type of calls	
Bank	10%
General	20%
Credit cards	80%
Complains	7%
Others	1%
Total	100%
Techniques used to handle each task in English (staff may use more than one technique)	
Use of keywords	42.8%
Speech repetitions	22.9%
Request assistance from colleagues	14.3%
Transfer lines to supervisor	20.0%
Total	100%

For a clearer picture of frequency of each type of calls and techniques used in handling each task, Figure 4.9 and Figure 4.10 are provided.

Figure 4.9: Frequency of each type of calls
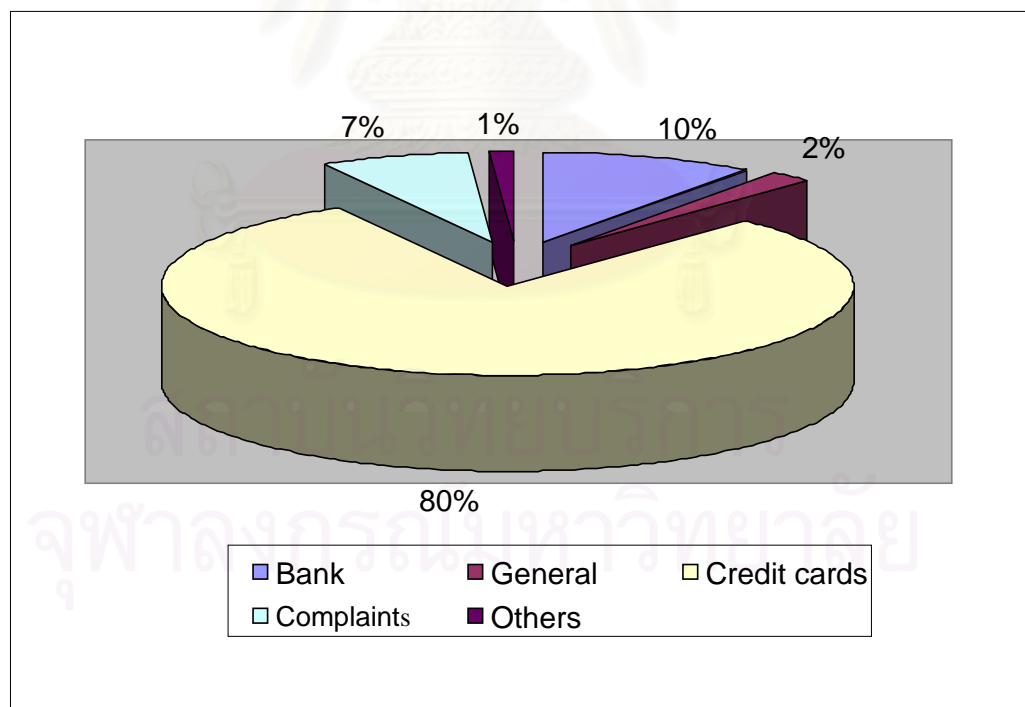
From Figure 4.9, majority of calls (80%) were about credit card enquiries, 10% were about bank products and services enquiries, 7% are about general or services complaints (e.g. sales representatives have given wrong information;

customers are not satisfied with one of the bank's products or services), 2% were about general enquiries (e.g. asking for telephone numbers or bank's address), and 1% was about others (e.g. customers wanted to call another banks but mistakenly dialed to this bank and so, asked for those other banks' phone numbers).

Figure 4.10: Techniques used by staff in handling each call in English
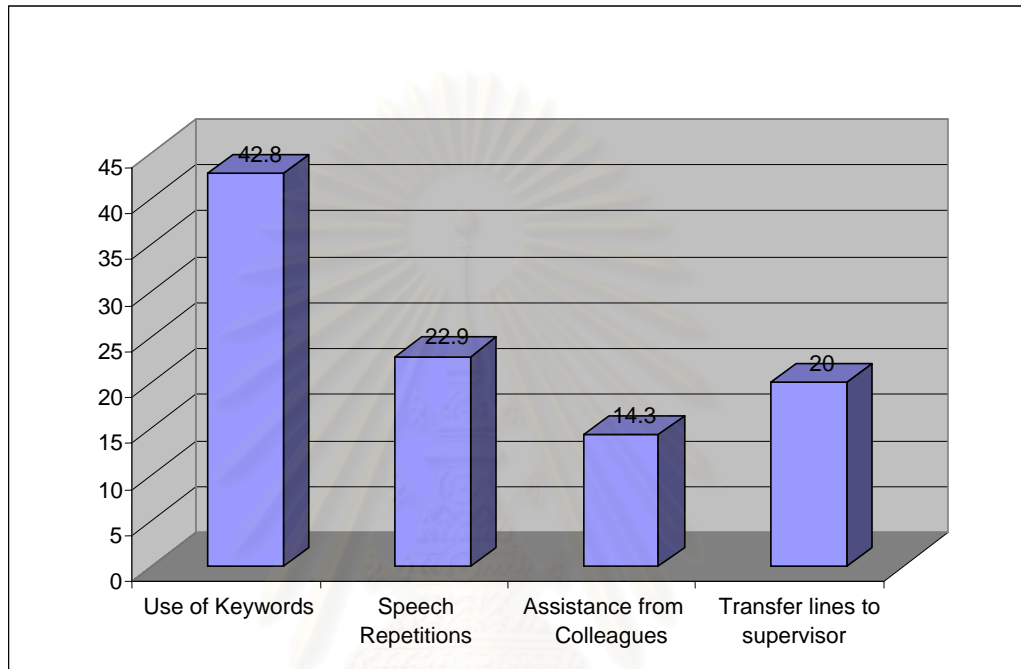
Based on Figure 4.10, the most frequently used technique in handling each task in English is the use of 'key words' (42%). For instance, staff use the words or phrases like 'balance transfer', 'card activation', 'payment due date', etc. in stead of using the complete sentences. The other techniques are 'speech repetitions'(22.9%) in which staff ask customers to repeat the sentences again and again; 'transferring lines to their supervisors' (20%) when they are unable to understand or get the customers' messages; and 'requesting for assistance'(14.3%) from their colleagues sitting next to them.

In terms of language used in handling calls, the main languages used are Thai and English as 85-90% of customers are Thais and 10-15% are foreign customers. Though the number of foreign customers is not very high, the bank's management still recognizes the significance of their staff' proper English usage as these foreign customers are usually major accounts. As stated in the information from the interviews, it is also the bank's policy that all staff should be able to handle foreign calls and provide satisfactory services to each and every customer. That obviously

requires the staff's ability to use acceptable English for the image and reputation of the bank. ***Most importantly***, information from site observations help the researcher to identify the vocabulary items frequently used and to better understand how the language is actually used with certain steps/moves in this particular context which are required in preparing the manual for the BEOC course.

To summarize, information from the site observations supports information from those of questionnaires and interviews that the level of English proficiency required by the staff under the study is still different from their current level. From questionnaire, regarding the level of difficulty in using each skill at work, most staff rated the four skills as moderately difficult. The results also indicated that speaking and listening skills were considered difficult and very difficult skills for staff when compared to reading and writing. In terms of their current ability, a high percentage of staff still considered their ability to be either poor or very poor. The sampled staff considered additional English training for most of the tasks/competencies to be necessary, very necessary and most necessary.

From interview with staff, most of the sampled staff thought that the management still considered their English proficiency as being insufficient for use. Such response corresponds with the information gathered from interviews with the management. All the managers/supervisors being interviewed shared the same opinion that English was very important for the area of international banking field. However, most of their present staff still did not have satisfactory level of English proficiency to handle their jobs. The management also agreed that English course that has been specially designed for customer-services staff in international banks was what they wanted for their staff.

From the needs analysis, credit card enquiries were on top of the list in terms of nature of calls being handled each day as most customers carry these international credit cards; followed by balance enquiries, complaints and general enquiries as earlier presented in the observation part under the needs analysis stage.

Part II: Translating Needs Analysis to a Course Development

This part will cover the steps in translating needs analysis to a course development which include:

1) Explore theoretical framework for course development

2) Map the results of site observations and steps of competency-based approach of course design

3) Specify important findings from needs analysis

4) Construct the course module and course materials

5) Validate the proposed course and lesson plans

6) Adjust the course accordingly

Each step is described as follows:

1. Framework for Course Development

BEOC course to enhance English oral proficiency for customer-services staff in international bank will be based on the framework and theories of ESP and adult learning principles. Information for course development will be mainly derived and translated from the needs analysis. Once the course has been designed, it will be verified by experts and pilot study prior to the main course implementation. The course will be evaluated in terms of its effectiveness via the t-test and effect-size. The framework of the course adapted from Sunthornwatanasiri (2000: 60) and Burn and Hood (1995: 39) has been illustrated in Figure 4.11

Figure 4.11: Framework for BEOC course development (adapted from Sunthornwatanasiri, 2000: 60 and Burn and Hood**,** 1995: 39)

Framework and theories
* ESP
*Adult learning principles
*Competency-based approach
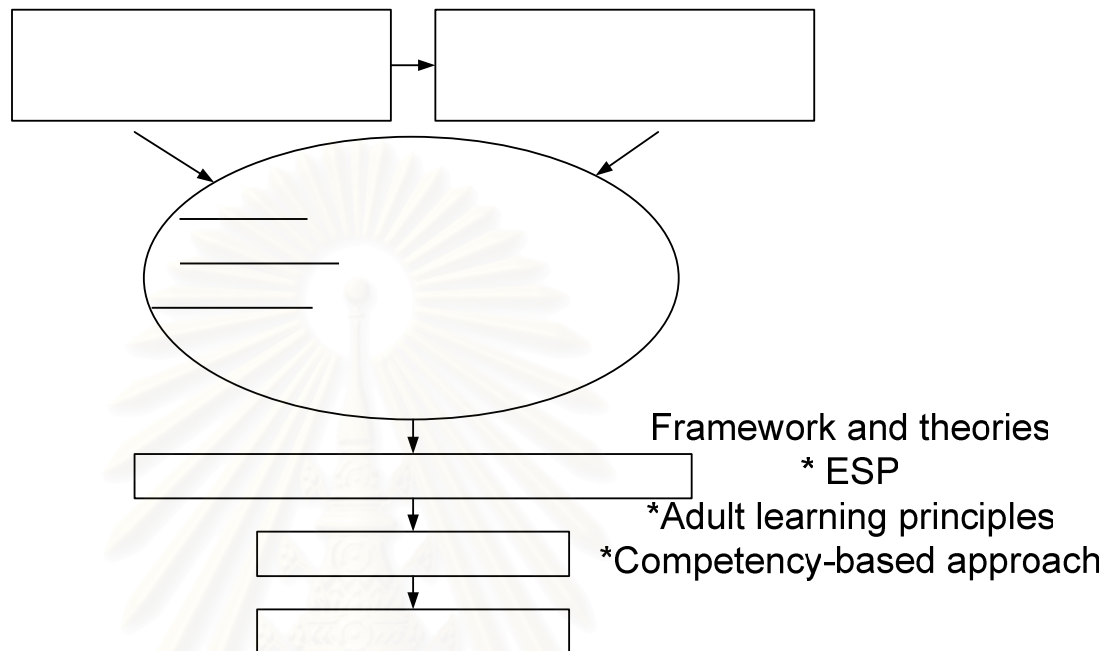
From Figure 4.11, framework and theories in ESP, adult-learners and competency-based approach will be the underlying principles in designing the course materials. The meat of the lessons will be mainly based on the needs analysis, the authentic materials and through the sharing of knowledge and experiences of participants in the study – adult-learners who possess certain level of working experiences.

2. Map the Results of Site Observations and Steps of Competency-based Approach of Course Design

In the competency-based approach, what the learner has to know in order to function effectively in the real situation may be used as the starting point to determine what learners should have possessed at the end of the course. Such information can be obtained from the study and observations of job responsibilities of the learners in their actual workplace (Sujana, 2005). Thus, after the needs analysis has been conducted, the researcher specified important findings gathered from such

analysis in terms of English competencies that customer-services staff working in international banks need for their work as provided in Table 4.7.

Table 4.7: Identification of English competencies for customer-services staff working in international banks: An attempt to map the results of site observations with the principles based on the steps suggested in Sujana, 2005

No.	Step	Main aspects to be explored	Specific descriptions in the study
1.	*Identification of target group*	Who are the participants of the particular course under development?	Customer-services representatives (CSRs) in international banks
2.	*Identification of duties of professional workers*	What are responsibilities of the professional workers in the target situation (in terms of the use of language)?	Main Responsibilities of CSRs: 1. Handling customers' enquiries about banks and credit cards on the phone. 2. Handling customers' complaints. 3. Dealing with customers about accounts payments, and related bank issues. 4. Cross-selling or promoting additional bank products and services to customers. 5. Maintaining and updating customers' account profiles. 6. Investigating and following-up pending cases.
3.	*Assessment of communicative needs*	What kinds of communicative needs do professional workers need to be able to handle those responsibilities?	In order to satisfactorily handle the responsibilities no. 1-4 in which English is required in dealing with foreign customers, CSRs should possess language ability on: 1. How to handle customers' enquiries about banks and credit cards on the phone. 2. How to handle customers' complaints. 3. How to negotiate with customers about accounts payments, and related bank issues. 4. How to cross-sell or promote additional bank products and services to customers.
4.	*Translation of communicative needs into English competencies*	What English competencies do they need to have in order to be able to function effectively?	Each communicative need can be translated into several English competencies: 1. How to handle customers' enquiries about banks and credit cards on the phone. • Able to greet and keep the conversation going smoothly with appropriate turn-taking with customers. • Able to verify customers' identity. • Able to provide and communicate the information as required by customers. Vocabulary, phrases in the area of bank products and services are very essential. • Able to communicate using appropriate and polite language. 2. How to handle customers' complaints. • Able to deal with complaints using appropriate terms, phrases, tone of voice, etc.

			• Able to turn crisis into opportunities by offering solutions, alternatives to cool down or lessen customers' dissatisfaction level. • Able to use polite language. 3. How to negotiate with customers about accounts payments, and related bank issues. • Able to use convincing messages to negotiate with customers. • Able to use polite language. 4. How to cross-sell or promote additional bank products and services to customers. • Able to use convincing messages to cross-sell products and services with customers. • Able to clearly present and communicate the products' benefits. • Able to respond to customers' enquiries.

5.	*Translation of English competencies into linguistic and other specification*	What language input should be included in the syllabus in order to achieve the language needed in the target situation?	To find out the learning needs or language input for class activities, the competencies can be further translated into detailed linguistic and other specifications.
			For example:
			• **To greet and keep the conversation going smoothly with appropriate turn-taking with customers.**
			   - Expressions for greetings and leave-taking; using correct form of address; noticing and practicing appropriate turn-taking
			• **To verify customers' identity**.
			   - Using effective questions to successfully verify customers' identity e.g. yes-no vs. informative questions/direct vs. indirect questions, etc.
			• **To provide and communicate the information as required by customers**.
			   - Registers, abbreviations, vocabulary, phrases in the area of banking are very essential.
			• **To communicate using appropriate and polite language**.
			   - Words and phrases like *May I, Please, Could you please* must be emphasized and practiced.

6	*Teaching and learning activities to develop competencies*	How to impart the language input in teaching and learning process?	More than one method of teaching and learning activities should be applied depending on the focus. Some of them are: negotiating meanings with students; class discussion; small-group collaboration; and valuing meaningful activity over correct answers (Wood, Cobb, and Yackel, 1995).

Based on the information from the needs analysis participants/ learners should be able to acquire competencies in performing their jobs in the following areas:

1) Handling credit card enquiries

2) Handling bank enquiries,

3) Handling customers' complaints

4) Handling general enquiries

5) Handling payment problems

6) Greeting, introduction and leave-taking; making requests, offers, suggestions, checking and confirming information; stating an opinion; expressing disagreement; interrupting politely to ask questions.

The above competencies will be set as the objectives of this specially-designed English course.

3. Specify Important Findings from Needs Analysis

Main findings are listed as follows:

3.1 It is obvious that the staff need an English course to help improve their work. From the survey, 9.8%, 30.5%, 53.4%, and 5.2% of the sampled staff indicated their English as being very poor, poor, fair and good respectively. More than 90% said their current level of English was still not sufficient for their work. In spite of such high percentages of insufficiency of the language as indicated by the respondents, only 14.4% of them were now taking some English courses. Such information is also supported by the interviews which indicated that only 14.3% of the sampled staff were now taking some English classes.

3.2 In terms of skill difficulty (as being indicated by 'difficult' and 'very difficult'), speaking (55.5%) was ranked the highest by the sampled staff, then listening (51.4%), writing (32.1%) and reading (17.3%) respectively.

3.3 For degree of problems in using English caused by various aspects (general vocabulary, business vocabulary, grammar, accent, fluency, confidence, cross-cultural communication), majority of the sampled staff considered all language aspects as their problems with varying degrees. Among those considered as their most problems, the lack of confidence and the lack of fluency were on the top lists. When asked about the degree of needs to focus the various language aspects in

English training, majority of the sampled staff considered most language aspects as 'heavily needed' and 'most needed'. The fluency and business vocabulary were on the top lists of those most needed.

3.4 The design of the course should meet what the learners need. The sampled staff' suggested aspects to be included in English classes were conversations (31.3 %), ongoing/additional English training (22.9%) and English should be particularly for workplace (19.3 %). 7.2 % of the sampled staff suggested that confidence in using English was essential and should be focused in English class. Another point is that several staff valued the importance of English as they said English competence was important for their career path (3.6 %). The recommended aspects like conversations, English for workplace, opportunity for learners to practice and develop confidence in using English correspond with the previous question as respondents indicate 'fluency' in using English and business vocabulary are what they most needed. Hence, such aspects was emphasized in designing the Business English Oral Communication Course (BEOC) in the present study.

3.5 The English course should be relevant to what they face in a real situation. From the survey, English is highly valued and required to perform the role of customer-services staff and as one significant criterion for career advancement. However, only a few staff used to take or were taking additional classes. The reason seems to be that the classes currently available are mostly general English which may not adequately serve the staff' needs for English for workplace and business vocabulary particularly in the area of banking.

3.6 The content of the course should reflect or respond to their language need and difficulty at the workplace. The information from site observations demonstrates that 80% of the incoming calls to customer-services department were about credit card, 10% were about banking, 7% were about complaints and the rest was for general and other enquiries. The lessons and time should be then allocated more for credit card enquiries, then banking enquiries, complaints and others respectively. From site observations, *required steps or convention* that customer-services staff on duty have to follow in handling their customers' calls to meet the service standards of the workplace are identified. Those steps are:

1) Greet the customer.

2) Introduce themselves.

3) Demonstrate willingness to provide services/assistance to the customer.

4) Get the customer's bank or credit card number.

5) Verify the customer for bank/credit account owner.

6) Provide information and services as inquired only to the account owner or authorized person.

7) Ask if the customer still requires any other additional assistance.

8) Thank the customer for the custom with appropriate leave-taking.

Information from site observations (Figure 4.10) showed that the most frequently used technique in handling calls in English of customer-services staff was the use of 'key words' (42%). Therefore, the course covered certain banking vocabulary items frequently used in performing the customer-services task together with relevant scripts covering the required steps to meet the quality and service standards of the workplace.

Apart from the results of the needs analysis, to come up with the ESP course design, the contextual constraints of this study are listed based on Jordan's constraints or variables (2000: 64-65) as follows:

1) Tutors/teachers: in the study, the researcher takes the role of the tutor/teacher of the course. She has two years of working experiences in the field of international banks and six years of teaching experiences in a business university.

2) Students: 23 students with various language levels (from the EOCR scale of 0 to 2)

3) Other staff: the staff's supervisors and managers who arrange the room and provide necessary support.

4) Time: 26 sessions totaling 52 hours in two-month period, 3 sessions per week on every Tuesday, Wednesday and Thursday.

5) Space: the room size is suitable for 20 participants

6) Facilities/equipment: whiteboard, computer and LCD are available. CD and cassette player, materials and handouts have to be brought by the tutor.

7) Accommodation: not applicable as the classroom used is one of the meeting rooms of the workplace

8) Finance: budget – not requested from the workplace as the course is part of the dissertation. However, from management interviews, the budget of the workplace for training is usually variable.

9) Other influences: experiences of both the tutor and participants who are adult learners are taken into consideration along the course design.

4. Construct the Course Module and Course Materials

Based on the information gathered and the ESP literature review, particularly on the study of Graves (2000) regarding key issues in ESP course design, the researcher developed the course to cover two main modules i.e. English for general conversation (3 sessions) and English for customer-services staff (22 sessions).

The course structure of the BEOC course was then proposed as shown in Table 4.8.

Table 4.8: Course Structure for BEOC

Business English Oral Communication (BEOC)
(For Customer-services Staff in International Banks)

Module I: English for General Conversation (3 sessions)

- Greeting, Introduction and Leave-taking
- Requests, Offers, Suggestions, Checking and
  Confirming Information
- Stating an Opinion, Expressing Disagreement, Interrupting Politely
  to Ask Questions
- Survival English: Food and Eating

Module II: English for Customer-service Staff (22 sessions)

II.1 Know Ourselves and Our Customers (2 sessions)
- Know Ourselves and Understand Our Customers
- Customer Verification

II.2 Credit Card Enquiries (11 sessions)
- Credit card balance enquiries
- Credit card payment date
- Payment update and details of card transactions
- Credit card activation
- Request for new card because of name change
- Request for new card due to magnetic error

- The customer did not receive the renewed card
- The customer did not receive the statement
- The customer did not receive the PIN code
- Request to change the billing address
- Request to change the payment cycle
- Request for an exemption from interest charges (finance charges reversal)
- Request to change/convert the card (Card Conversion)
- Request to upgrade the card (Card Upgrade)
- Request to increase the credit limit on a temporary basis
- Request to increase the credit limit on a permanent basis
- Request to reinstate the account (within six months) (Account Reinstate)
- Disputed credit card transaction
- Points redemption
- Lost/Stolen credit card
- Cancellation of credit card (at customer's insistence)

II.3 Bank Account Enquiries (5 sessions)

- Bank Accounts Types Enquiries
- Foreign Exchange
- Overdraft Facility
- Safe Deposit Box
- Cashier's Cheque
- ATM Card Activation
- Lost/Stolen ATM Card
- Money Transfer
- Credit Facilities Services (Personal Installment Loan, Personal Line of Credit, Smart Cash)

II.4 Handling Complaints (2 sessions)

- Situation A: when the bank is in the wrong
- Situation B: when the bank is in the right – but will give way and is prepared to help
- Situation C: when the bank is in the right – and cannot give way

II.5 Cross-cultural Knowledge and Communication (2 sessions)

- Names and Titles
- Stereotypes Across Cultures
- Telephoning Across Cultures

II.6 Wrap-up session (1 session)

Three sessions were arranged for general conversation due to two main reasons. The first one is that from questionnaires and interviews, some respondents indicated that they would like English classes to include daily life or English for beginners. The second reason is to provide certain Basic English to prepare the participants in the class who may have different English proficiency prior to the study of English for workplace.

The lessons under the module of English for general conversation were developed from English textbooks considered relevant to the participants. These textbooks have been used by several business colleges and universities, for instance,

Assumption Commercial College, Kitti Commercial College, Nicholas Commercial College, and Assumption University. The lessons in this module have been verified by one English language teacher with doctoral degree and three bank managers and supervisors as being appropriate and useful for their staff. The textbooks referred to are listed in Table 4.9.

Table 4.9: Lists of textbooks used as a reference for the first module: English for general conversation

1. Dellar, H., and Walkley, A. (2005). <u>Innovations-A course in natural English</u>. U.K.: Thomson ELT.
2. Ferree, T., and Sanabria, K. (1998). <u>NorthStar-Focus on Listening and Speaking</u> Hong Kong: Longman.
3. Grant, D. and McLarty, R. (2002). <u>Quick Work-A short course in Business English</u>. Hong Kong: Oxford.
4. Kisslinger, E. (2002). <u>Impact Listening 1</u>. Hong Kong: Longman.
5. Stempleski, S., Douglas, N., and Morgan, J.R. (2005). <u>Worldlink-Developing English Fluency</u>. Australia: Thomson-Heinle.

For lessons under the module of English for customer-services staff, the researcher prepared them based on the actual scripts that the staff are currently using in answering their customers together with some relevant banking textbooks. The scripts were collected and recorded by the researcher and partly provided by the call-center manager. In response to the high percentage of needs and usage in the area of credit cards as indicated in the needs analysis, eleven sessions were dedicated to cover the most required aspects of credit cards. Five sessions were for banking products and services, and two sessions each for handling complaints and cross-cultural aspect.

5. Validate the Proposed Course and Lesson Plans

1) Experts' Validation

The lessons have been validated by five experts. The experts consisted of two English language instructors with doctoral degrees, two content specialists with at least five years of working experiences in the field of international banks, and

one English native-speaker. The experts suggested improvements in terms of class activities, up-to-date vocabulary, grammatical accuracy and careful proofreading. The researcher revised the lesson plans accordingly with approval from the call-center manager and the dissertation's advisor.

2) Pilot Study

The pilot study is aimed to ascertain that the proposed lesson plan can be effectively used for the purpose of this study and to get the teacher to be familiarized with the environment and the lesson.

A sample lesson on the topic of customer-verification was piloted with a group of nine support- services staff working in an international bank. These staff have similar characteristics with those of customer-services staff in the main study.

The topic on customer-verification was used for the pilot group due to the following reasons:

1) Information from site observations indicates that this topic is the required foundation knowledge for all staff in dealing with their bank's customers before attempting to handle other enquiries. Thus, this topic of customer-verification is the pre-requisite in ensuring that the staff are providing confidential banking and credit card information only to the actual account owner.

2) The content could be reasonably covered within the allocated time for this pilot class.

The content has been examined and approved for its authenticity and accuracy by three content specialists i.e. two bank managers and one senior customer-services officer with at least five years of experiences in international banks. The sample lesson is illustrated in Table 4.10**.**

Table 4.10: The sample lesson

Lesson on Customer-verification

Vocabulary and phrases

verify vs. verification
security
inconvenience
home phone number
office phone number
mobile/cell phone number
credit limit
basic card
supplementary card
Identification Card (ID) number
date of birth
billing address
last transaction
release

Guidelines

- *Ask the caller some personal information questions as appropriate to verify that the caller is the actual bank account or card owner.*

a) May I have your full name, please?
b) May I have your date of birth, please?
c) May I have your home/office/cell phone that was previously given to the bank, please?
d) May I have your billing address, please?
e) May I have your Identification Card number, please?
f) When was your last payment, sir/madam?
g) Could you remember what your last transaction on the card was?
h) Where did you settle your last payment, sir/madam?
i) What is your credit limit, sir/madam?
j) How many supplementary cards do you have, sir/madam?
k) May I have the name of your supplementary card, please?
l) May I have your contact number/ telephone number for returning your call, please?

Steps:

1. Give a reason why such personal information needs to be asked i.e. for the sake of security.
2. Thank the customer for his/her answer.
3. If the customer could not remember or provide particular information, assist him/her first before attempting another question. For example, the credit limit is shown at the top of the page.
4. After successful verification, thank the customer again for answering all the questions before proceeding to the customer's enquiry or complaint.
5 If verification is unsuccessful, apologize to the caller and explain that we can provide information to the actual account owner or authorized person in charge of the account only.

Script

(CSR stands for customer-service representative)

CSR: ABC Bank, Nattinee speaking. How may I help you?

Customer: Good afternoon. Khun Nattinee. I am Albert Robertson. I'd like to ask about my previous credit card statement.

CSR: Good afternoon, Mr. Robertson. May I have your card account number please?

Customer: Of course. The card number is 4550 8987 3429 9090.

CSR: 4550 8987 3429 9090. Thank you, Mr. Robertson. For security reasons, may I have some personal information to verify the account owner. May I have your date of birth please?

Customer: January 18, 1956.

CSR: Thank you, sir, and what's your billing address, please?

Customer: It's 48/5 Changwattana Road, Pak Kret, Nonthaburi.

CSR: Thank you, sir. And what is your credit limit, please?

Customer: My credit limit? Sorry, I can't remember.

CSR: Excuse me, Mr. Robertson. Do you have the credit card statement in your hand sir? The credit limit is at the top of the page.

Customer: Oh, yes. I see. The credit limit is Baht 120,000.

CSR: Thank you for the information, Mr. Robertson.

* If *the caller could not provide the correct information and thus, the verification fails…*

CSR: Sorry for the inconvenience sir/madam. The information on our customer's account is confidential and can be released only to the account owner or authorized person as indicated by the owner.

As the staff in the area of customer-services are working in shifts, it is somewhat difficult to set the common time for them to attend this pilot class. The class was eventually arranged on January 17, 2006, from 5.30 p.m. to 8.00 p.m. at one of the bank's meeting rooms.

At the end of the pilot class, the researcher requested the participants to fill in the evaluation form (see Appendix K). Likert scale of 1 to 5 is used with 1 = not agree at all, 2 = do not agree, 3 = neutral, 4 = agree and 5 = strongly agree. Descriptive statistics on means and standard deviations of each area of the lesson using SPSS are presented in Table 4.11.

Table 4.11: Descriptive Statistics on evaluation of the sample lesson

Area	N	Minimum scale	Maximum scale	Mean	Std. Deviation
1. Lesson is useful for my work.	9	4	5	4.56	.527
2. Lesson is easy to understand.	9	4	5	4.56	.527
3. Lesson is interesting and fun.	9	4	5	4.44	.527
4. Lesson is authentic.	9	4	5	4.33	.500
5. Time allotted for each part is appropriate.	9	4	5	4.56	1.000
6. The sequence of the lesson is appropriate.	9	4	5	4.67	.500
7. The pace of the lesson is appropriate.	9	3	5	4.44	.726
8. Overall, I like the lesson.	9	4	5	4.67	.500

Note: N = No. of participants in the pilot class

From Table 4.11, means of all areas of the lesson range between 4.33 and 4.67 indicating that participants in the pilot study agree and strongly agree that the lesson is useful, easy, interesting and authentic; the sequence and the pace of the lesson is appropriate; and overall, they like the lesson.

Regarding the comment part which is the open-ended question, two participants did not provide any comment whereas some participants provide more than one aspect. Altogether, there were twelve comments provided and summarized in Table 4.12.

Table 4.12: Comments from participants in the pilot study

Comment(s)	Frequencies	Percents (from 12 comments)
1. The lesson was fun and useful.	5	41.7%
2. I like to continue the class and learn more.	3	25.0%
3. Additional materials that are more relaxing may be added to help release the staff' stress and tension from work e.g. songs, jokes.	2	16.7%
4. More grammar should be focused.	1	8.3%
5. A little too fast for some parts.	1	8.3%
Total	**12**	**100.0%**

From Table 4.12, participants commented that the lesson was fun and useful (41.7%), that they liked to continue the class (25%), that more relaxing materials should be added (16.7%), that more grammar should be focused (8.3%) and that it was a bit too fast for some parts (8.3%).

6. Adjust the Course

Based on information gathered from the pilot study, the lesson plans were adjusted accordingly. For instance, more relaxing materials e.g. English songs, stress relievers (jokes), etc. were added in the warm-up session in order to help reduce learners' stress from work. Besides, the researcher as the teacher of the course tried to slow down the pace of the lesson during the main study to accommodate slow learners since the course participants have different English background and proficiency level.

The lessons were prepared and printed out as a manual for both the teacher and the learners.

Part III: Course Implementation and Evaluation

1. Course Implementation

The researcher who also performed the role of the teacher for the BEOC course discussed and proposed the bank management about the timing of the course. Initially, the management preferred the course to be conducted in November and December 2005. The management said they would like their staff to gain better English as soon as possible. Besides, by the end of the first quarter of 2006, the bank was going to launch several new projects, and hence, it would be difficult to arrange the class during that time. However, the management's suggested timing was too rushed for the researcher to complete all the lesson plans in which experts' validation and pilot study were required. This point was then made clear to the bank. Finally, the researcher proposed and got approval from the management to organize the course during February and March 2006.

There were 23 participants at the beginning of the course. Due to health problem, one participant dropped from the cause leaving 22 participants who

completed the course. The class was scheduled on every Tuesday, Wednesday, and Thursday from 5.30 p.m. to 7.30 p.m. Total class time was 52 hours (26 sessions).

2. Course Evaluation

This section describes the instruments used in course evaluation and findings from each instrument. Information includes both quantitative data and qualitative data.

In order to find out the effectiveness of the course, several instruments have been exploited to gather information both in terms of quantitative and qualitative aspects from the participants.

In terms of quantitative data, it is expected that the participants should gain significant increase in their scores from oral test, vocabulary in context as well as their confidence level in speaking English. For qualitative side, their strategies used to accomplish each task and their attitudes towards English would be observed through teacher's observations and the logs from both the teacher and the participants.

The instruments used for course evaluation are listed as follows:

2.1 Oral/speaking test

2.2 List of observed vocabulary in context

2.3 Participants' confidence level in using English

2.4 End of course evaluation form

2.5 Teacher's and participants' log

2.1 Oral/Speaking Test

Participants were pre-and post-tested in terms of their oral proficiency. Three raters rated each participant using the scales of English Oral Communication Ratings (EOCR) as previously mentioned in Chapter III.

Correlations among raters in oral pre- and post-test using Pearson Correlation are presented in Table 4.13 and Table 4.14.

Table 4.13: Correlations among raters (pre-test)

		Rater1 Pre	Rater2 Pre	Rater3 Pre
Rater1 Pre	Pearson Correlation	1	.99(**)	.93(**)
	Sig. (2-tailed)	.	.000	.000
	From N	22	22	22
Rater2 Pre	Pearson Correlation	.99(**)	1	.94(**)
	Sig. (2-tailed)	.000	.	.000
	N	22	22	22
Rater3 Pre	Pearson Correlation	.93(**)	.94(**)	1
	Sig. (2-tailed)	.000	.000	.
	N	22	22	22

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

From Table 4.13, it shows that in rating the scale on oral pre-test, the correlation between Rater 1 and Rater 2 was 0.99 and the correlation between Rater 1 and Rater 3 was 0.93. The correlation between Rater 2 and Rater 3 was 0.94. The correlation is significant at the 0.01 level (2-tailed).

Table 4.14: Correlations among raters (post-test)

		Rater1 Post	Rater2 Post	Rater3 Post
Rater1 Post	Pearson Correlation	1	.93(**)	.92(**)
	Sig. (2-tailed)	.	.000	.000
	N	22	22	22
	Pearson Correlation	.93(**)	1	.89(**)
	Sig. (2-tailed)	.000	.	.000
	N	22	22	22
Rater3 Post	Pearson Correlation	.92(**)	.89(**)	1
	Sig. (2-tailed)	.000	.000	.
	N	22	22	22

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

From Table 4.14, it reveals that in rating the scale on oral post-test, the correlation between Rater 1 and Rater 2 was 0.93 and the correlation between Rater 1 and Rater 3 was 0.92. The correlation between Rater 2 and Rater 3 was 0.89. The correlation is significant at the 0.01 level.

In summary, in terms of raters' reliability, high correlations ($> 85\%$) among raters have been found from both the pre-test and post-test. This indicates the degree to which the ratings of one rater can be predicted from the ratings of the other raters (Hatch and Farhady, 1982: 203).

For statistical measurements, the scales given by majority of the raters i.e. two out of three were assigned to each participant. Results from the pre- and post-tests are demonstrated in Table 4.15.

Table 4.15: Oral/speaking test results

Student (S)	Pre-Test				Post-Test			
	R1	R2	R3	Result (two out of three raters)	R1	R2	R3	Result (two out of three raters)
S1	0	0	0	**0**	2	2	2	**2**
S2	0	0	0	**0**	1.5	1.5	1	**1.5**
S3	2	2	2	**2**	2.5	3	2.5	**2.5**
S4	0	0	0	**0**	0.5	0.5	1	**0.5**
S5	1.5	1.5	1	**1.5**	2	2.5	2	**2**
S6	1.5	1.5	1	**1.5**	2	2	2	**2**
S7	1	1	1	**1**	1.5	1.5	1.5	**1.5**
S8	1	1	1	**1**	1	1	1.5	**1**
S9	1	1	1	**1**	2	1.5	2	**2**
S10	1.5	1	1	**1**	1.5	1	1.5	**1.5**
S11	0	0	0	**0**	0.5	0.5	1	**0.5**
S12	1	1	1	**1**	1	1	1	**1**
S13	0.5	0.5	1	**0.5**	2	2.5	2	**2**
S14	2	2	2	**2**	2.5	2.5	2	**2.5**
S15	1.5	1.5	2	**1.5**	2	1.5	2	**2**
S16	1	1	1	**1**	2.5	3	2.5	**2.5**
S17	0	0	0	**0**	1	1	1	**1**
S18	0	0	0	**0**	2	2	2	**2**
S19	0.5	0.5	1	**0.5**	1	1	1	**1**
S20	0	0	0	**0**	2	2.5	2	**2**
S21	1.5	1.5	1.5	**1.5**	2	2	2	**2**
S22	0	0	0	**0**	0.5	0.5	1	**0.5**

Note: 'R' stands for 'rater'

From Table 4.15, the scale rated by each of the three raters for each participant has been presented for both pre- and post-test. For statistical measurements, scale from majority i.e. two out of three raters was assigned to each participant. Results from the test will be further discussed in the following part.

2.1.1 Oral Pre-test Results

The number and percentages of participants being rated at each English Oral Communication Rating (EOCR) scale from the oral pre-test has been presented in Table 4.16.

Table 4.16: Frequencies and percentages of participants at each EOCR scale from oral pre-test

EOCR Scale	Frequencies and percentages of participants at each scale (Pre-test)
0	*8 (36.4%)*
0.5	2 (9.1%)
1	6 (27.3%)
1.5	4 (18.2%)
2	2 (9.1%)
2.5	-
3	-
3.5	-
4	-
4.5	-
5	-
Total	22 (100.0%)

From Table 4.16, it shows that 36.4%, 9.1%, 27.3%, 18.2% and 9.1% of the participants were rated at the scale of '0', '0.5', '1', '1.5' and '2' respectively. As being highlighted in the table, the mode of the scale from the oral pre-test was '0'. The highest percentages of participants i.e. 36.4% (8 participants) were at this particular scale. The common language behaviors of this group of participants in the pre-test were that they needed several repetitions of the questions along the test and took long time to think and still could not complete the conversation. Some did not answer at all. The highest scale from the oral pre-test was '2' in which only 9.1% (two participants) were at this level.

2.1.2 Oral Post-test Results

The number and percentages of participants being rated at each English Oral Communication Rating (EOCR) scale from the oral post--test has been presented in Table 4.17.

Table 4.17: Frequencies and percentages of participants at each EOCR scale from oral post-test

EOCR Scale	Frequencies and percentages of participants (Post-test)
0	-
0.5	3 (13.6%)
1	4 (18.2%)
1.5	3 (13.6%)
2	*9 (40.9%*
2.5	3 (13.6%)
3	-
3.5	-
4	-
4.5	-
5	-
Total	22 (100.0%)

From Table 4.17, based on the same rating scales with the same three raters, in terms of percentages, 13.6%, 18.2%, 13.6%, 40.9% and 13.6% of the participants were at the scale of '0.5', '1', '1.5', '2' and '2.5' respectively. None of the participants was rated at the scale of '0' from the post-test. The mode of the scale from the oral post-test was '2'. The highest percentage of participants i.e. 40.9% (9 participants) were rated at this scale.

The results from *t-test* have been presented in Table 4.18.

Table 4.18: Oral/speaking test – Paired samples test (*t*-test)

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Average before - Average After	-.84	.62	.13	-1.12	-.56	-6.32	21	.000

From Table 4.18, the results of -6.32 from *t-test* indicated that participants in the study had higher scores in their oral post-test at a significant level (p < .05).

In terms of the effect-size, Cohen's *d* is the appropriate effect size measure to use in the context of a *t-test* on means. *d* is defined as the difference between two means divided by the pooled standard deviation for those means. (Wikipedia, 2006). According, to Cohen (1988: 22), the values of the effect- size were used for the interpretation in terms of the correlation between an effect (in the present study – the BEOC course) and the dependent variable (in the study – participants' improvements in oral English proficiency). The rationale underlying the computation of effect-size as suggested by Cortina and Nouri (1999: 1-8) is "due to the interpretational limitations, we often want information relating not only to the question of whether or not an effect exists, but also to the magnitude of the effect."

However, different people offer different advice regarding how to interpret the resultant effect-size, but the most accepted opinion is that of Cohen (1992: 155-159) where 0.2 is indicative of a small effect, 0.5 a medium and 0.8 a large effect-size. The effect-size is shown in Table 4.19.

Table 4.19: Effect-size

t value	df
-6.32	21
Cohen's *d*	**effect-size *r***
-2.76	0.81

From Table 4.19, the effect-size *r* of 0.81 obtained from the calculation using *t* values and *df* indicates a large effect size.

To summarize, it is found that most participants achieved higher scales from the oral post-test. The highest percentages of participants i.e. 'mode' from the pre-test were at the scale of '0' which is the 'beginner' level whereas 'mode' from the post-test was at the scale of '2' which is the 'survival' level. In terms of effect-size, the size of the effects of the present study is large.

2.2 Vocabulary in Context

In order to determine the participants' use of vocabulary in context, steps taken are listed as follows:

1) The recorded oral pre- and post-test was transcribed.

2) Each observed vocabulary used was counted only once regardless of number of repetitions.

3) The observed vocabulary items used by each participant were totaled.

4) The use of observed vocabulary items between each participant's oral pre-and post-test was compared.

5) SPSS was employed for statistical descriptions and *t-test* result.

Observed use of vocabulary in context in each participant's oral pre- and post-tests has been provided in Appendix L**.**

Paired samples statistics and *t-test* results from pre-and post-oral tests are provided in Table 4.20 and Table 4.21.

Table 4.20: Vocabulary in context: Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Vocabulary in context from oral pre-test	1.82	22	1.33	.28
	Vocabulary in context from oral post-test	16.36	22	3.62	.77

Based on Table 4.20, for the oral pre-test, out of the 40 observed vocabulary items, the maximum number of observed vocabulary used in context by participants was 5 and the minimum was 0. The mean of observed vocabulary from the oral pre-test was 1.82. For the oral post-test, out of the same 40 observed vocabulary, the maximum number of words used was 22 and the minimum was 9. The mean of number of the observed vocabulary used in the context from the oral post-test was 16.36.

Table 4.21: Vocabulary in context: Paired samples test *(t-test)*

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Vocabulary Pretest - Vocabulary Posttest	-14.55	3.43	.73	-16.07	-13.02	-19.88	21	.000

From Table 4.21, the result of -19.88 from *t-test* indicated that participants in the study achieved higher scores from the observed vocabulary in context during their oral post-test at a significant level (p < .05). This can be concluded that participants gain improvements in their vocabulary knowledge after taking the course.

Extracts from the tape transcription of two participants presented in Table 4.22 for purpose of comparisons in terms of their use of vocabulary in context between oral pre-and post-test. The same four topics i.e. customer-verification; credit card enquiries; bank/card payment and update, and; ATM or card cancellation were used in both pre-and post-test. Each participant was asked to select two topics for the test. They may or may not select the same topics they used to answer in their pre-test for their post-test.

Table 4.22: Extracts from tape-transcription: Vocabulary in context

S	Pre-test	Post-test
S3	*Card cancellation:* Good afternoon, may I help you? May I have your name sir? (..uh...) what is your **telephone number**? Do you have (..uh...) **supp.** (use abbreviation) **card**, sir? Thank you, sir. You want to **cancel** credit card? You inform your supp. (abbreviation) card and fax the copy to bank (...pause..) bank send new card to you, sir. Thank you. (laugh.. I do not know what to say.)	*Credit card enquiries:* Good afternoon, phone banking, this is S3 speaking. How may I help you? May I have your name, please? May I have your **card account number**, please? (..pause..) for **security** and **confidentiality** reasons, ..pause... please **allow** me to do **verifications** for **account owner**. May I have your **home phone number**? May I have your **office number**? Do you have **supplementary card**? What is your **mobile phone number**? Thank you for the **information**, sir. Your **available balance** is (..uh..) twenty two thousand baht, sir. Is there anything else I can do, sir? Thank you for calling ABC bank. I am S3 **handling** your **enquiry**. *Card activation:* Good afternoon, phone banking, this is S3 speaking. How may I help you? May I have your name, please? May I have your **card account number**, please? What is your **date of birth**? (..uh..) What is your **mailing address**, sir?

		And, (..pause..) what is your **credit limit**? Thank you, sir. The bank will **activate** the card. You can use in five minutes, sir. Your **cycle** date is twenty-three of every month and **due date** is on eighteenth of every month. You can use the (..pause..). **cash advance**. The fee is 3 per cents of your credit limit. The amount will show on the (...pause...) **statement** next month. Is there anything, sir? Thank you for calling. I am S3 **handling** your **enquiry**.
	(No. of observed vocabulary used in context = 3)	(No. of observed vocabulary used in context = 22)
S6	*Credit card enquiries:* May I have your name, madam? What is your ..uh.. **mail** (ing) **address**? Where you use credit card last time? How much do you pay (..pause..) to bank? (..Uh. .) your **balance** forty thousand baht, madam. (laugh) (I cannot continue .. sorry)	*Credit card enquiries:* (in Thai, I am so excited.) (laugh) Good afternoon, how may I help you? What is your **account number**? What is your full name, sir? For **security** reasons and the sake of **confidentiality**, (..pause..) please **allow** me to ask some **verification** questions. What is your **billing address**? What is your **mobile phone number**? (..Uh..) Do you have **supplementary card**? Thank you for **providing** the **information**. Your **current credit card balance** is two thousand baht, sir. Is there anything else I can do for you? Thank you for your **custom**. I am S6 **handling** your **request**. *Payment updates:* What is your **home phone number**? What is your **office phone number**? You would like to **update** your **statement**, right? The bank (..pause..) received your **payment** yesterday, sir. Your last **transaction** is four thousand baht. Your **outstanding balance** is (..pause...) fifty thousand baht. Thank you for your **custom.** I am S6 **handling** your case.
	(No. of observed vocabulary items used in context = 2)	(No. of observed vocabulary used in context = 20)

Note: S = student

From Table 4.22, during the pre-test, S3 used only 3 observed vocabulary items and S6 used only 2 items from the observed list whereas during their post-test, S3 and S6 used as many as 22 and 20 vocabulary items respectively from the observed list. This indicated a remarkable increase in their use of vocabulary in context. From the transcription, it is also observed that participants usually use such abbreviations as 'supp. card' for the term 'supplementary card' and 'CSR' for 'customer-services representatives'. However, after attending the BEOC course, participants started to properly use full terms in their post-test.

2.3 Participants' Confidence Level in Using English

Regarding the participant's confidence level in using English, this aspect has been obtained from participants' self assessment and from the researcher's observations throughout the course.

1) Participants' Self Assessment

Participants in the study were asked to rate their level of confidence in using English before and after taking the course. They rated their confidence level on the first day of the class and again on the last day of the class using the same scales from 0 to 5 in which 0 indicates 'no confident at all', 1 indicates 'not very confident', '2' indicates 'a little confident', '3' indicates 'fairly confident', '4' indicates 'confident' and '5' indicates 'very confident'.

The participants' self assessment of confidence levels in using English are presented in Table 4.23.

Table 4.23: Participants' self assessment of confidence level in using English before and after the training

Participant (Student: S)	Confidence level BEFORE the training	Confidence level AFTER the training
S1	1	5
S2	1	3
S3	4	5
S4	0	4
S5	0	3
S6	3	5
S7	1	3
S8	3	5
S9	2	4
S10	1	3
S11	0	1
S12	3	5
S13	1	5
S14	3	5
S15	4	5
S16	3	5
S17	2	3
S18	1	3
S19	2	4
S20	1	3
S21	2	5
S22	1	4

Table 4.24: Participants' confidence in using English: Paired samples statistics (self-assessment)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Level Of Confidence-Before	1.77	22	1.23	.26
	Level Of Confidence-After	4.00	22	1.11	.24

From Table 4.24, the participants' mean scale before taking the course is '1.77' (between 'not very confident' and 'a little confident') whereas the mean scale is '4' (confident) after the training. This shows that most participants feel that they gain quite a remarkable increase in their confidence level after taking the course.

Table 4.25: Participants' confidence in using English: Paired samples *t*-test (self-assessment)

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Level Of Confidence-Before - Level Of Confidence-After	-2.23	.922	.197	-2.64	-1.82	-11.327	21	.000

From Table 4.25, the results of -11.38 from *t-test* indicated that the participants in the study rated themselves a much higher level of confidence in speaking English after the training at a significant level (p < .05).

2) Observed Participants' Confidence Level in Class

From class observations and participants' logs, participants' confidence level in using English in class has been rated using the scale of 0 to 5. From literature review, there are no specific criteria suggested in the area of confidence in speaking. The aspects of fluency in terms of pauses/ hesitations together with frequency/number of voluntary participation in class was then considered in rating the participants' confidence level in the study. The aspect of willingness or volunteer in class was considered as this demonstrates participants' confidence to some extent. It is observed that those who are very shy or lack of confidence,

regardless of their English proficiency did not usually volunteer to share or answer in class. They simply kept quiet unless being asked in particular.

The observation was taken mainly during class discussions which last approximately 20-25 minutes in each session.

The interpretation of each scale has been presented in Table 4.26.

Table 4.26: **Participants' observed behaviors**

Scale	Observed behaviors
0	Did not volunteer to share or speak in English al all.
1	Volunteer to answer or share in English *one time with long pauses*
2	Volunteer to share and answer *one time with short pauses*.
3	Volunteer to share and answer *two times with short or no pauses*.
4	Volunteer to share and answer *three times with short or no pauses*.
5	Volunteer to share and answer *more than three times with short or no pauses*.

Note:
Short pause is defined by not more than five seconds in silence or one uh/ah
Long pause is defined by more than five seconds in silence or more than one uh/ah

The scale of each participant's level of confidence in using English in each class throughout the 26 sessions is presented in Appendix M.

The scale of each participant's confidence in using English during the first class and the last class has been highlighted in Table 4.27.

Table 4.27: Participants' confidence level (from class observations)

Student (S)	Observed confidence level from the first class	Observed confidence level from the last class
S1	0	4
S2	1	4
S3	2	5
S4	0	4
S5	1	4
S6	2	5
S7	1	3
S8	2	4
S9	1	3
S10	0	3
S11	0	2
S12	2	5
S13	1	5
S14	2	5
S15	3	5
S16	2	4
S17	1	3
S18	0	4
S19	1	4
S20	0	3
S21	2	5
S22	0	4

Table 4.28: Participants' confidence level: Paired Samples Statistics (from class observations)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Level Of Confidence-Before	1.09	22	.92	.196
	Level Of Confidence-After	4.00	22	.87	.186

From Table 4.28, the participants' mean scale from class observation during the first class of BEOC course is '1.09' (between 'not very confident' and 'a little confident') whereas the mean scale is '4' (confident) from class observation on the last day of the class. This corresponds with the participants' self assessment that most of them gained a remarkable increase in confidence level at the end of the course.

Table 4.29: Participants' confidence level: Paired Samples *t-test* (from class observations)

				95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Level Of Confidence-Before - Level Of Confidence-After	-2.91	.750	.16	-3.24	-2.58	-18.19	21	.000

From Table 4.29, the results of -18.19 from *t-test* indicated that, participants in the study have been rated a higher level of confidence in speaking English from observation on the last class of the course, at a significant level (p < 05).

To conclude, majority of the participants gained much level of confidence in using English after taking the course compared to before taking the course in their self assessment and from class observations. Extracts from transcription of two participants in their oral pre-and post-test are presented in Table 4.30 as additional instance of participants' increase in confidence level.

Table 4.30: Extracts from tape-transcription: Participants' observed confidence

Student	*Pre-test*	*Post-test*
S8	***Card cancellation:*** Good afternoon. You *(..pause...)* want to stop card *(..pause..)* *(...uh..)* cancel supp. (use abbreviation) card? He *(..pause..)* overuse the card? *(.......long pauses.....)* (In Thai.. something like that.. I am ***not confident*** to continue.)	***Payment update:*** Good afternoon, phone banking, I am S8. How may I help you? What is your account number? What is your name, sir? Thank you. May I have your personal information for security reasons and the sake of confidentiality *(...pause...)* (laugh) please allow me to verify your account owner. What is your credit limit? What is your billing address? What is your *(...pause...)* cell phone number? Thank you, sir. When did you pay *(...uh...)* to the bank, sir? How much is your cheque? Forty thousand baht, right? Tomorrow your payment will update on the system. Your outstanding balance is forty five thousand baht. Anything else, sir? Thank you for your custom. This is S8 handling your enquiry. *Card activation:* What is your date of birth, sir? Do you have supplementary card? What is your credit limit? Thank you for the information. When did you *(..ah..)* receive the credit card, sir? At your office? Okay, I will activate your card. After you hang up, you can use the card. Your first statement cycle will be every fourth of the month. Payment due date is twenty-eighth of

		every month. Is there anything else, sir? Thank you for your call. This is S8 handling your enquiry.
S13	*Customer- verification:* May I have *(..uh..)* your name, please? *(..uh..)* what is your *(.......long .pause......)* telephone number, madam? (in Thai, I am very excited. I am *not sure* what I should say)	*Credit card enquiries:* Good afternoon, phone banking, how may I help you? What is your account number, sir? May I have your name, please? For security and confidentiality sake, please allow me to ask some verification questions. What is your date of birth? What is your mobile phone number? What is your home phone number? Thank you for the information. Your *(...uh...)* current balance is twenty-five thousand baht, sir. Is there anything else, sir? Thank you for your custom. This is S13 handling your case. *Payment updates:* Please allow me to verify your account owner, sir. What is your credit limit? *(..uh...)* Do you have supplementary card? Thank you, sir. We received your cheque yesterday. And, *(...pause...)* your outstanding balance is now fifty thousand baht, sir. Thank you for your call. I am S13 handling your enquiry.

During the pre-test, both S8 and S13 expressed in Thai that they were not very confident in speaking English. Many pauses and the use of 'uh' or 'ah' were observed and both of them gave up speaking pretty soon. On the contrary, during the post-test, these two participants could speak much fluently and successfully complete the task with noticeable decrease in number of pauses or the use of 'uh' or 'ah'.

2.4 End-of-course Evaluation

Information from end-of-course evaluation form has been summarized and presented in Table 4.31 (page 120-121).

Table 4.31: Information from end-of-course evaluation

Rate your own attitude/progress/ performance AFTER taking the BEOC course	No. of Learners Frequencies (percentages)
Attitudes towards English	
Very good	9 (40.9%)
Good	11 (50.0%)
Fair	2 (9.1%)
Bad	0 (0%)
Total	22 (100%)
Your Progress in English	
Very good	2 (9.1%)
Good	15 (68.2%)
Fair	5 (22.7%)
Bad	0 (0%)
Total	22 (100%)
Your Performance in English	
Very good	1 (4.5%)
Good	11 (50.0%)
Fair	10 (45.5%)
Bad	0 (0%)
Total	22 (100%)
After taking the course, how much progress have you made in using English in these following areas?	
Vocabulary in Banking	
None	0 (0%)
Little	0 (0%)
Fine	10 (45.5%)
Great	12 (54.5%)
Total	22 (100%)
Self-Introduction	
None	0 (0%)
Little	0 (0%)
Fine	11 (50.0%)
Great	11 (50.0%)
Total	22 (100%)
Customer Verification	
None	0 (0%)
Little	0 (0%)
Fine	10 (45.5%)
Great	12 (54.5%)
Total	22 (100%)
Providing credit card information to customers	
None	0 (0%)
Little	0 (0%)
Fine	18 (81.8%)
Great	4 (18.2%)
Total	22 (100%)
Handling basic customers' complaints	
None	1 (4.5%)
Little	9 (41.0%)
Fine	11 (50.0%)
Great	1 (4.5%)
Total	22 (100%)

Providing information on bank accounts	
None	0 (0%)
Little	3 (13.6%)
Fine	17 (77.3%)
Great	2 (9.1%)
Total	22 (100.0%)
In overall, **This course was….**	
Very useful 5	21 (95.5%)
4	1 (4.5%)
3	0 (0%)
2	0 (0%)
Not useful 1	0 (0%)
Total	22 (100%)
The teacher was….	
Very helpful 5	22 (100%)
4	0 (0%)
3	0 (0%)
2	0 (0%)
Not helpful 1	0 (0%)
Total	22 (100%)
The materials were….	
Very useful 5	17 (77.3%)
4	5 (22.7%)
3	0 (0%)
2	0 (0%)
Not useful 1	0 (0%)
Total	22 (100%)

From Table 4.31, the first part of the evaluation form was about participants' attitudes, progress and performance *after* taking the course. Participants' attitudes towards English were 'good' (50.0%), 'very good' (40.9%) and 'fair' (9.1%) respectively. Their progress in English was 'good' (68.2%), 'fair' (22.7%), and 'very good' (9.1%) respectively. In terms of their performance in English, they rated 'good' (50.0%), 'fair' (45.5%), and 'very good' (4.5%) respectively. None of the participant rated 'bad' for this part.

The next part of the form was about participant's progress in each of the competency. Progress in banking vocabulary was rated as 'great' (54.5%) and 'fine' (45.5%). Progress in self-introduction was rated as 'great' (50.0%) and 'fine' (50.0%).

Regarding credit card information, progress was rated as 'great' (54.5%) and 'fine' (45.5%). A tough area like handling customers' complaints was rated as 'fine' (50.0%), 'little progress' (41.0%), 'great progress' (4.5%) and 'no progress' (4.5%) whereas providing information on bank accounts was rated as 'fine' (77.3%), 'little progress' (13.6%) and 'great progress' (9.1%).

When asked to rate the overall course, the teacher, and the materials, participants said the course was 'very useful' (95.5%) and 'useful' (4.5%); the teacher was 'very helpful' (100%); and the materials were 'very useful' (77.3%) and 'useful' (22.7%).

The last part of the form was the open-response question asking for participants' additional comments. There were nine participants providing their suggestions/ comments. Five of them said they wanted to continue learning the course, two said the course was good and interesting and two said the course was very suitable for their jobs.

In addition to the end-of-course evaluation form, the researcher requested the participants to describe what they have learned or gained from taking the course. Some participants provided more than one comment. The comments are grouped and presented in Table 4.32.

Table 4.32: Comments from participants on the last day of the course

What I have learned and gained from taking BEOC (Participants may provide more than one answer)	No. of Learners Frequencies (percentages)
1. Lessons were very authentic and useful for my work	12 (43.0%)
2. I have learned many new things about English language e.g. vocabulary, pronunciation	6 (21.4%)
3. I have gained more confidence in speaking English	4 (14.3%)
4. I have acquired more knowledge about cross-cultural communication	2 (7.1%)
5. I think English was not that difficult and I had more positive attitudes towards English	2 (7.1%)
6. I got to know my friends more.	2 (7.1%)
Total comments	**28 (100%)**

From the table, the comment that lessons were 'authentic' and 'useful' for their work represents the highest percentage of 43.0%. Then, 21.4% and 14.3% of the participants mentioned that they learned many new things about English from the course and they gained more confidence in speaking English respectively. The remaining comments included knowledge about cross-cultural communication; that they had more positive attitudes towards English and, they got to know their friends more.

2.5 Teacher's and Participants' Logs

Records on teacher's log throughout the two-month course are provided in Appendix N. Summary of records on participants' logs are provided in Appendix O.

Two major interesting *qualitative aspects* i.e. classroom environment and motivation observed from the logs and along the course have been presented as follows:

1) Classroom Environment

The learners were customer-services staff that have interests and potential in using English at their work. They applied for the course mostly on a voluntary basis. There were a few learners who just joined the bank and were encouraged by their managers to attend the class. All of them were pre-tested and post-tested for their speaking and their vocabulary skills. They were also asked to fill in their confidence level in using English in a form before and after taking the course.

At the beginning of the class, there were twenty-three learners. However, after two weeks, one learner requested to drop the course due to her health problem. Therefore, there were twenty-two learners that successfully completed the course.

The room used for this English course was the department meeting room . The size of the room was appropriate to accommodate approximately twenty persons. Thus, the room space was a bit limited especially when all the 23 learners and one or two of their manager/supervisor (as observers) attended the class. Learners were seated in two U-shape rows. Three lesson plans are provided in Appendix P.

On the first day of the class (February 1, 2006), it was observed that several learners were still nervous, shy and quiet. Some were not acquainted with others from different working teams. The atmosphere of the class was a little tense. A brief field note describing the classroom environment on the first day of the class has been provided in Table 4.33.

Table 4.33: Field Note describing the classroom environment on the first day of the class

Field Note: Classroom learning contexts for BEOC course

(February 1, 2006)

There were twenty three staff applying for the course. On the first day of the class, twenty one of them attended the class. One absentee was on his leave and another one was still working on evening shift till the end of the week. Learners were all working in the phone-banking (or commonly known as 'call-center') department. They came from different working teams under different supervisors. Hence, they may or may not know each other. A few learners just joined the bank for a short time. The room used for the English class was the department meeting room. It was occupied for other meeting till 5.35 p.m.

When the room was available, the teacher set up the computer and CD player. The class began at 5.40 p.m. when most of the learners arrived. They looked a bit tired from work. One of their managers came to observe and wrote each learner's nickname on a piece of paper. Their nicknames were attached at the wall behind their desks. The teacher briefly introduced herself to the class. Then, the first module on general English about 'greeting and introduction' was discussed in class. A few learners carried

their talking dictionaries and searched for words from time to time. Each learner paid good attention in class. Next, each learner practiced giving a short self-introduction. The teacher made it clear to the class that the use of English was preferred, yet language mix between Thai and English was still acceptable during the first few classes. Most learners attempted to speak in English with only one learner asked for permission to introduce herself in Thai. As the class moved on, the teacher asked for ideas and answers from learners on a voluntary basis. There were 6-7 learners that volunteered to participate and share their ideas. The rest usually kept silent and took short notes. During the self-introduction practice, S1, S4, S11, S18 produced only a few sentences and their faces either turned pale or became flushed. The teacher did not push them further. It was observed that these four learners usually asked their classmates sitting next to them for the Thai meaning of some words. Around 7.25 p.m., the teacher distributed the participants' logs to all learners. Each learner completed his/her log before leaving the class. Due to different language proficiency levels among learners (ranging from the scale of '0' to '2' from their oral pre-test) a few learners commented that the class was a little too fast while a couple said it was too slow. The teacher acknowledged and planned to adjust as appropriate. The class adjourned at 7.35 p.m. Some learners rushed back home while the rest went back to their offices to clear up their jobs.

Note: The room size was somewhat limited and thus, learners had to sit pretty close together. There was not enough room for them to move around. Yet, the good point is that none would feel left alone and it was easy for learners to get to know the persons sitting next to them or to ask for any assistance.

Throughout the class, several learners particularly S1, S4, S11 and S18 looked quite nervous. These four learners were at the scale of '0' from the oral pre-test. They also rated their confidence level in using English at either '0' or '1' indicating either 'no confident at all' or 'not very confident'.

However, after a few weeks, it was clearly noticed that there were more interactions among learners themselves and between learners and teacher. Learners now seemed much relaxed in class. A few learners expressed that they were quite stressed and tired from work. Yet, once they attended the class, most of them voluntarily shared their knowledge and experiences. The class has a very friendly atmosphere as learners became very close to one another, teasing each another from time to time. Several learners demonstrated *more confidence in using English. They also informed the teacher that they successfully handled some foreign calls themselves by referring to the course manual.* The field note on February 23, 2006, three weeks after the class, is presented in Table 4.34.

Table 4.34: Field Note describing the classroom environment after three weeks of the class

Field Note: Classroom learning contexts for BEOC course
(February 23, 2006)

The topic for the class was on the second module of English for customer-services staff about 'request to change the billing address and the payment cycle of the credit card.' There were twenty attendants today. It was observed that after a few weeks of the course, learners were much relaxed. They were very enthusiastic in discussing in class especially when the teacher shared a new article retrieved from the internet about funny and wrong translation commonly found in several DVDs, VCDs. They were all participative and active in sharing, asking and answering questions. S1, S4 and S11 who usually kept silent started to answer more questions and share their views. Sometimes they did such things themselves and sometimes their friends encouraged them to speak up. Once these learners participated in class, the rest usually appreciated their efforts by expressing certain words like "wonderful" and "wow".

When class ended, a couple of learners came to ask a few questions and shared their experience in using English at work. S13 and S18 said they were very much delighted for being able to handle some foreign calls themselves without having to transfer the lines to their supervisors. They seemed to gain more confidence in using English and also felt good that they could make it.

From participants' logs on February 23, 2006, most learners shared similar comments that 'my classmates are helpful and co-operative in class.', and, 'it's very fun today.' Three of them said 'my friends are very clever.' Four

mentioned that 'I like the friendly and warm atmosphere in class.' One learner wrote 'I learn good things about English from my classmates and that is useful to improve myself.'

Since the second week of the class onwards, S1 and S18 usually came to class before time. Both of them would offer to set up the room by arranging the desks in two u-shape rows and assisted the teacher to set up the computer and CD player.

Throughout the course, several participants also stated that they never had much opportunity to speak English in class either at schools or in any English training courses. Teachers usually lectured and students simply listened. They commented that this course was the first English course that they really had chance to participate, practice and speak a lot. They were enthusiastic and had a good time practicing English. Extracts from a few participants demonstrating about this aspect are:

S1: I never had a chance to speak English in class before. Normally, the teacher just came to lecture and students just listened and took notes.

S9: Most of the English classes I took in schools focused a lot on grammar. Things like tenses, adjectives and adverbs are quite complicated and sometimes discouraged me to learn English. Most English teachers never asked me to speak in class. I usually learned by heart to take the English tests and I nearly forgot everything I learned once I stepped out of the class.

S20: English is quite difficult in my viewpoint. Yet, this course is pretty much enjoyable. The way the teacher asked the class to do pair-work, practice role-play and speak up in class makes me less nervous about English. Now, I think English is fun and I feel enthusiastic to attend every session of the class. (Her attendance level is as high as 92 %.)

2) Motivation

2.1) Motivation on Learners' Part

"Without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language" (Dornyei, 2001: 5). In the present study, learners want to learn and improve their English as they recognize that English proficiency plays a significant role for their career advancement. As a result, they tend to pay more attention to learn and develop

their English. This also supports some of the advantages of ESP by Strevens (1988) cited in Dudley-Evans and St John (1998: 9) that "being focused on the learner's need, it wastes no time; it is relevant to the learner; and it is successful in imparting learning".

Motivation seems to play a very significant role for participants in the study. It has been observed that those with strong motivation to learn achieved considerably outstanding English improvements from their learning. Two participants i.e. S1 and S18 with low pre-test scores from both speaking and vocabulary test achieved very remarkable increase in both aspects after taking the course.

Extracts from these two participants' logs together with a number of informal conversations with the teacher are presented as follows:

S1: I think English is very important for my career path if I want to work here (in the area of international banks) and move up to higher positions. Besides, I used to learn lots of difficult things in the past and thus, I believe English couldn't be more difficult. With my attention and hardworking in the study, I should be able to learn and improve my English as well.

S18: In my opinion, English is very difficult. And yet, my job requires me to use a lot of English which I feel very stressed and uncomfortable. Anyway, I tell myself that if I want to stay and grow with the bank, I need to improve my English. Thus, I decided to attend the course. I try to pay attention and practice English both in and outside the class. I hope I could have more or less progress in my English.

Both S1 and S18 seem to have a similar language goal toward *instrumental orientation* as they view English as the important instrument to help them grow in their career.

These two participants rarely missed the class. Their attendance level was among those highest in class (96%). Once in a while, both of them said 'I am very tired from work but I don't want to miss the class at all. I want to learn as much English as I could during these two months.' Their pre-and post-test scores and their percentages of attendance are presented in Table 4.35.

Table 4.35: A pre-and post-test scores of two students with the highest attendance

Student/ score	Speaking (pre-test)	*Speaking (post-test)*	Vocabulary- (pre-test)	*Vocabulary (post-test)*	Attendance %
S1	0	*2*	18	*38*	**96%**
S18	0	*2*	21	*41*	**96%**

In the oral pre-test, these two participants were both rated at '0'. S1 could understand very little of the questions asked. She had long pauses during conversations and needed a lot of repetitions from the interviewer. Eventually, she could not complete the test. S18 simply did not answer at all. She just smiled and said in Thai that 'I'm sorry. I am very poor in English.'

However, in the oral post-test, both of them demonstrated higher level of English proficiency by answering smoothly with very few repetitions.

Examples of extracts from tape-transcription from the oral post-test of these two participants i.e. S1 and S18 are given:

(Topic "Current usable credit card enquiry")

S1:   Good afternoon, phone banking, this is S1 speaking. How may I help you?
Rater: Good afternoon, Miss S1. I'd like to know my current usable credit card balance.
S1:   Excuse me, madam, may I have your name, please?
Rater: I am Mrs. Williams Basinger.
S1:   Mrs. Basinger, May I (uh) have your card account number, please?
Rater: Yes, it is 4550 1122 1133 1144.
S1:   4550 (uh...) 1122 1133 1144. Thank you. Mrs. Smith, for security reasons and the sake of confidentiality, may I ask you some verification questions?
Rater: Okay.
S1:   (uh...) May I have your date of birth, please?
Rater: It is August 10, 1976.
S1:   August 10, 1976. Thank you. May I have your mailing address, please?
Rater: 165 New Road, Sathorn, Yannawa, Bangkok.
S1:   Thank you. And, (uh...) do you have any supplementary card, madam?
Rater: No, I don't.
S1:   Thank you for providing me the information, Mrs. Basinger. (uh...) Your current usable credit card balance is twenty-five thousand Baht, madam.
Rater: Okay. Thank you.
S1:   Is there anything else that I can do for you, Mrs. Basinger?
Rater: Um..., when do I have to settle my payment?
S1:   Settle my (uh...) your payment? It's on 25th of every month, madam.
Rater: 25th. Okay.

S1:   Thank you for your call. I am S1 and I have been taken care of your enquiry.
        Have a nice afternoon. Good bye.

(Topic "Bank payment enquiry and update")

S18:   Good afternoon, phone banking, this is S18 speaking. How may I
        help you?
Rater: Good afternoon. I'd like to know if the bank has already received my
        cheque which I mailed to the bank yesterday.
S18:   Of course, may I have your name, please?
Rater: Roberts Nicholas
S18:   Mr. Nicholas, may I have your personal information (uh...) for verification of
        the bank owner, sir?
Rater: Uh huh.
S18:   May I have your mailing address, please?
Rater: 39 Chaeng Wattana Road, Pak Kret, Nonthaburi.
S18:   Thank you. And, what is your office phone number, sir?
Rater: 02 655 7890
S18:   Thank you for your information. Mr. Nicholas, how much did you (uh...)
        mail to the bank yesterday, sir?
Rater: Forty thousands baht
S18:   Forty thousands baht. Let me check. All right, we have already received it, sir.
Rater: How much is my updated balance now?
S18:   Your updated balance is (uh...) seventy-five thousands baht, sir.
Rater: Okay. Thanks.
S18:   And, would you like any other information, sir?
Rater: No, that's all.
S18:   Thank you for calling the bank, Mr. Nicholas. I am S18 and I have been
        answering your inquiry. Have a nice day. Goodbye.

        The above behavioral patterns produced by S1 and S18 in their oral

post-test made these two participants qualify for the scale of '2' – 'survival' as both of

them can successfully accomplish the task. They can fluently ask and describe these

matters in some details. Only a few pauses or mistakes were found.

2.2) Motivation from the Teacher's Part

                        Realizing how important motivation could play

 in language learning, thus, in the BEOC course, apart from the motivation from

learners themselves, the teacher in this course also attempted to create the

motivational conditions in class. She tried to bring about appropriate teacher

behaviors and a good relationship with the learners. She also attempted to promote a

pleasant and supportive classroom as well as a cohesive learner group as much as

possible. The teacher found that such conditions actually yielded satisfactory results in learners' language attitudes and learning.

Summary

This chapter presents the results and findings from each stage of the study in response to the research questions. Information from the needs analysis via the use of questionnaires, semi-structured interviews and site observations has been reported. The information points out that the participants' current level of English proficiency is inadequate and they need more English training to properly perform their tasks as customer-services staff working in international banks.

To fill the gap, a tailor-made Business English Oral Communication (BEOC) has been developed. The second section of this chapter then presents the course development process. Comments from experts regarding the course together with the results from the pilot study are reported. The course is then adjusted according to the experts' comments and information obtained from the pilot study for actual course implementation. The main study was conducted and evaluation of the course is made.

With regard to quantitative side, the increase in scales from oral test, and the use of vocabulary in context together with the participants' confidence level in speaking English after the course implementation is statistically significant. The qualitative analysis on such aspects as motivation and the classroom environment were brought up to provide insights and the clearer picture of the course.

The last chapter will cover the summary, discussions of the findings, suggestions and recommendations for further study.

CHAPTER V
SUMMARY AND DISCUSSION

I. Summary

The present study has the main objectives to investigate the needs for business English oral communication of customer-services staff in international banks; to develop a Business English Oral Communication (BEOC) training course for Thai customer-services staff in international banks based on the needs analysis; to evaluate the effectiveness of the Business English Oral Communication (BEOC) training course; and, to explore participants' self-confidence level in using English after the training.

Participants in the needs analysis stage were customer-services staff and supervisors/managers from six international banks in Thailand. Participants in the main study were customer-services staff working in an international bank in Thailand. 22 participants completed the course. The class time was scheduled between 5.30 p.m. to 7.30 p.m. on every Tuesday, Wednesday and Thursday for two months during February and March 2006. The total course hours were 52 hours in 26 sessions.

There are three main parts in the study - needs analysis, course development and course implementation/evaluation.

1. Needs Analysis

In order to develop the course, needs analysis was conducted. The details are described as follows:

Needs Analysis was conducted to gather information about the customer-services staff' backgrounds, their needs and problems in using English. The instruments were questionnaires, semi-structured interviews and observation at the bank

1.1 Questionnaires were distributed to one hundred and seventy four customer-services staff in six international banks in Thailand.

1.2 Semi-structured interviews were conducted with fourteen customer-services staff and six managers/supervisors in six international banks.

1.3 Observation was done at the bank during November, 2004 to October, 2005. The researcher observed 22 times and spent approximately three hours for each observation.

2. Course Development

Adult-learners and competency-based syllabus were the underlying principles in designing the course materials. The content of the lessons was mainly based on the needs analysis, the authentic materials and through the sharing of knowledge and experiences of participants in the study.

After the course was developed, it was validated by five experts. Then, one sample lesson was piloted with nine participants having similar characteristics with the participants in the main study. The information obtained from the pilot study was used to adjust the lesson as appropriate.

3. Course Implementation and Evaluation

The course was implemented with the participants in the main study (customer-services staff in an international bank) for two months totaling 52 hours. To evaluate the effectiveness of the course both quantitatively and qualitatively, the instruments used and their timing were summarized as follows:

3.1 The course was evaluated through the participants' improvements in the oral/speaking test before and after the training together with their use of vocabulary in context.

3.2 The course was also evaluated via the participants' confidence level in speaking English together with the teacher's class observations before and after the training.

3.3 End-of-course evaluation form was distributed to have participants rate each aspect after the training.

3.4 Participants' logs and teacher's logs were used to gather more information about the course in terms of qualitative data.

II. Findings

1. In response to the research question 1: What are the needs for business English oral communication of customer-services staff in international banks?, information from the needs analysis using questionnaires, interviews and site observations has been collected and analyzed.

From questionnaires, regarding the level of difficulty in using each skill at work, most staff rated the four skills as moderately difficult. The results also indicated that speaking and listening skills were considered difficult and very difficult skills for staff when compared to reading and writing. In terms of their current ability, a high percentage of staff still considered their ability to be either poor or very poor. The sampled staff considered additional English training for most of the tasks/ competencies to be necessary, very necessary and most necessary.

Information gathered from the interviews with staff also indicates that most of the sampled staff thought that the management still considered their English proficiency as being insufficient for use. Such response corresponds with the information gathered from interviews with the management. All the managers/ supervisors being interviewed shared the same opinion that English is very important for the area of international banking field. However, most of their present staff still did not have satisfactory level of English proficiency to handle their jobs. Information from the site observations further supports information from those of questionnaires and interviews that the level of English proficiency required by the staff under the study is still different from their current level.

2. In response to the research question 2: Will the business English oral communication course meet the needs to enhance the participants' business English oral communication?, the results of -6.32 from *t-test* indicated that participants in the study had higher scores in their oral post-test at a significant level (p < .05). The effect-size *r* of 0.81 obtained from the calculation using *t* values and *df* also indicates a large effect size. In terms of participants' use of vocabulary in context as observed

from their oral pre- and post-tests, the result of -19.88 from *t-test* indicated that participants have achieved higher scores from the observed vocabulary in context at a significant level (p < .05). All these results indicate significant improvements in participants' business English oral communications, and thus, demonstrate that the course successfully met the needs of participants under study. In addition, participants also rated positively in most areas and aspects of the course in their end-of-course evaluation form.

3. In response to the research question 3: Will the participants have higher level of self-confidence in speaking English after the training?", the result of -11.33 from *t-test* from the participants' self assessment indicates that participants rated themselves as having higher level of confidence in speaking English after the training at a statistical significant level (p < .05). The results of -18.19 from *t-test* from class observation comparing between the means of participants' confidence level between the first day and the last day of the course also indicated that participants gained a higher level of confidence in speaking English at a significant level (p < .05).

III. Discussions

This study demonstrates how a language teacher can develop an EOP course tailoring to the learners' needs. Some distinguishing features of the study that have contributed to the participants' improvements in their language and their confidence level will be discussed.

1. An English for Occupational Purposes (EOP) Course

The present study is in the area of English for Occupational Purposes (EOP). The BEOC course is designed specifically to meet the language needs of participants in the study who are staff currently working full-time in the area of customer-services in international banks.

The authentic materials used in the study were prepared mainly based on the actual Thai scripts that staff are using in handling the customers' calls in various situations. According to Dudley-Evans and St John (1998: 29), a text is truly authentic if it is exploited in ways that reflect real world use. In this context, most of the calls are in the area of credit card enquiries, banking enquiries, complaints and general enquiries and materials in form of a manual were developed accordingly. Participants shared in class that they kept this course manual as a valuable tool and reference in handling foreign customers. As the lessons and materials are authentic and useful for their work, participants have more opportunity to practice the lessons learned on their actual daily work enabling them to acquire higher level of English proficiency and confidence level.

As mentioned earlier, most of the previous studies in English for Specific Purposes focus on English for Academic Purposes (EAP) rather than English for Occupational Purposes (EOP) (Supatakulrat and Wasanasomsithi, 2005: 21). This incidence may be due to the fact that most ESP teachers have a language teaching background and do not have first-time experience of the content and context of other disciplines (Dudley-Evans and St John, 1998: 60). Besides, the issue of confidentiality, particularly in the area of business, makes it even more difficult to get access to the target groups to analyze their needs and problems (St John, 1996). However, once such obstacles have been overcome, the results are very rewarding.

From the course evaluation, it is found that the results answer the research question i.e. whether the course has enhanced participants' level of English oral proficiency and vocabulary knowledge after the training; and, they also have higher level of confidence in speaking English after the training. Though, normally, learners' speaking proficiency might not change at a drastic level within a short period of time, participants in this study achieved significantly higher scores after the training. Evidence of participants' improvements in their English oral proficiency and their confidence level in speaking English are demonstrated as follows:

1.1 Oral/Speaking Test

From the oral pre-test, for those participants who were rated at the scale of '0', most of them have certain similar language behaviors or patterns that fall in this particular scale. S1, S4, S11, S17 and S22 could understand very little of the questions asked. They usually had long pauses during conversations

and needed a lot of repetitions from the interviewer. S2, S18 and S20 simply did not answer at all. They just smiled and said in Thai that "I'm sorry. I am very poor in English and have no idea what to say."

S13, S19 were at the scale of '0.5' as these two could somehow understand the questions and attempted to answer. Yet the answers given were not so complete and need repetitions. While those who were rated at the scale of 'Speaking 1' like S7, S8, S9, S10, S12 and S16 could give some basic information to the questions asked with some pauses and a few repetitions from the interviewer.

S5, S6, S15 and S21 were at the scale of '1.5' as they had reasonably good understanding of the questions asked and could provide simple information with fewer pauses, yet, they did not use any modifying or connective devices which are the requirements for the scale of '2'.

S3 and S14 were the only two participants who were rated at the scale of '2' from the pre-test. These two staff had good understanding of the questions asked and can answer them quite fluently. They also demonstrated the use of subordinate clauses and connective devices. However, they had some problems with vocabulary in the area of banking. For instance, they use the term 'supp card' when talking about the types of credit cards available. When the rater asked what the meaning of such term is. They cannot think of the full term which is 'supplementary card'.

From the oral post-test, S4, S11 and S22 were rated at the scale of '0.5'. These three participants were previously rated at '0' from the pre-test. For the post-test, they seemed to have better understanding of the questions asked and can provide some information. However, they still needed a number of repetitions and took long pauses to answer. From the pre-test, S4 and S22 were at the scale of '0' as they did not answer at all saying in Thai that their English is very poor whereas S11 did try to speak but with many mistakes and long pauses.

S8, S12, S17 and S19 were rated at the scale of '1'. The scale remains unchanged for S8 and S12 in both pre-test and post-test. S17 gained improvement from '0' in the pre-test and S19 improved from '0.5'.

S2, S7 and S10 were rated at the scale of '1.5'. Compared to the pre-test, all of them achieved higher scale as they can understand the questions and can communicate quite comprehensibly with fewer pauses. Yet, not many connective devices were used.

S1, S5, S6, S9, S13, S15, S18, S20 and S21 were rated at the scale of '2'. The main language behaviors of this group were that they could properly describe the matters in some details with the use of subordinate clauses and modifying devices with reasonably good vocabulary. These participants have good understanding of the questions. A few pauses are encountered from time to time but not often. Among these participants, S1, S18 and S20 got drastic increase in scale from '0' to '2'

S3, S14 and S16 were rated at the scale of '2.5'. These three participants demonstrate similar language behaviors as they could clearly and smoothly express their points about the topics asked. They have similar language behaviors with those of '2' but with somewhat higher level of fluency and minimal pauses. However, when asked about something else apart from what is learned in class, they could not answer very fluently.

Aspects contributing to participants' improvements in their language abilities are discussed in details in the following sections under *competency-based approach, motivation in language learning and participants' learning strategies and interactions.*

1.2 Participants' Confidence Level in Speaking English

Before taking the course, three (13.6%), eight (36.4%), four (18.2%) , five (22.7%) and two (9.1%) of the participants rated their confidence level in speaking English at '0', '1', '2', '3', and '4' respectively. None of the participants rated '5' for their confidence level.

After taking the course, one(4.5%) , seven (31.8%), four(18.2%) and ten (45.5%) of the participants rated their confidence level in speaking English at '1', '3', '4' and '5' respectively. None rated '0' or '2' for their confidence level.

Five participants i.e. S1, S4, S13, S21 and S22 rated drastic increase in their confidence level after taking the course. From their logs and observations during the course, these participants expressed similar viewpoints that they never have much chance to practice English before and they were nervous of making mistakes. After a few weeks, they tend to gain confidence. From the class observations, these participants rarely spoke or used English during the first few weeks. They seemed to be too quiet and shy to express any opinions in English. Yet,

after a while, they began to ask and answer more questions voluntarily with more confidence. This may be due to certain aspects as observed from their logs and informal conversations with the teacher.

> S1: I went back home and practice speaking English almost every day. I find English is fun and not that difficult. Yesterday, my husband said my English accent is getting much better. I don't want to miss the class at all.

> *(Note: At the beginning of the class, S1 looked very tense in class. After a few weeks, she looked much relaxed and happier in class.)*

> S4: I am shy and afraid of using English. (He normally blushed when being asked to speak in class during the first week). Anyway, I like when the teacher asks each student to practice and answer questions in class. With more chance to practice, I gradually feel less shy and find it fun instead.

> S15 and S21 shared similar points: I think my English is getting better and so I gain more confidence in speaking it in class and at work. When foreign customers called, I attempted to answer by referring to the handouts. It works quite well. I could handle quite many simple calls myself.

> S22: I rarely spoke English at school. Even when I have been working here (at the international bank), I always avoid speaking English and ask my friends to help me handle those English calls. However, after taking the class, I believe I learn quite a lot. Besides, I got the course handouts and manuals which I can always refer to at all times.

In conclusion, the above participants reported the lack of opportunity to practice much English at school and at work. Once they started to practice in the course, they gradually gained higher levels of confidence (Parker 2001).

2. A Whole Picture of ESP Course

While most studies in ESP merely utilize the concept of needs analysis to determine the language needs of each target group without translating them into actual course and a large number of English courses are developed without conducting a full-scale needs analysis (Pholsward, 1989; Savangvororose, 1983; Silpa-Anan, 1991; Tubtimtong, 1994), the present study has completely covered the whole process of an ESP course design ranging from a thorough needs analysis to course development, course implementation and course evaluation.
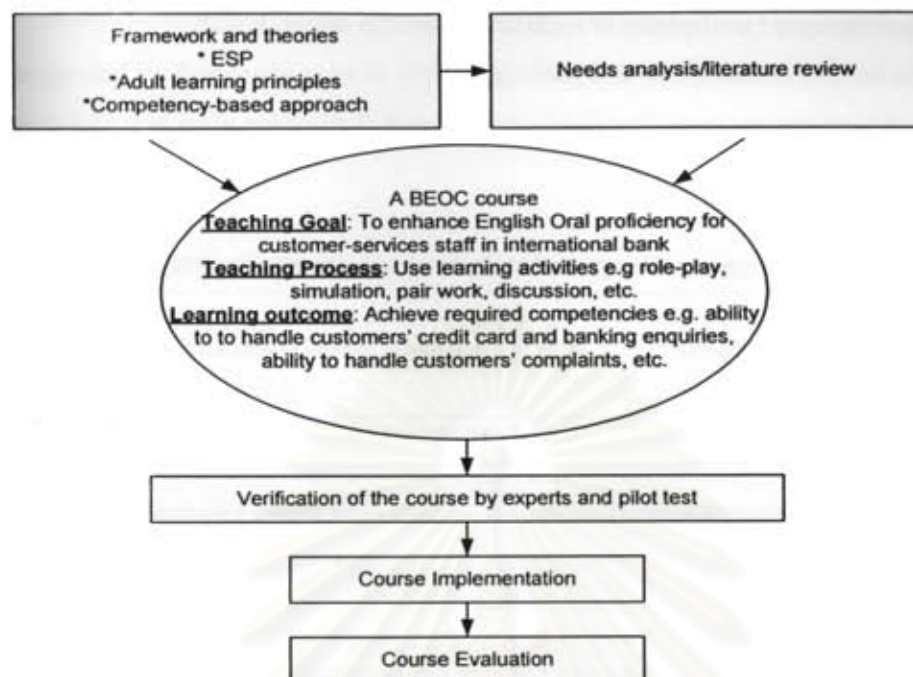
Referring to Figure 4.11 'framework for course development' as previously presented in Chapter IV, the study has started from the needs analysis with relevant theories of adult learners, social constructivism and ESP. The study then moves to the development of the Business English Oral Communication (BEOC) course. The validation process has been conducted through experts and pilot test. After the adjustment, the course has been fully implemented with participants that are actual staff in an international bank. The course was evaluated both in terms of quantitative and qualitative data. Each step is analyzed and presented in details for readers to have the whole picture of how an ESP course has been designed and used.

One of the most important reasons leading to the effective course design is that the course has been tailor-made in response to the very specific needs of these learners and this enables them to be able to properly focus their concentration and achieve satisfactory learning results. According to Dudley-Evans and St John (1998: 122), needs analysis is the corner stone of ESP and leads to a very focused course. Results from this present study confirm that *needs analysis*, to gather as much information about the needs and problems of participants in this context of international banking, is the key and vital step for a successful ESP course design.

Based on the effective practices in workplace language training suggested by Friedenburg et al. (2003: xi-xiii), this study has fit almost all of the practices that were relevant to the context. Such practices are summarized in Table 5.1.

Table 5.1: The Effective Practices as performed in the present study

Effective practices in workplace language training	The present study
1) Effective Practice 1: the workplace language training provider has an effective, current strategic plan including setting goals and creating development and strategies.	The present study determined a very clear goal to enhance participants' business English oral proficiency, their vocabulary knowledge and confidence level in speaking English.
2) Effective Practice 2: The workplace language training provider conducts effective marketing activities to understand the target market and maintain a positive public image.	The researcher spent time visiting the workplace in order to learn and acquire knowledge about the participants and their current practices while maintaining a positive public image. The stake holders were kept informed and explained of the potential academic benefits from the research.
3) Effective Practice 3: The workplace language provider builds a strong client relationship in conducting an organizational needs assessment and developing a proposed program and contract.	The researcher gave strong emphasis on this aspect from the beginning of the study and throughout.
4) Effective Practice 4: The workplace language training provider provides quality program staff and appropriate staff support.	The researcher (who also performed the role of the teacher/instructor} attempted to qualify herself with teaching knowledge and promoted a number of motivational conditions in class to help enhance participants' learning.
5) Effective Practice 5: The workplace language training provider conducts a comprehensive research-based instructional needs assessment.	The researcher collected and analyzed data on language use in the workplace on a comprehensive basis with questionnaires, interviews and site observations.
6) Effective Practice 6: The workplace language training provider creates a research-based instructional design.	The present study is research-based with triangulation of research instruments.

7) Effective Practice 7: The workplace language training provider develops and selects program-specific training materials and activities.	The researcher gathered authentic materials specific to the workplace and engaged learners in the practice of work-related language use.
8) Effective Practice 8: The workplace language training provider delivers instruction that keeps participants involved and motivated.	The researcher involved the workplace supervisors and other staff as appropriate. The course was adjusted according to the feedback or comments from participants. The topics learned were prioritized in response to the urgent needs of participants. For instance, the topic of credit card enquiries was studied prior to the topic of banking enquiries as most calls are in the credit card areas. More relaxing activities like songs were also added to the course to release participants' tension from work.
9) Effective Practice 9: The workplace language training provider conducts a program evaluation that relates program outcomes to program goals and serves as a guide for future training.	The researcher designed and implemented appropriate evaluation mechanisms. The goal of the course was to help enhance participants' business English oral proficiency, vocabulary in context and their confidence level in speaking English. Therefore, oral test, lists of observed vocabulary in context and assessment of participants' confidence level were conducted to evaluate such aspects.

Table 5.1, demonstrates that the present study fulfilled the effective practices as proposed by Friedenburg et al. The positive results and feedback from the present study may be due to such effective practices.

3. Competency-based Approach

In this study, the competency-based approach has been emphasized. As described by Mcintosh (1996), competency-based means learners was measured against the course objectives with emphasis on acquiring the essential knowledge and

concepts ***needed to perform a job***, not just acquiring new knowledge. Sujana (2005) also states that the focus on learner's needs is the major issue in designing a syllabus in a competency-based approach as well as in the ESP context and, in the competency-based approach, what the learner has to know in order to function effectively in the real situation may be used as the starting point to determine what learners should have possessed at the end of the course. Such information can be obtained from the study and observations of job responsibilities of the learners in their actual workplace. The researcher did observe and identify learners' job responsibility as previously presented in Chapter IV.

From the questionnaires, a high percentage of staff still considered their competency level in doing their jobs as being poor and very poor. Also, as gathered from the interviews, most of the sampled staff thought that the management still considered their English proficiency as being insufficient for use which corresponds with information from interview with management that staff do not possess satisfactory of language proficiency. Once staff have problem in handling these calls, they will ask for assistance from their team or their supervisors who have to spend time handling these foreign calls for their subordinates instead of doing their management functions.

Information from the questionnaires also reveals that the sampled staff considered additional English training for most of the tasks/competencies to be necessary, very necessary and most necessary. Among the competencies in which English training has been indicated as being very necessary, general enquiries, credit card enquiries and handling customers' complaints top the three highest lists whereas credit card enquiries, handling customer's complaints and payment problems top the three highest lists among the tasks in which English training is most necessary.

Therefore, in every session of the BEOC course, participants were encouraged to practice scripts on each task/competency through pair-work or role-play. Each lesson including scripts and activities aims to equip the participants to better perform their jobs as customer-services staff. Such practice, the learning of key vocabulary items together with their strong motivation to learn in class, could be one of the reasons why participants demonstrated significant improvements in terms of confidence using the language.

4. Motivation in Language Learning

Teacher can also promote a number of motivational conditions in class to help enhance participants' learning. As previously mentioned, certain aspects regarding motivational conditions suggested by Dornyei (2001: 32- 49) include appropriate teacher behaviors; a pleasant and supportive atmosphere in the classroom; and, cohesive learner group with appropriate group norms.

In the present study with adult learners, it is observed that to improve their motivation to learn, a pleasant classroom atmosphere is deemed very significant . These learners experience significant pressure and stress from work, and thus appreciate a supportive and relaxing class atmosphere.

Some examples of extracts from participants' logs about how atmosphere can have impact on them are presented:

S4: I am very tired from work today. There are several customers' complaints and tough cases to handle. Sometimes my mind is still so much concerned with the pending tasks when I enter the English class. Learning via English songs and jokes help me feel much better and more relaxed.

S9: The atmosphere in the class is warm. Everyone assists one another. Though my English is rather poor, I do not feel left behind in class and I think that supports my learning.

S17: My friend took leave since yesterday and I got to take care some of her workload. Yet, the friendly atmosphere in class boosts me up. I can learn English and be relaxed at the same time. That's why I do not want to miss the class.

Regarding the cohesive learner group with appropriate group norms, though learners in the study may have different immediate supervisors, they all belong to the same department. They need to achieve the department target as a team. This aspect was clearly observed in the course. Learners demonstrated good co-operation among themselves on each activity or task assigned. They assisted and supported one another. Those who were less capable requested those who were more capable to assist them or to do the role-play first. Those who were more capable paired up and tutored those who were less capable. The participants' logs frequently included such sentences that 'my friends are helpful and co-operative'; 'I learn a lot from the teacher and my friends', and, 'I have a good time in class.'

5. Participants' Learning Strategies and Interactions

In this study, certain aspects about participants' learning strategies and their interactions in class are interesting to be presented.

When looking into the strategies in language learning of participants in the present study, some of the frequently used strategies observed in class and from the logs are:

5.1 Teacher encouraged participants to use the language despite their gaps in knowledge via e-mails and telephone to practice their English with teacher and their classmates. Four participants i.e. S8, S11, S14 and S18 wrote e-mails and/or called the teacher to practice their English approximately once or twice a week. Though their English is not perfect in grammatical aspects, they could use some key-words or synonyms to deliver their messages quite successfully. A few of their e-mails are given as examples:

S11: How are you? I (am) sorry that I did not joined (join) the class yesterday. My daughter (was) sick and I took her to (see the) doctor. I want (to) study what you teach (taught) yesterday and (I will) ask you (if I have) any problem (questions). Thank you. Bye.

S18: Please read (this) interesting (forwarded) message. I think (it's) fun to read. Hope you like it. This morning, I handle (d) two customer (s') calls in English. I exciting (was excited) but I can verification (verify) the customer ☺. I will try again. See you tomorrow.

5.2 Asking the teacher or their friends to assist them about the pronunciation and meaning of certain difficult words or part of the script in class.

5.3 Arranging among participants to take turn doing the role-plays in class. Participants would make sure that each and every one of them had equal opportunity to practice English and do role-plays. This aspect supported most participants to acquire more fluency and confidence in using English.

5.4 From teacher's observations and management feedback, many participants practiced speaking English with their classmates and other colleagues (who did not take this BEOC course) during their office hours. S3, S4, S5, S9, S15, S16, S18 and S21 shared in class that they attempted to handle most of the foreign calls themselves without transferring lines to their supervisors while other

colleagues who did not take the course still seek assistance quite often from their supervisors.

These strategies seem to help enhance participants' English proficiency at a certain level. Their improvements are demonstrated through their higher scores in the oral post-tests and the use of vocabulary in contexts together with their higher level of confidence in speaking English at the end of the course as earlier presented.

In terms of participation, from class observations and logs, it is found that most participants demonstrated good participation in class. After a couple of weeks, they constantly volunteer to answer, share experiences and assist their classmates who need help. Participants frequently encouraged and cheered up one another to learn and practice English throughout the course. From both teacher's logs and participants' logs, such terms as participative, helpful, warm, encouraging, supportive and co-operative were mentioned in almost every session. Some participants wrote in their logs that:

S1: "I appreciated my classmates for their encouragement and assistance in class. They help explain terms I do not clearly understand. This supported my learning quite a lot."

S11: "I gained improvements in English because my classmates always assisted and cheered me up. When I have problem about English, I can always ask for their help"

S16: "Everyone in class was very supportive; I felt warm and happy in class. Even when I made mistakes or gave wrong answers, no one blamed me. They usually encouraged me to try again instead."

The class observations also supported what they wrote. Participants usually encouraged those who seemed to be shy and nervous to try practicing English little by little. They applauded cheerfully when their less capable peers attempted to answer or speak in English. Those who were more capable were willing to share their English knowledge and working experiences to their classmates. By the fourth week of the course, participants were very much acquainted with one another and their English improvements were also noticeably observed. Nervous participants participated and shared more (in English) both with their classmates and to the class with positive feedback from the class. From the middle till the end of the course,

almost every participant volunteered to answer and discuss in English at least once or twice in each class.

IV. Implications

The present study provides a complete picture of how an EOP course could be designed and implemented. As mentioned earlier, a real research in EOP is rarely conducted mainly due to the difficulty in data collection. This study was an example that EOP can be done with effort and perseverance. The researcher would therefore encourage scholars in the field to attempt more of this kind of research with the following suggestions:

1. Basturkmen (2003: 57) described that it is rather difficult to get access to the target groups to investigate their precise language use. Especially in the study on Business English, St John (1996) stated the issue of 'confidentiality' as one of the major limitations in conducting the research in this area. Besides, such a study is usually time-consuming and probably very few ESP practitioners have enough available time to do so (Basturkmen, 2003: 61).

Though it was pretty hard and challenging to gain access to conduct the research at the actual workplace, such effort is very rewarding both in terms of new aspects of academic knowledge, and opportunity for teachers to provide an English course that truly meets their learners' needs . Once the course proves successful in improving the learners' English proficiency, both learners and their management express their willingness to continue with such a customized course. Management is satisfied with their staff' English improvements and hence, informing the researcher that they are planning to propose to their executives board to arrange for additional courses like this.

2. In English for Occupational Purposes (EOP), the teacher or researcher should be very open-minded in listening and learning from their learners. The teacher should also play the role of a constant learner. Learners' experiences are very useful resources that could make a significant contribution in enhancing authentic English knowledge in each particular workplace context.

3. Again in EOP, building rapport, trust and good relationship with key staff is strongly suggested. In conducting a study in this area of language for occupational purposes, it is very essential for the researcher to convince stakeholders involved about the significance of the study. Strong effort, persistence and time are required to build sound connection and rapports with personnel in the field in order to obtain their co-operation. However, once the stakeholders understand and realize the benefits that the study might also bring for their workplaces, they are very supportive and willing to provide necessary information. Stapp (1998: 171) also mentions how collaboration with the management or owner of a printing company enabled her to design and deliver a course to improve the listening and speaking skills of immigrant workers relevant to their workplace communication.

V. Recommendations for Further Study

Based on the results and information from the study, the recommendations for future research are as follows:

1. The findings show that participants achieved improvements in their English oral proficiency and the use of vocabulary in context after attending the class. This may be due to the nature of the course which is very focused and tailored to this particular group of learners' needs together with participants' motivation to learn as previously discussed. However, due to confidentiality aspect of the business particularly in the area of finance and banking, it was impossible to have staff from more than one bank to attend the course. As a result, all participants in the pilot study and main study were all working in the same international bank. Though the nature of business is the same, there might still be minor differences in each individual workplace. Similar courses may need to be conducted in other international banks for generalizability of the study.

2. Confidence is the aspect mentioned by respondents in the study as their most problem in using English. Confidence is also one of the subjective aspects and thus, somewhat difficult to measure. In an attempt to identify this aspect of confidence, more than one instrument should be used for triangulation purposes. In

the present study, self-assessment form and teacher's class observations were employed to determine if there is any increase in participants' confidence level after taking the course. Results from both instruments indicate significant increase in participants' confidence level.   However, if situation permits, in the future research, additional instruments like video recording and in-depth interviews may be employed to gain further insight about this particular aspect and it might well be of interest to see how they improve in the real context when they are handling their jobs.

3. There should still be a great demand for other tailor-made English courses in other workplace contexts. As mentioned earlier, lots of time and challenges are required in designing such courses; yet, it is very much worth the effort. Learners achieve higher English proficiency and the company gets higher productivity from their staff' better performance as well as morale. The teacher/instructor also acquires updated knowledge or information that is beneficial for educational side.

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APPENDICES

APPENDIX A

Questionnaire (English)

....

This questionnaire consists of two main parts:

Part I: General Information of customer-services staff

Part II: Overviews of problems and needs of using English at work

_____

Part I: General Information

_____

Directions: Please answer the following questions.

1. Sex/Gender   _____ Male   _____ Female

2. Age   _____ Below 20 years   _____ 20-25 years

   _____ 26-30 years   _____ 31-35 years

   _____ 36-40 years   _____ 41-45 years

   _____ 46-50 years   _____ More than 50 years

3. Education

_____ Lower than Bachelor's Degree

_____ Bachelor's Degree

_____ Master's Degree

_____ Other (please specify)

4. Your current position

_____ Customer Services Representative (CSR)

_____ Senior Customer Services Representative

_____ Team Leader

_____ Other (please specify)

5. Number of years of your working experience in the field of customer-services:

_____ Less than 1 year

_____ 1-5 years

_____ 6-10 years

_____ More than 10 years

6. Number of years of your working experience in current position:

_____ Less than 1 year

_____ 1-5 years

_____ 6-10 years

_____ More than 10 years

7. Before working, have you even taken any English courses after graduation?

_____ Yes, at _____

_____ No

8. Once you have been working in customer-services area, have you ever attended any English courses?

_____ Yes   _____ No

If the answer to question no. 8 is "Yes", please provide additional information about the course you have attended.

Name of your workplace _____   Duration of the course _____

Training Period _____   No. of learners in the course _____

Content of the course _____

_____

Benefits or what you have learned from the course _____

_____

9. What do you think is your current level of English proficiency?

___ (1) Very good

___ (2) Good

___ (3) Average

___ (4) Weak

___ (5) Very weak

10. Do you think your current level of English proficiency is sufficient for your work?

____ Yes, because _____

_____ No, because _____

11. Are you taking any English courses now?

____ No

____ Yes, at _____

_____

Part II: Overviews of problems and needs of using English at work

_____

Directions: Please mark the choice that mostly corresponds to your case.

1. Please rate the frequency of each skill needed at work

Skills/ Frequency	5 Very often	4 Often	3 Sometimes	2 Rarely	1 Never
listening					
writing					
speaking					
reading					
Other (please specify e.g. translation from Thai to English or from English to Thai _____ _____					

2. Please rate the level of difficulty in using each skill.

Skills/Level of difficulty	Very difficult	Moderately difficult	Little difficult	Easy	Very easy
listening					
writing					
speaking					
reading					

Other (please specify e.g. translation from Thai to English or from English to Thai _____ _____					

3. Please rate your level of oral proficiency in performing each task (if you have to)

Tasks/Level of oral proficiency	Very good	Quite good	Could do with some difficulty	Could do with lots of difficulty	Cannot do this at all
1. Answering bank accounts enquiries.					
2. Answering credit card enquiries					
3. Answering general enquiries e.g. asking for telephone numbers, addresses of shops, etc.)					
4. Promoting and giving information about bank products or services					
5. Handling customers' complaints					
6. Dealing with customers' payment problems					

7. General conversation or daily talk with foreign colleagues or executives					
8. Making presentations to management					
9. Other task(s), please specify 9.1. _____ 9.2. _____ 9.3. _____					

2. Please rate the task that you find most necessary or urgently needed to be improved

Tasks/ Level of Necessity	Most necessary	Very necessary	Quite necessary	Not much necessary	Not necessary at all
1. Answering bank accounts enquiries.					
2. Answering credit card enquiries					
3. Answering general enquiries e.g. asking for telephone numbers, addresses of shops, etc.)					
4. Promoting and giving information about bank products or services					
5. Handling customers' complaints					

6. Dealing with customers' payment problems					
7. General conversation or daily talk with foreign colleagues or executives					
8. Making presentations to management					
9. Other task(s), please specify 9.1_____ 9.2_____ 9.3 _____					

5. Please specify the degree of problem in each aspect of English that causes you difficulty in using English at work.

Aspect of English/ Level of problem	Most problem	A lot of problem	Moderate problem	Little problem	No problem
General Vocabulary					
Business/banking vocabulary					
Grammar					
Accent					
Fluency					
Confidence					
Cross-cultural understanding					
Other (please specify) 5.1 _____ 5.2 _____ 5.3 _____					

6. Please specify the degree of your need for each aspect of English to improve your oral proficiency.

Aspect of English/ Level of problem	Most needed	Very needed	Moderately needed	Little needed	Not needed
General Vocabulary					
Business/banking vocabulary					
Grammar					
Accent					
Fluency					
Confidence					
Cross-cultural understanding					
Other (please specify) 6.1 _____ 6.2 _____ 6.3 _____					

7. In your opinions, what should we do in our English language class that would assist Thai learners to be successful in communicating with foreigners especially those who are working in customer-services department in international banks?

_____
_____
_____
_____
_____

Thank you very much for your co-operation.

Questionnaire (in Thai)

....

แบบสอบถาม

เรื่องความต้องการและอุปสรรค/ปัญหาในการใช้ภาษาอังกฤษในการปฏิบัติงาน

ของพนักงานธนาคาร แผนกบริการลูกค้าทางโทรศัพท์

คำชี้แจง

     แบบสอบถามนี้จัดทำขึ้นเพื่อสำรวจความคิดเห็น และรวบรวมข้อมูลเกี่ยวกับความต้องการ และอุปสรรค/ปัญหาในการใช้ภาษาอังกฤษของพนักงานธนาคาร แผนกบริการลูกค้าทางโทรศัพท์ คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์ เพื่อเป็นแนวทางในการพัฒนาหลักสูตรภาษาอังกฤษให้สอดคล้องกับสภาพความเป็นจริง และความต้องการในการปฏิบัติงานที่มีประสิทธิภาพ สำหรับพนักงานธนาคารโดยเฉพาะ จึงขอขอบคุณเป็นอย่างสูงในความร่วมมือ มา ณ โอกาสนี้

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อภิรภรณ์ วาสวกุล

นิสิตศิลปศาสตร์ดุษฎีบัณฑิต สาขาภาษาอังกฤษเป็นภาษานานาชาติ

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

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แบบสอบถามฉบับนี้ประกอบด้วย คำถาม 2 ส่วน คือ

ส่วนที่ 1   ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

ส่วนที่ 2   ความคิดเห็นเกี่ยวกับปัญหา/อุปสรรคและความต้องการใช้ภาษาอังกฤษในการปฏิบัติงาน

ส่วนที่ 1: ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดทำเครื่องหมาย / ลงในช่องว่างหน้าคำตอบที่ตรงกับท่าน

1. เพศ   _____ ชาย   _____ หญิง

2. อายุ   _____ ต่ำกว่า 20 ปี   _____ 20-25 ปี

                           _____ 26-30 ปี   _____ 31-35 ปี

                           _____ 36-40 ปี   _____ 41-45 ปี

                           _____ 46-50 ปี   _____ มากกว่า 50 ปี

3. วุฒิการศึกษา   _____ ต่ำกว่าปริญญาตรี   _____ ปริญญาตรี

                                   _____ ปริญญาโท   _____ อื่นๆ (โปรดระบุ)

4. ตำแหน่งงานปัจจุบัน

     _____ Customer Services Representative (CSR)

     _____ Senior Customer Services Representative

     _____ Team Leader

     _____ อื่นๆ (โปรดระบุ) _____

5. ท่านมีประสบการณ์ในการทำงานด้านการบริการลูกค้า (รวมทั้งที่ทำงานอื่นๆ) มาเป็นระยะเวลา

     _____ น้อยกว่า 1 ปี   _____ 1-5 ปี   _____ 6-10 ปี   _____ มากกว่า 10 ปี

6. ท่านทำงานที่นี่ในตำแหน่งปัจจุบันมาเป็นระยะเวลา

     _____ น้อยกว่า 1 ปี   _____ 1-5 ปี   _____ 6-10 ปี   _____ มากกว่า 10 ปี

7. ก่อนเริ่มทำงาน หลังจบการศึกษา ท่านเคยเข้ารับการอบรมภาษาอังกฤษเพิ่มเติมที่สถาบันภาษาแห่งใดหรือไม่

     _____ เคย ที่สถาบัน _____

     _____ ไม่เคย

8. ตั้งแต่ท่านเข้ามาทำงานทางด้านบริการลูกค้า ท่านเคยได้รับการอบรมภาษาอังกฤษเพิ่มเติมหรือไม่

     _____ เคย   _____ ไม่เคย

หาก**เคย** กรุณาให้รายละเอียดเกี่ยวกับการอบรมดังกล่าว

ที่ทำงาน_____ ระยะเวลาที่อบรม _____

ช่วงเวลาที่เข้ารับการอบรม _____ จำนวนผู้เข้ารับการอบรม _____

หลักสูตร หรือ เนื้อหาการอบรม _____

_____

ประโยชน์ที่ท่านได้รับ

_____

_____

9. ท่านคิดว่าทักษะความรู้ภาษาอังกฤษของท่านอยู่ในระดับใด

____ (1) ดีมาก ____ (2) ดี ____ (3) ปานกลาง ____ (4) อ่อน ___ (5) อ่อนมาก

10. ท่านคิดว่าทักษะความรู้ทางด้านภาษาอังกฤษของท่านในปัจจุบันเพียงพอต่อการปฏิบัติงานในหน้าที่ของท่าน
หรือไม่

____ เพียงพอ เพราะ_____

____ ไม่เพียงพอ เพราะ _____

11. ปัจจุบันท่านกำลังศึกษาภาษาอังกฤษเพิ่มเติมอยู่หรือไม่

____ ไม่มี

____ มี กำลังเรียนที่ _____

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับปริมาณการใช้ และปัญหา/อุปสรรคในการใช้ภาษาอังกฤษในการปฏิบัติงาน

คำชี้แจง: โปรดทำเครื่องหมาย / ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านเกี่ยวกับการใช้ภาษาอังกฤษเพื่อการ
ติดต่อสื่อสารในการปฏิบัติหน้าที่ประจำวัน

1. ในการปฏิบัติงานประจำวัน ท่านต้องใช้ทักษะภาษาอังกฤษต่อไปนี้ มากน้อยเพียงใด

ทักษะ/ระดับ	5 บ่อยมาก	4 ค่อนข้างมาก	3 ปานกลาง	2 น้อย	1 น้อยมาก
1.1 ฟัง					
1.2 พูด					
1.3 อ่าน					
1.4 เขียน					

1.5 อื่นๆ (โปรดระบุ เช่น การแปลจากไทย เป็นอังกฤษ หรือจาก อังกฤษเป็นไทย) _____ _____					

2. กรุณาระบุความคิดเห็นของท่านเกี่ยวกับระดับความยากง่ายในการใช้ทักษะแต่ละชนิดในการปฏิบัติงาน

ทักษะ/ระดับความยาก	5 ยากมาก	4 ยาก	3 ปานกลาง	2 ง่าย	1 ง่ายมาก
2.1 ฟัง					
2.2 พูด					
2.3 อ่าน					
2.4 เขียน					
2.5 อื่นๆ (โปรดระบุ เช่นการแปล) _____ _____					

3. กรุณาระบุระดับความชำนาญ/ความถนัดของท่านในการพูดภาษาอังกฤษในแต่ละสถานการณ์ต่อไปนี้ (หาก ท่านมีความจำเป็นต้องกระทำ)

สถานการณ์/ระดับความชำนาญ	5 ดีมาก	4 ดี	3 ปาน กลาง	2 ไม่ค่อยดี	1 ไม่ดี
3.1 ตอบคำถามลูกค้าเกี่ยวกับด้านบัญชีธนาคาร (answering bank accounts enquiries)					
3.2 ตอบคำถามลูกค้าเกี่ยวกับด้านบัตรเครดิต (answering credit card enquiries)					
3.3 ตอบปัญหาลูกค้าเกี่ยวกับคำถามและบริการทั่ว ๆ ไป (general enquiries e.g. asking for telephone numbers, addresses of shops, etc.)					

	5	4	3	2	1
3.4 นำเสนอข้อมูลเกี่ยวกับสินค้าและบริการของธนาคาร และรายการส่งเสริมการขายต่าง ๆ (promoting and giving information about bank products or services)					
3.5 รับมือกับความไม่พึงพอใจในบริการและการต่อว่าจากลูกค้า (handling customers' complaints)					
3.6 เจรจาต่อรองกับลูกค้าที่มีปัญหาด้านการชำระเงิน (dealing with customers' payment problems)					
3.7 สนทนาทั่วไปกับเพื่อนร่วมงานหรือผู้บริหารที่เป็นชาวต่างชาติ (general conversation or daily talk with foreign colleagues or executives)					
3.8 นำเสนองานให้กับผู้บริหาร (making presentations to management)					
3.9 อื่นๆ (โปรดระบุ) 3.9.1._____ 3.9.2 _____ 3.9.3 _____					

4. กรุณาระบุระดับความจำเป็นที่ท่านต้องการจะพัฒนาทักษะการสนทนาภาษาอังกฤษในแต่ละสถานการณ์

สถานการณ์/ระดับความจำเป็น	5 จำเป็นที่สุด	4 จำเป็นมาก	3 จำเป็นปานกลาง	2 ไม่ค่อยจำเป็น	1 ไม่จำเป็น
4.1 ตอบคำถามลูกค้าเกี่ยวกับด้านบัญชีธนาคาร (answering bank accounts enquiries)					
4.2 ตอบคำถามลูกค้าเกี่ยวกับด้านบัตรเครดิต (answering credit card enquiries)					
4.3 ตอบปัญหาลูกค้าเกี่ยวกับคำถามและบริการทั่ว ๆ ไป (general enquiries e.g. asking for telephone numbers, addresses of shops, etc.)					
4.4 นำเสนอข้อมูลเกี่ยวกับสินค้าและบริการของธนาคาร และรายการส่งเสริมการขายต่าง ๆ (promoting and giving information about bank products or services)					
4.5 รับมือกับความไม่พึงพอใจในบริการ และการต่อว่าจากลูกค้า (handling customers' complaints)					

4.6 เจรจาต่อรองกับลูกค้าที่มีปัญหาด้านการชำระเงิน (negotiating with customers about payment problems)					
4.7 สนทนาทั่วไปกับเพื่อนร่วมงานหรือผู้บริหารที่เป็นชาวต่างชาติ (general conversation or daily talk with foreign colleagues or executives)					
4.8 นำเสนองานให้กับผู้บริหาร (making presentations to management)					
4.9 อื่นๆ (โปรดระบุ) 4.9.1._____ 4.9.2 _____ 4.9.3 _____					

5. กรุณาระบุระดับความมากน้อยของสาเหตุ และ/หรือองค์ประกอบของภาษาที่เป็นอุปสรรคต่อการใช้ภาษาอังกฤษในการปฏิบัติงานของท่าน

สาเหตุ/ระดับของอุปสรรค	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 ไม่เป็นอุปสรรค
5.1 คำศัพท์ทั่ว ๆ ไป					
5.2 คำศัพท์เฉพาะด้านธุรกิจ/ธนาคาร					
5.3 ไวยากรณ์					
5.4 สำเนียง					
5.5 ความลื่นไหลในการพูด					
5.6 ความมั่นใจในการใช้ภาษาอังกฤษ					
5.7 ความเข้าใจด้านการสื่อสารในวัฒนธรรมข้ามชาติ					
5.8 อื่นๆ (โปรดระบุ) _____ _____					

6. กรุณาระบุระดับความต้องการของท่านต่อสิ่งที่ท่านต้องการเน้นในการเรียนภาษาอังกฤษเพื่อพัฒนาทักษะการพูด

ด้าน/ระดับความต้องการ	5 มากที่สุด	4 มาก	3 ปานกลาง	2 เล็กน้อย	1 ไม่ต้องการ
6.1 คำศัพท์ทั่ว ๆ ไป					
6.2 คำศัพท์เฉพาะด้านธุรกิจ/ธนาคาร					
6.3 สำเนียงภาษาอังกฤษ					
6.4 หลักไวยากรณ์					
6.5 ความลื่นไหลในการสนทนา					
6.6 อื่นๆ (โปรดระบุ) 6.6.1 _____ 6.6.2 _____ 6.6.3 _____					

7. ข้อเสนอแนะ/ความคิดเห็นเพิ่มเติม ที่ท่านคิดว่าจะเป็นประโยชน์ต่อการเรียนการสอนภาษาอังกฤษของคนไทย เพื่อความสำเร็จในการทำงานติดต่อสื่อสารกับชาวต่างชาติ โดยเฉพาะกับผู้ที่ทำงานในธนาคารนานาชาติด้านการบริการลูกค้า

_____

_____

_____

_____

_____

_____

ขอขอบคุณทุกท่านที่ให้ความร่วมมืออย่างดีในการตอบแบบสอบถาม

Thank you for your co-operation.

Appendix B

Interview with staff

....

Interview Form A

Date and time _____ Interviewee's name _____

Age _____ Contact number _____

Gender   Male ____Female____   Position _____

Other info. _____

Main questions in the interview:

1. Have you taken any English training courses before? _____

 If yes, what kind of training course was that?

_____

 Do you think such courses serve your needs? _____

 If no, do you expect or plan to attend any training courses in the near future?

_____

 What kind of courses do you prefer to take?

_____

2. Do you spend time practicing English outside the workplace? Yes ___ No ___

If yes, how often do you do (approximately per week) _____

You practice by:

___ Talking in English with Thai friends or relatives

___ Talking in English with foreigners

___ Reading English books

___ Listening to English stations on the radio

___ Watching English sound track film

___ Studying English text books, cassette tape, CD, video

___ Others, please specify _____

---

3. Are there any concerns or comments from management regarding your English proficiency? _____

Do the management provide any support or training to help develop you and the staff?

_____

If the management provides certain training courses, what are your comments about such courses?

_____

4. Do you have any idea about the management's criteria in promoting staff?

_____

Is English proficiency one of the criteria for promotion? _____

If yes, what do you think or plan to do regarding this aspect of English proficiency? Or you just simply do nothing and let it be.

_____

5. What do you think you should do to improve your job performance towards career advancement and success?

_____

6. Other relevant questions as appropriate.

_____

Interview with staff (in Thai)

....

แบบฟอร์มการสัมภาษณ์ (Form A)

วัน/เวลา _____ ชื่อของผู้ให้สัมภาษณ์ _____

อายุ _____ โทรศัพท์ _____

เพศ ชาย _____ หญิง _____ ตำแหน่ง _____

ข้อมูลอื่นๆ _____

คำถามที่ใช้ในการสัมภาษณ์

1. คุณเคยหรือกำลังเข้าเรียนหลักสูตรภาษาอังกฤษใดมาบ้าง (นอกเหนือจากที่เรียนตามหลักสูตรของมหาวิทยาลัยหรือ
สถาบันการศึกษาที่เรียนจบมา)

เคยเรียน _____ กำลังเรียน _____ ไม่เคยเรียน _____

หากเคย หรือ กำลังเรียน หลักสูตรที่เรียน เป็นหลักสูตรประเภทใด เช่น การพูด การฟัง การอ่าน การเขียน หรือ รวมๆ กัน เป็น
หลักสูตรแบบภาษาอังกฤษทั่วไป หรือ อังกฤษเฉพาะด้าน

_____

คุณคิดว่าหลักสูตรนั้นๆ ได้ช่วยสนองตอบความต้องการของคุณด้านภาษาอังกฤษหรือไม่ ได้ _____ ไม่ได้ _____

หากไม่ได้ คุณคาดหวัง หรือ วางแผน ที่จะเข้าเรียน หลักสูตรการอบรมภาษาอังกฤษใดๆ หรือไม่ และเป็นหลักสูตรประเภทใด

_____

2. คุณใช้เวลาในการฝึกภาษาอังกฤษนอกที่ทำงานบ้างหรือไม่ ใช้ _____ ไม่ใช้ _____

หากใช้ คุณใช้เวลามากน้อย เท่าใด โดยประมาณต่อสัปดาห์ _____

โดย <u>วิธี การ</u>

___ คุยกับเพื่อน หรือคนรู้จักคนไทยด้วยกันเอง

___ คุยกับชาวต่างชาติ

___ อ่าน หนังสือภาษาอังกฤษ

___ ฟังวิทยุภาคภาษาอังกฤษ

___ ชมภาพยนตร์อังกฤษ sound track

___ ซื้อเทป ซีดี วีดีโอ หนังสือตำราภาษาอังกฤษมาศึกษาด้วยตนเอง

___ อื่นๆ โปรดระบุ

3. เท่าที่คุณทราบ ฝ่ายบริหารมีความสนใจ หรือมีความคิดเห็นเกี่ยวกับความสามารถในการใช้ภาษาอังกฤษของคุณ อย่างไร

_____
_____

ฝ่ายบริหารได้จัดการหรือช่วยเหลือ ในการหาหลักสูตรการอบรมภาษาอังกฤษ เพื่อช่วยพัฒนาความสามารถด้านภาษาอังกฤษของคุณ
และพนักงาน หรือไม่ อย่างไร

_____
_____

หากมีการจัดการ ช่วยเหลือ ด้านการอบรมภาษาอังกฤษ จากฝ่ายบริหาร คุณมีความคิดเห็นกับหลักสูตรนั้นๆ อย่างไรบ้าง

_____

_____

4. คุณมีความคิดเห็นอย่างไรบ้าง เกี่ยวกับหลักเกณฑ์ของผู้บริหาร ในการเลื่อนขั้น เลื่อนตำแหน่งของพนักงาน

_____

_____

คุณคิดว่าภาษาอังกฤษ เป็นส่วนหนึ่งของหลักเกณฑ์ในการเลื่อนขั้น เลื่อนตำแหน่ง หรือไม่ อย่างไร

_____

_____

ถ้า คุณคิดว่าใช่ คุณได้คิดหรือวางแผนที่จะทำอะไรเกี่ยวกับความสามารถด้านภาษาอังกฤษของคุณบ้างหรือไม่ อย่างไร

_____

_____

5. คุณคิดว่าคุณน่าจะทำอะไรบ้างเพื่อเป็นการพัฒนาการปฏิบัติงาน ที่จะนำไปสู่ความก้าวหน้า และความสำเร็จด้านการงานของคุณ

_____

_____

6. คำถามที่เกี่ยวเนื่อง อื่นๆ ตามความเหมาะสม

_____

_____

_____

Appendix C

Interview with Management

....

<div style="border: 1px solid black;">

Interview Form B

Date and time _____ Interviewee's name _____

Age _____ Contact number _____

Gender Male ____ Female ____ Position _____

Other information _____

<u>Main questions in the interview</u>:

1. What does the management expect staff to be able to reach in terms of English

proficiency? _____

Is there any benchmark or criteria set? If yes, what is it?

_____

2. For staff to be promoted to a higher managerial position, what is the

management expectation in terms of staff's English proficiency? For example,

apart from staff's job performance, are there any particular tests like TOEIC,

TOEFL or other standardized tests to support the decisions?

_____

3. What is the management 'plan in terms of staff development?

_____

Are there any English training courses to enhance staff's English proficiency?

_____

What kinds of such English training courses are given to staff – General English

or ESBP? _____

Who conducts such training course – the company's training department, or

outside institutes?

_____

4. In the future, does the management have any particular plan to support their

staff's English enhancement?

_____

5. Other relevant questions as appropriate.

_____

</div>

Interview with Management (in Thai)

....

<table>
<tr><td colspan="2">**แบบฟอร์มการสัมภาษณ์ (Form B)**</td></tr>
</table>

วัน/เวลา _____   ชื่อของผู้ให้สัมภาษณ์ _____

อายุ _____   โทรศัพท์ _____

เพศ   ชาย _____   หญิง _____   ตำแหน่ง _____

ข้อมูลอื่นๆ _____

คำถามที่ใช้ในการสัมภาษณ์

1. ฝ่ายบริหารมีความคาดหวังกับพนักงานให้มีความสามารถด้านภาษาอังกฤษอย่างไร

_____

_____

มีการกำหนดมาตรฐานหรือกฎเกณฑ์หรือไม่ อย่างไร หากมี มาตรฐานคืออะไร

_____

2. ในการที่จะเลื่อนขั้นพนักงานให้ขึ้นสู่ตำแหน่งที่สูงขึ้น หรือตำแหน่งบริหาร ทางฝ่ายผู้บริหารมีความคาดหวังด้านความสามารถใน

การใช้ภาษาอังกฤษของพนักงานคนนั้นๆ หรือไม่ อย่างไร เช่น นอกเหนือจาก ความสามารถด้านการทำงาน มีการทดสอบ

ความสามารถด้านภาษาอังกฤษ โดยใช้ TOEIC หรือ TOEFL หรือแบบทดสอบอื่นๆ เพื่อสนับสนุนการตัดสินใจหรือไม่

_____

_____

3. ฝ่ายผู้บริหารมีโครงการ หรือ แผนการอย่างไรบ้างด้านการพัฒนาส่งเสริมพนักงาน

_____

มีการจัดอบรมหลักสูตรภาษาอังกฤษอะไรบ้าง เพื่อเป็นการเพิ่มพูนความรู้ความสามารถด้านภาษาอังกฤษของพนักงาน

มี _____   ไม่มี _____

หากมี เป็นหลักสูตรประเภทใด   อังกฤษทั่วไป _____   อังกฤษเฉพาะด้านธุรกิจธนาคาร _____

ใครเป็นผู้ดูแลจัดการหลักสูตรการอบรม

แผนกอบรมของธนาคาร _____   สถาบันจากข้างนอก _____

4. ในอนาคต ผู้บริหารมีแผนการใดบ้างที่จะสนับสนุนเพิ่มพูนความรู้ด้านภาษาอังกฤษให้กับพนักงาน

_____

_____

5. คำถามอื่นๆ ที่เกี่ยวเนื่อง ตามความเหมาะสม

_____

_____

Appendix D

Observation Form

....

Observation Checklist

Date and time _____	Participant's name _____
Age _____	Contact number _____
Gender Male ___ Female ___	Position _____
Other info. _____	

Task	Frequency	Factors contributing to the success or failure of each task (e.g. use of key-words, speech repetition, assistance from colleagues, etc.)	Remarks (e.g. nature of the task, language used)
1 Bank accounts enquiries 2 Credit card enquiries 3 General enquiries 4 Payment issues 5 Complaints 6 Other type of call _____ _____ _____			

Appendix E

Oral/Speaking Test

....

Interview (12 minutes)*

*The test is adapted from a business test called BULATS
(http://www.bulats.org/candidates/result.html.) to suit the context of customer-services staff working in international banks.

Part 1: Interview in English (3 minutes)

This is a warm-up section. Raters ask participants general questions to start the interview.

1.1 Briefly describe your family, yourself, your personal strengths and weaknesses.

1.2 Briefly describe your work, previous and present experiences.

1.3 Briefly discuss about your interests, your hobbies, etc.or what you like to do in your free time.

1.4 Briefly discuss your career path in the next 2 years

Part 2: Task Sheet - Presentation (5 minutes)

Raters give participants a sheet with three topics on it. Participants choose a topic and have one minute to prepare a short presentation. Participants speak on the topic for one minute.

Afterwards, the raters ask them one or two questions after the presentation.

Instructions: Please read all three topics below carefully. Choose one which you feel you will be able to talk about for one minute. You have one minute to read and prepare your talk. You may take notes.

> **Topic A: Customer verification**
>
> Describe in details the steps of customer verification. Give examples and explain to the customers why such verification is required.
>
> **Topic B: Current usable credit card balance enquiry and update**
>
> Describe the steps and techniques to handle a customer named Mr. William Smith who is calling to ask about his current usable credit card balance. Please make sure you also ask if the customer needs any other assistance before ending the call.
>
> **Topic C: Bank payment update and enquiry**
>
> Describe the steps and techniques to handle a customer named Mr. Roberts Nicholas who is calling to ask if the bank has received his 40,000 baht payment by check yesterday. Please make sure you also ask if the customer needs any additional assistance before ending the call.
>
> **Topic D: ATM or Credit Card Activation**
>
> Describe the steps and techniques to handle a customer named Miss Jennifer Lopez who is calling to activate the new ATM or credit card she just received this morning. Please make sure you also ask if the customer needs any additional assistance before ending the call.

Part 3: Information Exchange and Discussion (4 minutes)

Raters give participants a sheet with a role-play situation. Participants may ask the raters questions to get the required information. This leads to a discussion on a related topic.

Instructions: You have one minute to read through this task to do a role-play. You may ask the raters any questions you have to get the required information to perform the task.

 'Giving information about new bank product or service and selling it to a new customer'

Information Exchange

Suppose the rater is a bank customer who is asking about a new product or service offered by the bank e.g. new high interest-rate time deposit, a six-month interest-free installment loan or a direct debit service for paying public utility or phone charges. You have to describe and try to sell the product or service to this customer.

Find out this information:

- From what channel does the customer learn about this service

- The customer's needs or wants

- The customer's concerns about risk or problem in using this service

Discussion

Now discuss this topic with the raters.

- What are the main selling points of this service?

Appendix F

International Second Language Proficiency Ratings (ISLPR)

....

General description of language behavior	Examples of language behavior version for English	Comment
S: 0 ZERO PROFICIENCY	(not provided)	What is described here is the point at the extreme beginning of the developmental continuum for each macroskill-which is speaking in this study. Learners may be able to produce or understand a very small number of words and/or formulaic phrases in English but still be rated within the Zero band (particularly when these words or phrases are of very little communicative significance) because they have ***essentially no ability in the particular macroskill in the language***. Learners at this level will come from a range of literacy backgrounds. The length of time particular learners will need to progress to the next level(s) on the scale will be partly determined by their language backgrounds.
S: 0+ FORMULAIC PROFICIENCY ***Able to perform in a very limited capacity within the most immediate, predictable areas of own need,*** using essentially formulaic language. Provided there is strong support from the context, the learner can communicate the most basic and predictable of own needs to persons who are used to	Can communicate (generally with ***a single word or simple, formulaic phrase*** in response to a cue from an experienced interlocutor) simple, basic personal information (e.g. own name, age and marital status, number of children, nationality/ country of origin, name of first language, occupation). Can spell out own name and those of most immediate family. ***Can indicate need for familiar***	Language use at this level is ***formulaic***. Learners may have encountered the formulae in a formal course or in a natural learning environment; or, anticipating their needs, they may have consulted a reference work, or a mentor who is bilingual or very experienced in communicating with non-native speakers. Note that the middle column provides only EXAMPLES. Needs

communicating with non-native speakers (e.g. staff in English language centers, officials, vendors*). Uses a limited range of simple discrete utterances*; these are items which have been committed to memory as formulae or 'set pieces' as a means of responding to needs. Utterances are generally very short, many consisting of isolated words. The range of vocabulary demonstrated in actual purposeful language use is limited to that needed for expressing the most immediate needs and to the most basic courtesy formulae, which are often inappropriately used. Pronunciation is very strongly influenced by L1. Repetition may frequently be needed, even when the interlocutor is used to communicating with non-native speakers, and communication may break down totally in less supportive contexts. Expression is often excessively marked by inappropriate sympathetic features. Uses few non-verbal features not found in own culture. The influence of sociocultural factors from L1 is very strong, and may impede communication.

Any attempt to use more 'creative' or original language is likely to cause communication to break down completely. *Original utterances are fragmentary or highly distorted*, and production is very hesitant, with frequent long pauses between words, and repetition of the interlocutor's words and/or insertion or substitution of words from L1.

objects in situations where the context strongly supports the utterance (e.g. making a simple purchase where pointing or other gesture can support the verbal reference; asking the teacher in the classroom for a textbook).
Can say 'yes' or 'no'.
Can use some basic greetings and leave-takings (e.g. *Good morning; Hi; Goodbye*), and courtesy formulae (e.g. *please; thank you; sorry*).

depend on the individual learner. They will differ according to whether a learner is living in an English-speaking environment or using the language in a 'foreign-language' environment (e.g. with expatriate English speakers). Participation in an English language course creates its own 'needs'.
'*Sympathetic features*' inappropriately used may include phatic noises (the equivalent of, for example, *ah; um; er*) and gestures from L1, words such as *yes; thank you*, and repetition of the interlocutor's words.
Distortion is particularly, though not solely, *evident in word endings* (both inflectional and non-inflectional), and may involve omission, addition or substitution of morphemes, phonemes or allophones.

Influence of sociocultural factors from L1 is likely to result in the use of functions which are inappropriate to the situation or to the discourse. If, for example, saving face of others is central to the L1 culture, learners may answer *yes* to a question t avoid causing offence or embarrassment to the interlocutor, even though the form *no* (the appropriate answer in English) has been learned.

The ability to state people's names according to the norms of the target culture (surname, given names, etc.) is dependent on the L1 system and the learner's other prior learning experiences as well as the knowledge and sensitivity of the interlocutor. Some learners at this level may not have the necessary

		knowledge to handle names appropriately. The ability to spell out names aloud will depend on the learners' literacy background.
S: 1- MINIMUM 'CREATIVE' PROFICIENCY *Able to satisfy own immediate predictable needs*, using predominantly formulaic language. Provided there is strong support from the context, the learner can communicate own basic, predictable needs and other basics information on very familiar topics to persons who are used to communicating with non-native speakers (e.g. staff in English language centers, officials, vendors). Etc.	Can communicate to experienced interlocutor *simple, predictable personal information* (e.g. length of time in country, place and duration of English learning). Can also give simple, basic, predictable information (of the type exemplified in S:0+) about significance others (e.g. spouse, children, host parents). *Can make simple material purchases*, including stating what is wanted, indicating (non)suitability of goods (e.g. *No, too big*) and asking the price, where the context supports the verbal message. *Can buy tickets on familiar public transport systems*, using utterances such as *Two return(s) (to) Central, please*. Etc.	There is *a significant quantitative difference* between this and the previous level; learners can use longer formulae and a broader range of them. There are also at this level *some signs of 'creativity'*. Learners are using their increasing repertoire of language items with a degree of creativity or flexibility, in the sense that they produce original collocations of, for example, subjects and verbs. Needs will differ according to whether the learner is living in an English-speaking environment or using the language in a 'foreign-language' environment (e.g the expatriate English speakers). Participation in an English language course creates its own 'needs'. Etc.
S: 1 BASIC TRANSACTIONAL PROFICIENCY *Able to satisfy own basic everyday transactional needs*. Provided there is support from the context, the learner can initiate and sustain very simple face-to-face conversations directly related to own basic transactional needs, or on very familiar topics. Can generally be understood in such conversations by an interlocutor who is a sympathetic	Can make *basic transactions in familiar shops and institutions* such as post offices or banks, stating needs and giving very simple follow-up information. *Can use familiar public transport*, asking for and giving basic information. *Can ask for directions* to get from A to B, and give simple two-step directions. Can order a simple meal. Can make simple enquiries about, and requests for, temporary	By this level, *'creative' language use is established*. There are original collocations of words, the utterances formed, while they may be very non-standard, have all the parts needed to be considered sentences (e.g. subject, verb, and object). Learners can, therefore, *express basic unpredictable needs within familiar situation types*, those regularly encountered in, for example, shopping, commuting, work or school.

and/or experienced member of the general public. Uses a variety of functions, including giving and seeking factual information, suation, and (very tentatively) asking about and expressing emotional attitudes. Etc.	accommodation (e.g. in a hotel or hostel). ***Can ask for and give the time of day, day and date of an event*** without strong support from the context (e.g. can confirm an appointment, or can enquire about a function without an advertisement to point to). Etc.	There is however*, **little or no use of modifying devices***, those forms (e.g. verbs, adjectives, adverbs, phrases, clauses) that permit elaboration and qualification of the expression of ideas. Learners are, therefore, largely restricted to conveying 'universal' or stereotypic meanings and ***can not use English as a vehicle for expressing their own personality.*** Etc.
S: 1+ TRANSACTIONAL PROFICIENCY ***Able to satisfy own simple everyday transactional needs and limited social needs***. Provided there is support from the context and the interlocutor is a sympathetic and/or experienced member of the general public, the learner can initiate and ***sustain simple conversations on a limited range of familiar topics beyond immediate 'survival' needs***. Expressed (tentatively) own emotional and (very tentatively) own intellectual attitudes about such topics, although the information conveyed is limited in precision, and there is often a significant difference between what the speaker wants or intends to convey and the total message (including purposive and attitudinal elements) that is actually conveyed. Uses simple, high-frequency conjunctions to relate contiguous parts of the text, and can use simple, high-frequency discourse markers. In extended discourse, however, coherence may suffer. Uses a variety of simple questions	In transactions in shops and institutions such as post offices or banks, ***can cope with an element of complication*** (e.g. asking if a size not on the shelf is available, or returning faulty merchandise). On public transport, can ask another passenger where to alight for an unfamiliar destination. Can explain some personal symptoms to a doctor, but with limited precision. ***In social situations***, ***can make introductions*** (although there may be inappropriate use of names and terms of address), give basic biographical information about self and family, and express simple intentions. ***Can convey simple attitudes about own lifestyle*** (e.g. diet, dress, studies, job). Can give basic information about a problem affecting own life and the cause of the problem. In '***vocational***' (e.g. work) situations, can communicate simple routine needs (e.g. for replenishment of supply of an expendable commodity, or attention to an overheating machine). Can	At this level*, **the use of simple modifying devices*** (mainly single words and simples phrases, but some simple subordinate clauses) permits some slight elaboration and qualification in the expression of ideas. This provides ***a means of expressing***, although very tentatively and with little precision, individual ***'personalised' meaning, as opposed to 'universal'*** or stereotypic meanings. Learners' repertoire of connectives extends beyond the simplest coordinating conjunctions and discourse markers. As well, their immediate memory is less restricted, and their operations are less laboured, allowing coherence to be sustained in some longer (though very simple) texts on familiar topics. . As a result of these developments, learners have ***some flexibility in transactional situations***. They can also participate in simple social interactions, although the effectiveness of their contribution will depend on the individual learner's personality and extra-linguistic communication skills.

forms. Uses simple modifying devices (mainly single words and simple phrases, with some simple subordinate clauses). Grammatical errors may often cause or contribute to misunderstanding where there is less support from the contest Word order and other grammatical forms are influenced by L1. Etc.	provide basic details of less predictable occurrences (e.g. an accident) provided key vocabulary is familiar. Etc.	Etc .
S: 2 BASIC SOCIAL PROFICIENCY *Able to satisfy social needs, and the requirements of routine situations pertinent to own everyday commerce and recreation and to linguistically undemanding 'vocational' fields.* The learners sustains basic social conversations on everyday topics, routine transactions pertinent to won consumption of goods and services, and routine tasks in a 'vocational' area which does not require high-level or specialized language skills.	In social situation, *can participate in informal conversations on everyday topics face-to-face* with one or more interlocutors, or on the telephone. Can give biographical information about self and family (e.g. educational and/or employment background, part and present living conditions, a present or recent job or activity) in some detail and can express intentions and hopes in some detail. *Can describe and/or comment on everyday things in the environment* (e.g. own neighborhood, the weather, simple current events) and other topical or otherwise familiar matters in some detail. Etc.	At this level, the use of modifying devices of the language, including a variety of subordinate clauses, permits *elaboration and qualification in the expression of ideas*. This allows learners to express individual 'personalized' meanings (as opposed to 'universal' or stereotypic meanings) with some, though not great, precision. *They have sufficient mastery of embedding processes* to be able to convey simple reported speech. Their repertoire of connectives allows them to express a variety of simple prepositional and textual relationships. Etc.
S: 2+ SOCIAL PROFICIENCY Level 2+ behaviour is significantly better than level 2 but has not reached level 3.	(not provided)	This level is assigned in speaking, listening, reading or writing when the rater cannot be confident that the person's proficiency is more 2-like or 3-like; that is, *when the behaviour in the macroskill is 'midway' between these two described levels.* A rating of 2+ should be assigned only after performance on level 3 tasks as well as level 2 tasks has been observed.

S: 3 BASIC 'VOCATIONAL' PROFICIENCY *Able to perform effectively in a wide range of informal and formal situations pertinent to social and community life and everyday commerce and recreation, and in situations which are not linguistically demanding in own 'vocational' fields.* In most conversations in such situations, the learner *conveys fairly precise meaning, and has sufficient control of discourse* to be able to sustain to some extent the juxtaposition of different 'planes of meaning'. In interviews and discussions, however, cannot pursue the argument to the complexity, depth, level of precision and/or abstraction that are often required in specialized fields. Etc.	Readily enter, participates, in, and exits from most conversations related to *social and community life and everyday commerce and recreation* with native speakers, whether friends, associates or strangers, face-to-face or on the phone. Can elaborate own emotional and intellectual attitudes. *Can provide and request information about relatively abstract topics* (e.g. system of government in own country). Can effectively differentiate 'planes of meaning' in most conversations (e.g. can discuss the opinions of an absent third party, or speculate on 'what might have been' *versus* 'what is') but not in extended discourse which involves complex prepositional relationships and a significant level of abstraction. Etc.	*Register flexibility* is a feature of this level. Learners can talk in English on any topic they can in their L1 (though generally not as well-see below). There is *great breadth in the range of everyday situation types* in which they perform effectively; they also have some degree of mastery of the specialized language of their 'vocational' fields(s). Thus they can use English across the macro-roles of consumer of goods and services, participant in social and recreational activities, worker and/or student and citizen (of the local community and the wider world). While these categories are to some extent arbitrary, they are intended to represent all the macro-roles that *adolescent and adult members* of society perform in that society. Etc.
S: 3+ BASIC 'VOCATIONAL' PROFICIENCY PLUS Level 3+ behaviour is significantly better than level 3 but has not reached level 4.	(not provided)	This level is assigned in speaking, listening, reading or writing when the rater cannot be confident that the person's proficiency is more 3-like or 4-like; that is, *when the behaviour in the macroskill is 'midway' between these two described levels.* A rating of 3+ should be assigned only after performance on level 4 tasks as well as level 3 tasks has been observed.
S: 4 'VOCATIONAL' PROFICIENCY *Able to perform very effectively in*	Can take on community roles which are linguistically demanding (e.g. organizing and leading a delegation of parents to lobby a parliamentary	A key factor at this level is a *high degree of mastery of the specialized language* of learners 'vocational' field (s) (with a high degree of

almost all situations pertinent to own 'vocational' fields. The learner conveys his/her desired meaning in straightforward conversations, interviews, discussions and monologues with virtually the same fluency, precision and complexity, and to virtually the same depth as do native speakers of the same sociocultural variety. Usually needs no more support from the context to communicate than a native speaker does.	representative about a problem at school). *Copes with all spoken aspects of 'vocational' roles requiring specialized skills,* except a very select few where the highest level of mastery of the linguistic and cultural systems is essential (e.g. top-level diplomatic negotiating or interpreting into English). In many educational systems, learners at this level are considered sufficiently *proficient to be responsible for teaching English* (and other areas of the curriculum) to native-speaking children. In work situations, can make a product presentation and respond in depth to technical questions. Can negotiate contracts and other important agreements. Can handle complicated complaints from a customer or colleague about a product or service. Etc.	flexibility, permitting communication with lay people). The learner will perform 'very effectively' in 'almost all situations' pertinent to his/her 'vocational' field(s) unless a major field happens to be one of the 'very select few' which feature tasks which demand the highest level of mastery of the linguistic and cultural systems. The range of straightforward everyday situation types in which learners can perform effectively is very close to that of native speaking peers; flexibility when confronted with new situation types is close to that of such native speakers. Etc.
S: 4+ ADVANCED 'VOCATIONAL' PROFICIENCY Level 4+ behaviour is significantly better than level 4 but has not reached level 5.	(not provided)	This level is assigned in speaking, reading, listening or writing when the rater cannot be confident that the person's proficiency is more 4-like or 5-like; that is, *when the behaviour in the macroskill is 'midway' between these two described levels.* A rating of 4+ should be assigned only after performance on level 5 tasks as well as level 4 tasks has been observed.

S: 5 NATIVE-LIKE PROFICIENCY	In even the most complex, sensitive situations (e.g. delicate business or diplomatic negotiations) *no limitations are attributable to L2*. In situations in everyday life and own 'vocational' field(s), can convey meaning accurately and fluently in informal consecutive interpreting from L1.	At this level, learners bring to bear in language use *a native-like breadth of knowledge of the culture* (e.g. of 'peripheral' aspects of institutions, history, religion, sports, literature and other art forms) and a native-like depth of understanding esoteric aspects of the culture which determine, *inter alia,* what may be expressed directly and/or indirectly and how it may be expressed in particularly situations. *They access the same breadth of connotations of meaning as do native-speaking peers.* Etc.
Proficiency equivalent to that of a native speaker of the same sociocultural variety. In all situations pertinent to social and community life and everyday commerce and recreation, and in all those pertinent to own 'vocational' field(s), *the learner's speech in all its features is indistinguishable from that of native-speaking peers*. Language use displays native-like knowledge and understanding of the target culture. Etc.		

(Wylie and Ingram 1999)

Appendix G

Self-assessment Form: Confidence Level in Speaking English

(Before taking the course)

....

Self-assessment Form: Confidence Level in Speaking English

Instructions:

Please answer the question below by giving marks from 0 to 5.

  0 = no confident at all
  1 = not very confident
  2 = a little confident
  3 = fairly confident
  4 = confident
  5 = very confident

What do you think about your level of confidence in speaking English?

_____ **Before** taking the Business English Oral Communication course

Thank you for your co-operation.

Self-assessment Form: Confidence Level in Speaking English (cont.)

(After taking the course)

....

Self-assessment Form: Confidence Level in Speaking English

Instructions:

Please answer the question below by giving marks from 0 to 5.

  0 = no confident at all
  1 = not very confident
  2 = a little confident
  3 = fairly confident
  4 = confident
  5 = very confident

What do you think about your level of confidence in speaking English?

_____ **After** taking the Business English Oral Communication course

Thank you for your co-operation.

Appendix H

End-of-course Evaluation Form

....

<u>Business English Oral Communication Course</u> – End-of-course Evaluation

I. Self-evaluation:

How would you rate your own progress and performance AFTER taking this course?

Attitudes towards English:	**A B C D**	
Your Progress in English :	**A B C D**	
Your Performance in English:	**A B C D**	
(A = Very good B = Good C = Fair D = Bad/Poor)		

After taking the course, how much progress have you made in using English?

Competencies/Level of Improvements	None	Little	Some	Great
Vocabulary in banking				
Self-introduction				
Customer Verification				
Providing credit card information to customer				
Handling basic customers' complaints				
Providing information on bank accounts				

II. Course Evaluation:

In overall, this course was   5   4   3   2   1

Very useful ------------------------Not useful

The teacher was   5   4   3   2   1

Very helpful -----------------------Not helpful

The materials were   5   4   3   2   1

Very useful ----------------------- Not useful

Your other suggestions:

_____

_____

Thank you very much for your co-operation.

End-of-course Evaluation Form (in Thai)

....

Business English Oral Communication Course – **End-of-course Evaluation**

I. การประเมินตัวท่านเอง (Self-evaluation)

* ท่านจะประเมินตัวเองอย่างไร ในด้านทัศนคติ ความก้าวหน้า และ ความสามารถในการใช้ภาษาอังกฤษ เมื่อผ่านหลักสูตรนี้

ทัศนคติดีที่มีต่อภาษาอังกฤษ	**A B C D**
ความก้าวหน้า/พัฒนาการด้านภาษาอังกฤษ	**A B C D**
ความสามารถในการใช้ภาษาอังกฤษ	**A B C D**

(A = ดีเยี่ยม   B = ดี   C = พอใช้   D = ไม่ดี)

หลังจากเข้าเรียนหลักสูตรนี้ ท่านคิดว่าท่านได้มีการพัฒนาทักษะหรือมีความก้าวหน้าอย่างไรบ้างในการใช้ภาษาอังกฤษ

ความสามารถ/ระดับของพัฒนาการ	ไม่มี	เล็กน้อย	พอสมควร	มาก
คำศัพท์ทางด้านธนาคาร				
การแนะนำตนเองเบื้องต้น				
การตรวจสอบลูกค้า (customer verification)				
การให้ข้อมูลบัตรเครดิตกับลูกค้า(เช่น เมื่อลูกค้าสอบถามยอด และ ข้อมูลการชำระ)				
การจัดการขั้นพื้นฐานกับการต่อว่าหรือความไม่พอใจของลูกค้า				
การให้ข้อมูลพื้นฐานด้านบัญชีธนาคาร (e.g. bank account types/balance enquiry)				

II. การประเมินหลักสูตร (Course-evaluation)

* หลักสูตรนี้ …   5   4   3   2   1

มีประโยชน์มาก ----------------------ไม่มีประโยชน์

* ผู้สอน …   5   4   3   2   1

ช่วยเหลือในการเรียนรู้มาก ----------------------ไม่ได้ช่วยเหลือ

* เอกสาร/ตำรา …   5   4   3   2   1

มีประโยชน์มาก ----------------------ไม่มีประโยชน์

* ข้อเสนอแนะอื่นๆ

_____

_____

Thank you very much for your co-operation.

Appendix I

Teacher's Log (Form)

....

Teacher's Log

Date _____

1. Main Topic of the day_____

2. How the class is going on (in general) _____

_____

_____

3. Interactions between teacher and learners _____

_____

_____

4. Interactions among learners _____

_____

_____

5. Strategies that learners use in class to accomplish each task / how often

_____

_____

6. Overall impression of the class _____

_____

7. Additional notes/comments of the class _____

_____

_____

Appendix J

Participant's Log (Form)

....

Participant's Log

Date _____   **Name** _____

1. <u>Main Topic</u> of the day _____

2. <u>Benefits</u> / what has been learned today...
_____
_____

3. What I <u>like</u> about the class today...

_____

_____

4. What I <u>don't like</u> about the class today...
_____
_____

5. What I think about my <u>classmates</u>...
_____
_____

6. What I think about my <u>teacher</u>...
_____
_____

7. <u>Overall impression</u> of the class today _____
_____

_____

Participant's Log (in Thai)

....

บันทึกของผู้เรียน

วันที่ _____   ชื่อ _____

1. <u>หัวข้อหลัก</u>ที่เรียนในวันนี้ _____

2. <u>ประโยชน์</u>หรือสิ่งที่ได้รับจากการเรียนในวันนี้

_____
_____
_____

3. สิ่งที่ฉัน<u>ชอบ</u>ในการเรียนวันนี้

_____
_____
_____

4. สิ่งที่ฉันไม่ชอบในการเรียนวันนี้

_____
_____
_____

5. วันนี้ ฉันมีความคิดเห็นอย่างไรกับ<u>เพื่อนร่วมห้องเรียน</u>

_____
_____
_____

6. วันนี้ ฉันมีความคิดเห็นอย่างไรกับ<u>ผู้สอน</u>

_____
_____
_____

7. <u>ความรู้สึก</u> หรือ<u>ความประทับใจ</u>โดยรวมกับการเรียนในวันนี้

_____
_____
_____

_____

Appendix K

Evaluation Form for the Sample Lesson

....

To analyze the appropriateness of this lesson, please assess the sample lesson in this evaluation form by putting a tick in the box that is relevant to your opinion. Your valuable comments and suggestions will be beneficial in developing the appropriate English course for staff working in international banks.

5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Not agree at all

Areas	Opinion				
	5	4	3	2	1
1. The lesson is useful for my work.					
2. The lesson is easy to understand.					
3. The lesson is interesting and fun.					
4. The lesson is authentic.					
5. The time allotted for each part is appropriate.					
6. The sequence of the lesson is appropriate.					
7. The pace of the lesson studied today is appropriate.					
8. In overall, I like the lesson (s)					

Comments and suggestions:

Thank you very much for your valuable comments.

Evaluation Form for the Sample Lesson (in Thai)

....

แบบประเมินความเหมาะสมของบทเรียนตัวอย่าง

แบบประเมินนี้ จัดทำขึ้นเพื่อให้ผู้เรียนได้มีส่วนร่วมในการพิจารฉาบทเรียนตัวอย่าง เพื่อวิเคราะห์ความเหมาะสมในการนำไปใช้จริง กรุณาทำเครื่องหมายในช่องที่ตรงกับความคิดเห็นของท่าน คำแนะนำหรือข้อเสนอแนะของท่านจะเป็นประโยชน์อย่างยิ่งในการจัดทำหลักสูตรภาษาอังกฤษสำหรับเจ้าหน้าที่ธนาคารต่างประเทศในลำดับต่อไป

5	เห็นด้วยอย่างยิ่ง/มากที่สุด
4	เห็นด้วย/มาก
3	เฉยๆ/ปานกลาง
2	ไม่เห็นด้วย/น้อย
1	ไม่เห็นด้วยอย่างยิ่ง/น้อยที่สุด

Areas	ความคิดเห็น				
	5	4	3	2	1
1. บทเรียนมีประโยชน์ที่จะนำไปใช้งาน					
2. บทเรียนเข้าใจง่าย					
3. บทเรียนสนุกและน่าสนใจ					
4.บทเรียนมีความสมจริง (authentic)					
5.เวลาที่ใช้ในการสอนแต่ละช่วงมีความเหมาะสม					
6. ขั้นตอน/ลำดับของบทเรียนเหมาะสม					
7. ความเร็วในการเรียนพอเหมาะ					
8. โดยรวมแล้ว ฉันชอบบทเรียนในวันนี้					

ความคิดเห็นหรือข้อเสนอแนะอื่นๆ

Thank you very much for your valuable comments

Appendix L

Observed use of vocabulary in context (tape-transcription)

....

Students	Pre-test	Observed vocabulary	Post-test	Observed vocabulary
S1	(In Thai, let me try next time. I do not know what to say.)	(nil)	*Credit card enquiries:* Good afternoon, phone banking, this is S1 speaking. How may I help you? Excuse me, madam, may I have your name? May I (..pause..) have your card **account number**, please? Thank you, madam, for **security** reasons and the sake of **confidentiality**, may I ask you some **verification** questions? (...uh...) May I have your **date of birth**, please? May I have your **mailing address**, please? And, do you have any **supplementary card**, madam? Thank you for **providing** me the i**nformation**. Your **current usable credit card balance** is twenty-five thousand Baht, madam. Is there anything else that I can do for you, madam? Settle my (..uh...) your **payment**? It's on twenty fifth of every month, madam. Thank you for your **custom**. I am S1 and I have been taken care of your **enquiry**. *Card activation:* When do you receive the card, sir? All right, please sign your name on the card. I will **activate** the card. You can use in five minutes, sir. Your **cycle** date is the twentieth of every month (..uh..) the **due date** is on twenty-fifth of every month. You can **cash advance** (..pause..) up to your **credit limit**. The **fee** is three per cents, sir. Anything else I can do for you, sir?	(20)

			Thank you for calling to the bank. I am S1 taking care of your **request**.		
S2	*Credit card enquiries:* Hello, How may I help you? (...uh...) What is your name, sir? About your **payment** (...pause...) January (..uh..) one thousand baht sir. (In Thai, that's it.)	(1)	*Customer verification:* Good afternoon, how may I help you? What is your card **account number**, sir? May I have your name, please? For **security** and the sake of **confidentiality**, please **allow** me to ask some **verification** questions, sir. May I have your **date of birth**? May I have your **mobile phone number**? And, (..uh..) may I have your **office phone number**? What is your **billing address**, sir? Thank you for **providing** the **information**. *Credit card enquiries:* For your balance, ..pause.. your **current credit card balance** is twenty thousand baht, sir. Your (..uh..) **outstanding balance** is fifty thousand baht. Anything else I can do, sir? Thank you for your call. I am S2 answering your **enquiry**.		(13)
S3	*Card cancellation:* Good afternoon, may I help you? May I have your name sir? (..uh...) what is your **telephone number**? Do you have (..uh...) **supp.** (use abbreviation) **card**, sir? Thank you, sir. You want to **cancel** credit card? You inform your supp. (abbreviation)	(3)	*Credit card enquiries:* Good afternoon, phone banking, this is S3 speaking. How may I help you? May I have your name, please? May I have your **card account number**, please? (..pause..) for **security** and **confidentiality** reasons, ..pause... please **allow** me to do **verifications** for **account owner**. May I have your **home phone number**? May I have your **office number**? Do you have **supplementary card**?		(22)

	card and fax the copy to bank (...pause..) bank send new card to you, sir. Thank you. (laugh.. I do not know what to say.)		What is your **mobile phone number**? Thank you for the **information**, sir. Your **available balance** is (..uh..) twenty two thousand baht, sir. Is there anything else I can do, sir? Thank you for calling ABC bank. I am S3 **handling** your **enquiry**. *Card activation:* Good afternoon, phone banking, this is S3 speaking. How may I help you? May I have your name, please? May I have your **card account number**, please? What is your **date of birth**? (..uh..) What is your **mailing address**, sir? And, (..pause..) what is your **credit limit**? Thank you, sir. The bank will **activate** the card. You can use in five minutes, sir. Your **cycle** date is twenty-three of every month and **due date** is on eighteenth of every month. You can use the (..pause..). **cash advance**. The fee is 3 per cents of your credit limit. The amount will show on the (...pause...) **statement** next month. Is there anything, sir? Thank you for calling. I am S3 **handling** your **enquiry**.	
S4	Hello, good afternoon. May I have your name, sir? What is (..uh..) your **request**, sir? (Sorry, I do not know how to continue in English.)	(1)	(S4 flushed and seemed very excited once entering the room; he always flushed in class too but getting more relaxed as class went on.) *Payment updates:* Good afternoon, May I help you? Of course, (..uh..) may I have your **card account number**, please? May I have your name, please? Thank you, sir. For **security** reasons and the sake of **confidentiality**, please **allow** me to ask you (..pause...) some	(13)

			personal **information**. May I have your (..uh..) **home phone number**, please? What is your **mobile phone number**? Thank you for **providing** the **information**. How much you pay cheque (...pause...) to the bank? Yes, we already received your cheque. Your **available balance** is fifty five thousand baht. Is there anything else (..pause...) I can do for you? Thank you for calling the bank. I am S4 **handling** your call. *Credit card activation:* May I help you? Of course, (..pause..) may I have your **card account number**, please? Okay, I will .uh.. **activate** the card. You can use the card within five minutes. We sent **PIN code** to you (..pause..) two weeks ago. Is there anything else I can do for you? Thank you for your call. I am S4 **handling** your **enquiry**.	
S5	*Credit card enquiries:* I pick up call uh.. Good afternoon. May I have your name, sir? (..Uh...) what is your (..pause...) **telephone number** sir? Yes, thank you. What I can do for you, sir? You want to ask the **balance**, okay. Your balance is five thousand baht, sir.. (In Thai, that's it.)	(2)	*Credit card enquiries:* Good afternoon, this is S5 speaking, how may I help you? Yes, may I have your **account number**, please? What is your full name, sir? Thank you, sir. For **security** reasons and **confidentiality** sake, please **allow** me to ask some **verification** questions. What is your **date of birth**? What is your **home phone number**? What is your **mobile phone number**? (..Uh...)What is your **business phone number**? And, pause...what is your **credit limit**, sir? Thank you for **providing** the **information**, sir. You would like to check your **available balance**? Your **current balance** is (..uh..) four thousand baht, sir. Is there anything else I can do for you, sir?	(21)

			Thank you for your **custom**. I am S5 taking care of your **request**. *Payment updates:* What is your **account number**, sir? May I have your name, please? For **security** reasons, may I ask some **verifications** of the **account owner**? What is your **credit limit**, sir? What is your **home phone number**? Thank you, sir. (..Uh..) I will check for you about your **payment** (..pause..) please hold the line. Your payment is **update** (d) in the system already, sir. The **outstanding balance** is (..pause..) twenty thousand baht. Anything else you need, sir? Thank you for your call. I am S5 **handling** your **request**. (In Thai, I am quite excited, and yet, I tried to practice quite a lot.)	
S6	*Credit card enquiries:* May I have your name, madam? What is your ..uh.. **mail** (ing) **address**? Where you use credit card last time? How much do you pay (..pause..) to bank? (..Uh. .) your **balance** forty thousand baht, madam. (laugh) (I cannot continue .. sorry)	(2)	*Credit card enquiries:* (in Thai, I am so excited.) (laugh) Good afternoon, how may I help you? What is your **account number**? What is your full name, sir? For **security** reasons and the sake of **confidentiality**, (..pause..) please **allow** me to ask some **verification** questions. What is your **billing address**? What is your **mobile phone number**? (..Uh..) Do you have **supplementary card**? Thank you for **providing** the **information**. Your **current credit card balance** is two thousand baht, sir. Is there anything else I can do for you? Thank you for your **custom**. I am S6 **handling** your **request**.	(20)

			Payment updates: What is your **home phone number**? What is your **office phone number**? You would like to **update** your **statement**, right? The bank (..pause..) received your **payment** yesterday, sir. Your last **transaction** is four thousand baht. Your **outstanding balance** is (..pause...) fifty thousand baht. Thank you for your **custom.** I am S6 **handling** your case.	
S7	*Asking about the bank's products:* How you know (..uh..) the **promotion**? What do you (...pause...) interest in the promotion? This promotion have **interest rate** high (..uh..) you have two hundred thousand ..uh.. one hundred thousand baht, you (..pause..) receive interest for twenty year (..uh..) twenty month four point twenty five per year. (..uh..) interest more than (..pause..) **savings**... normal savings. (That's the end.)	(3)	*Credit card enquiries:* Good afternoon, phone banking (...pause...) this is S7. How may I help you? May I have your **account number**? May I have your name? For **security** reasons and the sake of **confidentiality**, please **allow** me to ask some **verification** questions. What is your **date of birth**? What is your **home telephone number**? What is your **office telephone number**? How much is your (...pause...) **credit limit**? Do you have any **supplementary card**? Thank you for **providing** the **information**, sir. (..Uh..) your **current available credit** is (..pause..) twenty thousand baht. Anything else I can do? Thank you for your call. This is S7 taking care of your **enquiry**. *Payment updates:* May I have your name, please? May I have your **account number**? (..Uh..) your **last payment** how much amount you pay? You pay by cash or cheque, sir? Do you pay at the bank?	(18)

			We received your cheque (...pause...) amount twenty thousand baht, sir. Anything else I can do for you? Thank you for your **custom**. I am S7 **handling** your **request**.	
S8	*Card cancellation:* Good afternoon. You (...pause...) want to stop card (...pause...) (..uh..)..**cancel** **supp**. (use abbreviation) **card**? He (...pause...) overuse the card? (........long pause......) (In Thai.. something like that.. I am not confident to continue.)	(2)	*Payment update:* Good afternoon, phone banking, I am S8. How may I help you? What is your **account number**? What is your name, sir? Thank you. May I have your personal **information** for **security** reasons and the sake of **confidentiality** (...pause...) (laugh) please **allow** me to **verify** your **account owner**. What is your **credit limit**? What is your **billing address**? What is your (...pause...) **cell phone number**? Thank you, sir. When did you pay (...uh...) to the bank, sir? How much is your cheque? Forty thousand baht, right? Tomorrow your **payment** will **update** on the system. Your **outstanding balance** is forty five thousand baht. Anything else, sir? Thank you for your **custom**. This is S8 **handling** your **enquiry**. *Card activation:* What is your **date of birth**, sir? Do you have **supplementary card**? What is your **credit limit**? Thank you for the **information**. When did you (..uh..) receive the credit card, sir? At your office? Okay, I will **activate** your card. After you hang up, you can use the card. Your first **statement cycle** will be every fourth of the month. Payment **due date** is twenty-eighth of every month. Is there anything else, sir?	(21)

			Thank you for your call. This is S8 **handling** your **enquiry**.	
S9	*Card cancellation:* Good afternoon, May I help you? If you **cancel** card, (....pause..) inform your **supp.**(use abbreviation) card. The bank will cancel card (.. uh..) and the bank issue the card. (laugh) (That's it.)	(2)	*Credit card enquiries:* Good evening, phone banking, this is S9 speaking, how may I help you? May I have your **account number**? May I have your name? May I have your personal **information** for (..pause..) **verification** of the **account owner**? What is your **credit limit**, sir? What is your **home phone number**? What is your **mobile phone number**? What is your **mailing address**? Thank you for **providing information**, sir. Your **current** (..pause...) **credit balance** is (...uh...) one hundred thousand baht, sir. Is there anything else you need, sir? Thank you for your **custom**. This is S9 taking care of your **enquiry**. *Payment updates:* For **security** reasons and the sake of **confidentiality**, please **allow** me to ask **verification** questions. What is your **credit limit**, sir? And, uh.. do you have any **supplementary card**? When is your **last payment**? Thank you, sir. About your cheque **payment** (... uh...) how much is your cheque, sir? Forty thousand baht, right? Which bank do you pay, sir? Okay, we get it. Your **outstanding balance** is one hundred thousand baht. Thank you for your call. I am S9 **handling** your **enquiry**.	(20)
S10	*Customer verification:* Good afternoon, sir.	(2)	*Customer verification:* Good afternoon, phone banking, this is S10, how may I help you?	(14)

	(laugh) May I (...uh...) check your **information**? Do you want (..pause...) **current balance** or total balance? Current balance? (..pause...) The maximum is (..uh..) one hundred thousand baht. (laugh.. That's all.)		What is your **account number**, sir? May I have your full name? For **security** reasons and **confidentiality** sake, please **allow** me to ask **verification** questions. What is your **billing address**? And, (..pause...) what is your **date of birth**? What is your **mobile phone number**? How much is (..uh..) on your **last statement**? Thank you for the **information**. *Credit card enquiries:* Your **current credit card balance** is (..uh...) twenty thousand baht, sir. Your **outstanding balance** is thirty thousand baht. Is there anything else you need, sir? Thank you for your **custom**. I am S10 **handling** your call.	
S11	(Sorry, I cannot answer in English.) ขอผ่าน	(nil)	*Customer-verification:* Good afternoon, my name is S11, (..pause..) may I help you? May I have your name, please? May I have your **account number**? For **security** reasons and **confidentiality**, please **allow** me to ask some (..uh..) **verification** questions. What is your birthday (..uh..) **date of birth**? What is your telephone number.. **mobile phone number**? What is your (..pause..) **mailing address**? Thank you for calling phone banking. I am S11 (.. pause...) **handling** your case. (In Thai, That's all I can do. I am very excited.)	(9)
S12	***Talking about bank product:*** What product do you want to ask, sir?	(2)	*Customer verification:* Good evening, phone banking, I am S12 speaking, how may I help you?	(12)

	About money **deposit** with bank, (..uh..) **interest** is (...pause...) more higher than other banks.. How you know (..uh..) about the product, sir? Newspapers? okay.. (In Thai, that's all I can think of now.)		What is your **account number**, sir? May I have your name, please? For **security** reasons, may I ask **verification** questions? What is your **date of birth**? And, (...pause..) what is your **billing address**? What is your **office phone number**? How much is (...pause..) your **credit limit**? Thank you for the **information**. *Credit card enquiries:* Good evening, phone banking, this is S12 speaking. How may I help you? What is your **account number**, sir? What is your name, sir? For **security** reasons, (..pause...) may I have **verification** for the **account owner**? May I have your **home phone number**? ..uh.. What is your **credit limit**? Thank you for the **information**, sir. Your **available balance** is (..pause..) twelve thousand baht, sir. Anything else that you need, sir? Thank you for calling the bank. I am S12 **handling** your case.	
S13	*Customer-verification:* May I have your name, please? (..Uh..) what is your (..pause..) **telephone number**, madam? (in Thai, I am very excited. I am not sure what I should say)	(1)	*Credit card enquiries:* Good afternoon, phone banking, how may I help you? What is your **account number**, sir? May I have your name, please? For **security** and **confidentiality** sake, please **allow** me to ask some **verification** questions. What is your **date of birth**? What is your **mobile phone number**? What is your **home phone number**? Thank you for the **information**. Your **current balance** is twenty-five thousand baht, sir. Is there anything else, sir?	(17)

			Thank you for your **custom**. This is S13 **handling** your case. *Payment updates:* Please **allow** me to **verify** your **account owner**, sir. What is your **credit limit**? ..uh.. Do you have **supplementary card**? Thank you, sir. We received your cheque yesterday. And, (...pause...) your **outstanding balance** is now fifty thousand baht, sir. Thank you for your call. I am S13 **handling** your **enquiry**.	
S14	**Credit card enquiries:** Good afternoon. May I have your name, please? If he (..uh..) you have good **payment**, I will **waive** (..uh..) the charge. (..pause..) next time, you can pay... pay on **due date**. We have loan or IL (...pause..) new product for you. It (..pause..) free of **interest**. You pay (..uh..) principal only. You can have .(.pause).. term loan in five (..uh..) years. Do you know... (use Thai language to ask the rater "How did you find this information..) Can you give me your **mobile number**, (.....long .pause......) I will advise sales to call you. Thank you, sir.	(5)	*Credit card enquiries:* Good evening, ABC bank, this is S14 speaking. How may I help you? May I have your **account number**, please? What is your name, madam? For **verifications** of the **account owner**, please **allow** me to ask some questions. What is your **birthday**? What is your **mailing address**? Do you have **supplementary card**? Thank you for the **information**. Your **current usable credit card balance** is twenty thousand baht, madam. Is there anything else, madam? Thank you for calling phone banking. I am S14 **handling** your case. *Payment updates:* For **verifications**, may I ask you some personal **information,** madam? What is your **mobile phone number**, madam? What is your **credit limit**? How much is on your **last statement**? Thank you for the **information**, madam. We have received your **payment** yesterday. Your **outstanding balance** is now fifty thousand baht, madam.	(16)

			Thank you for your **custom.** I am S14 taking care of your **request**.	
S15	*Customer verification:* Hello. Good afternoon. Please tell me your name. And, (...pause...) your number (..uh..) **office number**.. .. May I have your **address**? How much (.. uh..) is your **payment**? Okay, five thousand. (That's it)	(3)	*Card activation:* Hello, How may I help you? May I have your card **account number**, sir? May I have your name, please? For **security** and **confidentiality** reasons, may I ask some **verification** questions? What is your birth of date (laugh) uh.. your **date of birth**, sir? And, (..pause..) your **credit limit**, sir? Thank you for **providing** the **information**. I just **activate** your card. In five minutes, you can use your card. Your statement **cycle** is seventh of every month. Your **PIN** code (..uh..) sent to you after you get the card two weeks. Thank you for calling. I am S15 **handling** your case. *Credit card enquiries:* How may I help you? Please **allow** me to ask some **verification** questions. May I have your **mobile phone number**? May I have your **office phone number**? Thank you, sir. Your **current usable credit balance** is two thousand baht. Is there anything else, sir? Thank you for your **custom**. I am S15 taking care of your **enquiry**.	(18)
S16	*Credit card enquiries:* May I have your name please? What is your **account number**, sir? What is your (..uh..) **last payment**, sir? How much you pay to the bank? Your **statement** is now (..uh..) ten thousand baht.	(3)	*Credit card enquiries:* Good afternoon, phone banking, this is S16 speaking. How may I help you? What is your **account number**, sir? And, what is your name, sir? For **security** and **confidentiality** sake, (..pause...) may I have **verifications** for the **account owner**? May I have your **mobile phone number**? ..uh.. Do you have any **supplementary card**?	(19)

| | (That's all.) | | Thank you for **providing** the **information**, sir.
Your **available balance** is (...pause...) one thousand baht, sir.
Anything else you need, sir?
Thank you for calling the bank. This is S16 taking care of your **request**.

Card activation:

Good afternoon, phone banking, this is S16 speaking. How may I help you?
What is your **date of birth**, sir?
What is your **mailing address**?
What is your **mobile phone number**?
What is your **ID number**?
Do you have any **supplementary card**?

Thank you for the **information**.
I will **activate** your card in five minutes. Sign your name at the back of the card. Your **statement cycle** is (..uh...) tenth of every month and ..uh..your due date is twenty of every month.
Welcome you to (..pause..) our card **membership**, sir.
Thank you for your call. I am S16 **handling** your **request**. | |
| S17 | *Customer-verification:*

May I have (..uh...) your personal **information** for **verification**?
May I have your name?
May I have your **phone number**? (..uh...)

(in Thai, what should I say then... I am so excited.) | (3) | *Customer-verification:*

Good afternoon, for **security** and **confidentiality** reasons, please (..uh..) **allow** me to ask some **verification** questions.
What is your telephone ..uh.. **mobile phone number**?
May I have your **billing address**?
What is your birthday (..uh..) **date of birth**?
And, your **credit limit**, sir?
Do you have..pause.. **supplementary card**?
Thank you for the **information**. | (14) |

			Credit card enquiries:	
			How may I help you? Yes, your **current usable credit card balance** is (..uh..) twenty thousand baht. And, ..pause.. your **outstanding balance** is forty thousand baht, sir. Thank you for calling. I am S17 **handling** your **request**.	
S18	*Card cancellation:* (In Thai, what should I say?) (..Uh..) Please inform your ..uh.. the bank is lost your card.. because (..uh..) (I have no idea how to continue)	(nil)	*Credit card enquiries:* Good evening, phone banking, I am S18, how may I help you? For **security** and **confidentiality** sake, please **allow** me to ask **verification** questions. What is your **date of birth**? What is your ..uh..**credit limit**? And, ..pause.. what is your **mobile phone number**? Thank you for your **information**. Your **current usable credit card balance** is ..pause.. forty thousand baht, sir. Is there anything else I can do for you? Thank you for your **custom**. This is S18 **handling** your **request.** *Payment updates:* Good afternoon, phone banking, this is S18 speaking. How may I help you? Of course, may I have your name, please? May I have your personal **information** (uh...) for **verification** of the **account owner**, sir? May I have your **mailing address**, please? And, what is your **office phone number**, sir? Thank you for your **information**. How much did you (..uh...) mail to the bank yesterday, sir? Forty thousands baht. All right, we have already received it, sir. Your **updated** balance is (..uh...) seventy-five thousands baht, sir. And, would you like any other **information**, sir? I am S18 and I have been answering your **enquiry**. (in Thai, I am still excited but I have more confidence in answering customers in English.)	(17)

S19	*Customer-verification:*	(2)	*Customer-verification:*	(12)
	(in Thai, Do I have to speak in English?)		Good afternoon, I am S19 phone banking, may I help you?	
			May I have your name, please?	
	CSR (use abbreviation) will **verification** (..uh..) all **account owner** The credit card discount five percents.(. uh..) (.........long pause.........) (I cannot continue.)		May I have your **account number**, please?	
			May I have your personal **information** for ..(..uh..) **verification** of the **account owner**?	
			What is your **mailing address**?	
			What is your **mobile number**?	
			What is ..uh.. your **date of birth**?	
			May I have your **credit limit**?	
			Thank you.	
			Payment updates:	
			Uh.. about my.. uh.. your **statement**, how much is your **payment** to the bank.. ..pause.. yesterday?	
			We have received twenty five thousand baht already.	
			Your **current balance** is .. pause.. thirty five thousand baht, sir.	
			Thank you for calling. I am S19 **handling** your case.	
S20	*Credit card enquiries:*	(nil)	*Credit card enquiries:*	(15)
	CSR (use abbreviation) (..uh..) pick up the phone. Good afternoon. How may I help you?		Good evening, phone banking, S20 speaking. How may I help you?	
			May I have your **account number**, please?	
	(Sorry, I don't know how to answer.)		What is your full name, sir?	
			For **security** reasons and the sake of **confidentiality**, please **allow** me to ask some **verification** questions.	
			May I have your telephone (..uh..) **cell phone number**, please?	
			May I have your **date of birth**?	
			What is your **credit limit**, sir?	
			Thank you for the **information**.	
			Your (..pause..) **current credit card balance** is twenty thousand baht, sir.	
			Is there anything else I can do for you, sir?	
			Thank you for your call. I am S20 **handling** your case.	

			Payment updates: May I ask some **verification** questions for security reasons? What is your **home phone number**, sir? And, (.. pause..) do you have **supplementary card**? Thank you, sir. When did you pay to the bank, sir? Yesterday? Okay, we received it already. Your **outstanding balance** is ten thousand baht. Is there anything else you need? Thank you for calling to the bank. This is S20 answering your **enquiry**.	
S21	***Customer verification:*** What is your name, madam? What's your **address**? Do you have **supp.**(abbreviation) card? Your (..uh..) **balance** is five thousand baht. (In Thai, I just joined the bank. I do not know much.)	(3)	***Credit card enquiries:*** Good afternoon, phone banking, I am S21. How may I help you? What is your **account number**? What is your name, sir? For **security** reasons and the sake of **confidentiality**, please **allow** me to ask (..pause..) **verification** questions. What is your **credit limit**, sir? What is your **date of birth**? Thank you for **providing** the **information**. Your **current credit card balance** is (..pause..) fifty two thousand baht, sir. Is there anything else I can do for you, sir? Thank you for your **custom**. I am S21 **handling** your **request**. ***Payment update:*** What is your **account number**, sir? What is your full name, sir? Thank you for the **information**. We received your cheque **payment** ..uh..yesterday, sir. The **outstanding balance** is (..uh..) one hundred thousand. Anything else you need, sir? Thank you for your **custom**. I am S21 **handling** your **enquiry**.	(17)

| S22 | (In Thai, what do you want me to do? Sorry, I do not understand your questions. I am not ready..) | (nil) | *Credit card enquiries:*

 Good afternoon, how may I help you?
 May I ask you some (..uh..) **verification** questions?
 May I have your mobile phone (..uh..) **mobile phone number**?
 May I have your ..pause.. **office phone number**?
 May I have your **birthday**?
 Thank you for **information**, sir.
 Your **current balance** is twenty thousand baht.
 Anything else you need, sir?
 Thank you for calling. This is S22 **handling** your **request**.

 Card activation:

 Good afternoon. May I help you?
 May I have **verification** for **security**?
 Okay, thank you.
 Please see the name on the card (...uh..) is it correct, sir?
 Your **cycle** is seventh of every month and ..uh.. your **payment due** on tenth, sir. Please wait five minutes (..pause..) and you can use the card.
 Thank you for your call. This is S22 answering your **enquiry**. | (12) |
| | | 1.82 | | 16.36 |

Appendix M

Teacher's class observations of participants' confidence level in using English

Student (S)/ Class (C)	C 1	C2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	C 10	C 11	C 12	C 13	C 14	C 15	C 16	C 17	C 18	C 19	C 20	C 21	C 22	C 23	C 24	C 25	C 26
S1Apisra	0	0	0	0	1	1	1	1	2	*	1	2	2	2	3	2	2	*	3	3	4	3	3	4	4	4
S2Asadng	1	1	2	1	2	2	*	2	2	3	2	1	3	2	*	3	3	4	2	4	3	4	4	3	4	4
S3Chmpn	2	2	1	2	*	2	3	2	3	3	3	4	*	4	2	4	5	3	*	4	5	3	5	4	4	5
S4Chawlit	0	0	0	*	0	*	1	1	2	1	2	1	2	2	1	*	2	3	3	2	3	3	3	4	3	4
S5Jirapon	1	2	1	2	2	*	2	2	*	2	2	3	3	1	3	*	3	3	4	4	4	3	4	4	3	4
S6 Kingkn	2	2	2	1	2	2	3	2	*	3	4	2	3	4	4	3	4	4	3	*	3	4	5	5	4	5
S7Matna	1	0	1	2	1	*	2	2	3	2	1	3	*	3	2	3	2	2	*	2	2	3	4	*	4	3
S8Monta	2	2	1	2	3	3	1	*	2	2	3	3	4	*	2	4	4	5	3	3	4	3	4	5	5	4
S9Natntw	*	*	*	1	2	2	3	2	2	3	3	2	1	2	2	2	3	4	3	*	3	3	2	4	4	3
S10 Pkawt	0	1	1	1	2	2	2	1	3	3	3	2	1	2	2	3	*	3	2	4	2	3	3	3	4	3
S11Panjn	0	0	0	0	0	0	1	0	1	2	0	1	2	2	1	0	1	*	1	1	*	2	3	2	3	2
S12Pattm	2	3	1	2	3	*	2	1	2	3	4	3	*	*	2	3	2	3	4	2	4	4	5	3	4	5
S13Pichyp	1	0	0	1	1	1	2	1	2	3	2	1	2	*	3	3	4	2	2	*	3	3	4	4	5	5

14Ruangd	*	*	*	2	2	3	3	3	2	2	4	3	4	3	3	4	4	5	5	4	4	5	3	4	*	5
S15Sasikn	3	2	2	2	*	3	2	4	4	3	3	4	4	5	5	3	4	4	5	4	5	5	4	5	*	5
S16Sirikul	2	1	2	3	3	3	*	2	4	4	3	3	4	*	4	5	5	5	3	4	4	3	5	4	5	4
S17Sukny	1	2	1	2	*	2	1	*	2	3	3	2	2	3	3	3	4	3	4	3	4	4	4	3	4	3
S18Suppn	0	1	0	1	1	2	1	2	2	3	1	2	2	*	3	2	3	1	2	3	4	4	*	4	4	4
S19Sutisa	1	2	0	2	1	*	2	3	2	3	3	*	4	*	3	2	3	4	5	3	4	*	4	4	5	4
S20Thetnt	0	2	1	0	2	2	1	2	2	3	3	3	4	2	*	3	4	3	3	3	4	4	*	3	4	3
S21Urawn	2	2	1	1	2	2	3	3	4	3	3	*	4	4	5	5	4	3	4	4	4	5	5	5	3	5
S22Utupn	0	0	1	1	1	*	1	2	1	*	2	*	2	3	2	2	3	2	3	3	*	3	2	3	4	4

Note: Class absence is marked by *

Appendix N

Teacher's Log (Summary)

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.Teacher's Log

Date	Main Topic	Interactions between teacher and learners	Interactions among learners	Strategies used to accomplish the task	Overall impression of the class	Comments
01/02/06	Greeting, introduction and leave-taking	Getting to know one another	Learners also got to know one another and assisted each other.	Learners preferred to ask for help from their friends sitting next to them rather than asking the teacher	Most learners were not confident to speak out much—they said they were afraid of making mistakes but at the end of the class, they seemed to be more relaxed and gained more confidence to speak in English	* Teacher asked learners at the end of the class for overall comment; a few said the class was a bit too slow while another few said the class was a bit too fast. This was due to different language proficiency levels among learners. * The training room was occupied for other training till 5.35 p.m. so class started a little bit late. * The size of the room was limited and thus, no space for learners to move around. * One learner was on vacation and another one was still working for the evening shift. Both of them would not be able to attend the class for approximately one week.

02/02/06	Greeting, introduction and leave-taking (cont.)	Warm, friendly	Supportive and encouraging	They asked for help; request those who were better in English to answer first.	Learners were active and showed strong attention in class.	* When asked at the end of the class, most learners found the class learning pace satisfactory, only a few still said it was a bit too fast. * Learners were stressed from work and needed some relaxing materials before starting on the actual materials
07/02/06	Making offers and suggestions	Warm	Learners encouraged one another to try communicating in English	Learner asked for additional explanation from teacher	Fine	* Some learners missed the class because they had to attend their relatives' funeral ceremony, or some other parties.
08/02/06	Customer verification	Two-way communication- learners started to speak more and shared their working experiences to class	Supportive	Learners attempted to repeat the new terms and use them in class	Interesting and fun	* Two learners shared to the class that they used the learned script in answering foreign customer and they had more confidence in so doing.

09/02/06	Credit card balance enquiries	Participative	Encouraging	Learners asked for help from those who had better English.	Challenging on how to make class fun and educating at the same time.	* Most learners were stressed and tired from lots of urgent work. Teacher should attempt to make class more relaxing and fun
14/02/06	Credit card payment date	Participative	Friendly and active	Learners proposed that their classmates who have better English should do the role-play first. Then those who were weaker would attempt later	A bit quiet today due to many absentees yet, good thing was that learners had more chance to speak out.	* Today was Valentine's day resulting in many absentees (about 8) as they had appointments with their family, friends.
15/02/06	Payment update and details of card transaction; Credit card activation	Good	Supportive	Learners practiced and kept on repeating the scripts until they could communicate quite fluently.	Several learners gained more confidence in speaking English They also asked more questions.	Learners asked more questions about the vocabulary and script. One learner asked how past tense of regular verbs (ending with ed) should be properly pronounced- leading to further discussion and practice in class.

16/02/06	Request for new card due to name change	Participative	Enthusiastic	Learners asked questions and practiced the scripts.	Enjoyable	* An internal company board posting in front of the rest room saying that "recommend a friend and get baht XXX; those with previous working experiences and fluent English are considered an advantage" When discussed with learners in class, all agree that every job now requires good command of English. * Learners felt more relaxed and they asked more questions to teacher and among themselves. * Because of limited time, learners said that they prefered the class to move to new lessons to reviewing the previous lessons.
21/02/06	Request for new card due to magnetic error; Customer did not receive the renewed card	Co-operative	Warm and supportive	Learners repeated the scripts and asked for help from others when needed	A bit stressful as some learners were late for class and management would like to impose some penalty.	* Management seemed to be concerned about learners who were late for class and would like to collect 10 Baht from those late-comers. Learners seemed to be frustrated and stressed – they said they did not want to be late for class but they were really occupied with some urgent tasks. Eventually, management decided not to impose such penalty but insisted that learners should try to attend the class on time.

Date	Issue				Notes
22/02/06	Customer did not receive the PIN code	Good Attentive	Helpful	Learners asked questions and practiced the scripts	Somewhat quiet as there were several absentees	* 5 Learners have to attend an urgent meeting and thus, cannot attend the class
23/02/06	Request to change the billing address; Request to change the payment cycle	Good	Friendly and helpful	Learners discussed and asked questions	The class was fun as learners were very active and participative in learning.	Learners were very much interested in discussing new articles about wrong translation in DVD, VCD (retrieved from the internet).
28/02/06	Request to increase the credit limit on a temporary basis	Fine	Enthusiastic	Learners practiced and asked questions from the teacher and also among themselves at their convenience.	Learners enjoyed learning extra knowledge apart from the prepared materials esp. those new articles from the internet—it added lots of fun to the class.	* Need to finish the class 20 minutes before time as there was a fare-well party for one manager in the department who moved to take other position in the bank—one of the many uncontrollable factors that took away class time e.g. urgent meetings, certain festivals (like Valentine's Day), special parties, etc.

01/03/06	Disputed transaction; Points redemption	At the beginning, learners were tired and sleepy, and thus, they were a bit slow to respond. Yet after a while, they became better and more active	Learners encouraged and teased one another from time to time as they became very much acquainted	Learners practiced and asked for help when needed.	Teacher needed to find every possible way to handle the class and help them learn, otherwise, it would be such a waste of time.	Learners were awarded from the management as they met the target. The award included chicken, Thai salad and sticky rice causing learners to be sleepy during class time. Teacher asked the class about how to help them become more active. One learner proposed to sing and have a few minutes' aerobics. It worked! Learners became alert and more lively.
02/03/06	Lost/stolen credit card	Fine	Friendly and warm	Some learners asked their more capable classmates to start the role-play first and they themselves did next.	Lots of absentees as the bank's auditors were coming and learners with their staff' roles needed to finish their tasks.	Teacher needed to be very responsive and aware of what was going on in their workplace and tried to adjust the lesson and activity to suit each case for the best result.
07/03/06	Cancellation of credit card	Interactive-two-way communication	Very encouraging. Learners often say "Wow" when their friends spoke English better or more fluently.	They looked at their more capable friends and the latter usually helped the former answer or provide some clues.	Teaching adults needed to be flexible and responsive	Starting the class with relaxing and nice English songs seemed to be very much appreciated from the class as they were exhausted from work and would like to relax before actually focusing on the text.

08/03/06	Bank account types enquiries	Co-operative	Warm and friendly	Learners encouraged each other in class to equally do the role-play. They also provided help to their friends as needed.	Learners were lively and participative.	Adult learners had experiences and were willing to share when asked.
09/03/06	Foreign exchange	Interactive	Supportive	Learners practice and sought for help as needed	Good	There were a few absentees as they were on leave to take care of their kids during school break.
14/03/06	ATM card activation	Lively and warm	Friendly, encouraging	Learners repeated the difficult parts of the script for a couple of times before performing the role-play.	Everyone put effort to learn and improve one's English	Some learners were still taking leave to accompany their kids during school break
15/03/06	Lost/stolen ATM card	Co-operative	Friendly	Learners practiced and asked for help when necessary.	When learners were relaxed, they seemed to learn better. They were eager to answer and asked more questions.	Songs, interesting articles should be properly included in teaching adults. Focusing only on texts is too dry.

16/03/06	Credit facility services; Handling customers' complaints	Very interactive	Encouraging one another to speak English	Learners practiced and performed the role-play	Good	When learners gained more confidence in using English, they were more willing to volunteer to speak
21/03/06	Handling customers' complaints (cont.)	Co-operative	Supportive	Learners attempted to practice speaking English. They asked for help from their friends and teacher when needed.	Enjoyable	One learner came to discuss with the teacher saying that she believed knowledge and proficiency in English could help upgrade her to the higher level of job and so she wanted to take additional English courses as much as possible.
22/03/06	Cross-cultural knowledge and communication on the phone	Participative	Encouraging one another to answer/speak in English	Learners attempted to speak more and asked for help when needed	Learners seemed to enjoy learning and speak better, more fluently	Staff who were not taking the class ask the teacher in the rest-room whether there would be any other new course for them. They said the current learners seemed to have better English and thus, they were interested in learning too.
23/03/06	Cross-cultural knowledge – names and titles	Good	Friendly	Learners discussed and asked questions showing their attentiveness and enthusiasm to learn.	The class was very lively.	A couple of management came to observe the class and commented that the learners seemed to have better English especially those who did not speak up at the beginning of the training, they now gained more confidence and spoke much better.

28/03/06	Telephoning across culture	Interactive	Warm and helpful	Learners practiced both in and outside the class with their friends	Learners were attentive and willing to participate in class.	One learner shared her feeling with the teacher that she was not really willing to take the class at the beginning but the management encouraged her to do so. Yet, now, she said she really enjoyed and learned a lot from the class. She wanted the class to be extended if possible.
29/03/06	Pronunciation practice; Revision	Very participative	Friendly and supportive	Learners paired up to practice the script and assisted one another	A lot more sharing of learners' experiences in class.	When asked, learners became more willing to share their experiences in using English at work to the class. Again, they said they liked to be called rather than volunteering to speak themselves.
30/03/06	Wrap-up	Very interactive	Friendly and supportive	Learners practiced and asked questions	Learners paid attention and tried to participate in every activity in class.	Learners and management arranged a small party for closing the course. Every one seemed to appreciate the course.

Appendix O

Participants' Logs (Summary)

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Participants' logs

Date	Main Topic	What I like about the English class today	What I don't like about the English class today	My impression for my classmates today	My impression for my teacher today	Overall impression today
01/02/06	Greeting, introduction and leave-taking (20 attendants)	* Learn new things (8) * Opportunity to speak and practice (6) * Get to know my colleagues (5) * Interesting lessons (3)	* Nil (15) *A bit too fast (3) * Too slow (2); * Not familiar with friends in class (2)	* Attentive (11) * Helpful (7) * Co-operative (6)	*Friendly (14) * Active (6) * Kind (6) (so participants they were not much afraid to speak out)	* Interesting (7) * fun (5)

02/02/06	Greeting, introduction and leave-taking (cont.) (20 attendants)	* Opportunity to speak and practice (9) * Learn new things (8) * Teacher was caring (2)	* Nil (18) * Lesson was a bit difficult (2)	*Attentive (14) * Helpful (7)	* Talkative (12) * Warm (8) * Kind (5) * Strong effort and attempt to teach (3)	* Encouraging atmosphere (7) * fun (5) Note: one participant said she liked the class because the teacher was friendly
07/02/06	Making offers and suggestions (20 attendants)	* Learn new vocabulary (11) * Pronunciation practices (6) * Gain more confidence to speak English (3)	* Nil (18) * A bit too fast (2)	* Co-operative (11) * Attentive (6) * Helpful (6)	* Knowledgeable (10) * Friendly (7) * Teacher got good techniques in teaching (5)	* Fun (9) * Interesting (6) * I like the class (4) * I enjoyed the class but a bit sleepy because I was tired from work (1)
08/02/06	Customer verification (21 attendants)	* Opportunity to practice and speak English in class (11) * Learn new vocabulary (5) * Pronunciation practices (4) * Teacher was caring (2)	* Nil (19) * Teaching what I already knew (2)	* Attentive (15) * Helpful (7) * Clever (3)	* Energetic(11) * Knowledgeable (6) * Friendly (5) * Strong effort and attempt to teach (3)	* Fun (7) * Teacher was always in a good mood (5) * I felt good and relaxed in class (2)

09/02/06	Credit card balance enquiries (19 attendants)	* Opportunity to practice and speak English by using the scripts (9) * Learn new things (6) * Lesson and script assists me to speak better English (2)	* Nil (19)	* Co-operative (7) * Helpful (7) * Active/ attentive (6) * lovely (3)	* Friendly (11) * Talkative (7) * Teacher was willing to explain and provided as much knowledge as possible (3)	* Enjoyable and I liked the class (5) * I liked opportunity to speak.(2) * I felt excited to speak English in long sentences (1)
14/02/06	Credit card payment date (15 attendants)	* Opportunity to practice and speak (8) * Learn new things (5) * The script is authentic and useful for my current job (4)	* Nil (14) * A little bit too fast some times (1)	* Attentive (8) * Co-operative/ Participative (4) * Lively (4)	* Friendly (7) * Knowledgeable (6) * Kind (4) * Energetic (3)	* Interesting (6) * Teacher was kind and friendly (3) * Learn new useful knowledge for work (2) *Note*: Today was Valentine's day and hence several participants were absent from class.

15/02/06	Payment update and details of card transaction; Credit card activation (21 attendants)	* Learn new things (7) * Getting new knowledge (6) * Enjoy practicing conversation using the script (5) * Friendly atmosphere (5)	* Nil (18) * Many new and difficult vocabulary (2) * Taking too much time to review previous lessons (1)	* Co-operative (8) * Attentive (8) * Clever (2)	* Warm (7) * Friendly (5) * Cheerful (4) * Strong effort and attempt to teach (4)	* Good and fun (9) * Interesting (5) * A bit tired from work (2)
16/02/06	Request for new card due to name change (20 attendants)	* Learn new knowledge (7) * Opportunity to speak and practice English (6) * Warm and relaxing atmosphere (4) * Teacher was caring (2)	* Nil (19) * Class time is too short (1)	*Attentive (10) * Helpful (7) * Clever/smart (2)	*Warm (8) * Friendly (8) * Strong effort and attempt to teach (5)	* Very good and enjoyable (12) * relaxing (3) * I enjoyed learning the technique from more capable classmates (1)
21/02/06	Request for new card due to magnetic error; Customer did not receive the renewed card (21 attendants)	* Opportunity to speak and practice (9) * Learn new knowledge (6) * Authentic scripts useful for my work (4)	* Nil (20) * Class time is too short (1)	*Attentive, active (8) * Co-operative (7) * Friendly (3)	* Knowledgeable (7) * Warm (5) * Energetic/ active (5)	* Fun/ interesting (5) * Good participation in class (4) * I was impressed and appreciate the teacher (2) * Every one in class was active (2)

22/02/06	Customer did not receive the PIN code (19 attendants)	* Learn new knowledge (7) * Opportunity to practice and speak (5) * Interesting lessons (2) * Everyone in class was active (2) * Teacher was caring (2)	* Nil (19)	* Helpful (9) * Co-operative (8) * Attentive (6)	* Friendly (7) * Warm (5) * Knowledgeable (5) * Cheerful (4)	* Enjoyable (11) * Teacher put her mind to teach (3)
23/02/06	Request to change the billing address; Request to change the payment cycle (20 attendants)	* Learn new knowledge (8) * Opportunity to practice English in class (7) * Friendly atmosphere (4) * I enjoyed every thing in class (2)	* Nil (19) * I was sleepy and tired from work (1)	* Helpful (8) * Co-operative (8) * Clever/smart (3)	* Friendly (7) * Teacher had good technique in teaching (4) * Knowledgeable (4) * Fun (2)	* Fun/ Enjoyable (9) * Teacher was caring and friendly (3)
28/02/06	Request to increase the credit limit on a temporary basis (19 attendants)	* Learn new knowledge (7) * Opportunity to speak and practice (6) * Warm and friendly atmosphere (3) * Teacher was caring (3)	* Nil (19)	* Attentive (9) * Helpful (7) * Hard-working (3)	* Warm (7) * Energetic/active (5) * Caring (5)	* Very good/ enjoyable (12) * I learned good things from my classmates to improve myself (1)

01/03/06	Disputed transaction; Points redemption (19 attendants)	* Learn new knowledge (7) * Opportunity to speak and practice (7) * Useful scripts for my work (4) * Teacher was caring (3) * I enjoyed everything in class (2)	* Nil (18) * I was a bit sleepy (1)	*Attentive/ Enthusiastic (10) * Helpful (6) * Co-operative (5)	* Knowledgeable (7) * Kind (6) * Cheerful (4)	* Good (10) * Fun (6) * I learned new knowledge that is useful to improve my English (2)
02/03/06	Lost/stolen credit card (16 attendants)	* Opportunity to practice and speak (8) * Learn new things (7) * Every one was enthusiastic (2)	* Nil (16)	* Attentive/ enthusiastic (7) * Helpful (6) * Smart (3)	* Knowledgeable (7) * Friendly (5) * Caring (4)	* Interesting and fun (8) * A bit quiet due to several absentees (3)
07/03/06	Cancellation of credit card (20 attendants)	* Learn new knowledge (7) * Opportunity to practice and speak (6) * Teacher was caring (4)	* Nil (20)	* Attentive/ enthusiastic (9) * Helpful (6) * Co-operative (4)	* Knowledgeable (8) * Friendly (5) * Caring (5) * Lovely (2)	* Enjoyable/good (11) * Interesting lessons (4) * Get new knowledge (4)
08/03/06	Bank account types enquiries (19 attendants)	* Learn new knowledge (7) * Every one was helpful (5) * Opportunity to practice and speak (5)	* Nil (18) * A bit too slow (1)	* Enthusiastic (7) * Helpful (7) * Co-operative (4)	* Friendly; warm (9) * Knowledgeable (5) * Enthusiastic (5)	* Good (10) * Fun (7) * More confidence in speaking English (2)

09/03/06	Foreign exchange (21 attendants)	* Opportunity to practice and speak (7) * Learn new knowledge (6) * I enjoyed learning English through songs (5)	* Nil (21)	* Attentive (8) * Helpful (8) * Hard-working (2)	* Very caring (6) * Enthusiastic (6) * Knowledgeable (5)	*Very good /good (12) * I enjoyed discussing in class (2) * I used to attend a very stressful class but this class was very warm and relaxing (1)
14/03/06	ATM card activation (19 attendants)	* Learn new knowledge (7) * Opportunity to practice and speak (7) * I enjoyed learning and singing English songs (5) * Teacher was caring (4) * Classmates were encouraging and supportive (2)	* Nil (19)	* Attentive (8) * Helpful (7) * Co-operative (4)	* Knowledgeable (7) * Enthusiastic (5) * Friendly (4) * Teacher was good at teaching (3)	* Good and fun (8) * Always have a good time in class (4) * I appreciated my classmates for their encouragement and support (1);

15/03/06	Lost/stolen ATM card (20 attendants)	* Opportunity to speak and practice (8) * Learn new things (5) * I enjoyed learning and singing English songs (4) * Interesting lessons (3) * Teacher was caring (3)	* Nil (20)	*Helpful (8) * Attentive (7) * Talkative (3)	* Knowledgeable (6) * Cheerful (4) * Caring (4) * Good technique in teaching (3)	* Good and fun (11) * I would like to have more time for English class though I was quite tired from work(1)
16/03/06	Credit facility services; Handling customers' complaints (19 attendants)	* Learn new knowledge (7) * Opportunity to practice and speak (6) * I enjoyed singing and learning vocabulary from English songs (6) * Teacher was caring (3)	* Nil (19)	* Helpful (10) * Attentive (7) * Hard-working (3)	* Knowledgeable (8) * Friendly/ kind (5) * Caring (4) * Enthusiastic (3)	* Fun (10) * I enjoyed singing (3) * Teacher was caring (3) * Teacher always encouraged learners to practice English (1)
21/03/06	Handling customers' complaints (cont.) (20 attendants)	Opportunity to practice and speak (7) * Learn new things (6) * I enjoyed singing (5) * Teacher was caring (4)	* Nil (20)	* Attentive/ enthusiastic (11) * Co-operative (7) * Classmates looked a bit exhausted from work (1)	* Friendly (7) * Knowledgeable (6) * Caring (5)	Very good; got chance to participate; enjoy singing

22/03/06	Cross-cultural knowledge and communication on the phone	* Learn new knowledge (7)	* Nil (21)	* Helpful (11)	* Friendly/kind (8)	* Fun (14)
		* Opportunity to practice and speak (6)		* Friendly (5)	* Knowledgeable (7)	* I liked listening and singing nice songs (2)
		* Teacher was caring (5)		* Co-operative (4)	* Enthusiastic (4)	* I was very tired today but I didn't want to miss the class because I enjoyed learning lots of new knowledge (1)
		* I enjoyed singing (5)		* Encouraging (2)		
		* I felt relaxed in learning (2)				
	(21 attendants)					
23/03/06	Cross-cultural knowledge – names and titles	* Learn new knowledge esp. on cross-cultural aspects (8)	* Nil (20)	* Helpful (12)	* Knowledgeable (8))	* Fun/ enjoyable (12)
		* Opportunity to practice and speak (7)		* Friendly (7)	* Friendly/kind (5)	* Good (6)
		* Interesting lessons (4)			* Teacher was caring and put her mind to teach (3)	* I was never bored in class (2)
		* I enjoyed singing (4)			* Enthusiastic (3)	
	(20 attendants)					

28/03/06	Telephoning across culture (21 attendants)	* Opportunity to practice and speak (8) * Learn new knowledge (6) * I enjoyed listening and singing English songs. (6) * Classmates were encouraging (3) * Teacher was caring (3)	* Nil (21)	* Attentive (9) * Helpful (7) * Smart (2) * Classmates looked a bit tired from work (1)	* Knowledgeable (7) * Enthusiastic/ lively (6) * Teacher always got interesting things to teach (2)	* Very good (6) * Fun/ enjoyable (5) * Teacher put her mind to teach (4) * Everyone was very attentive in class (2)
29/03/06	Pronunciation practice; Revision (20 attendants)	* Opportunity to practice and do role-play (6) * Teacher was caring (5) * I enjoyed singing and learning vocabulary from the songs (5)	* Nil (20)	* Helpful (7) * Lively (5) * Participative (5)	* Very caring (6) * Friendly (5) * Talkative (4) * Knowledgeable (4)	* Enjoyable (6) * Very good (5) * I felt happy and relaxed in class (2) * I wished to have more English classes like this (1)

| 30/03/06 | Wrap-up | * Learn and share knowledge (6)
 * Opportunity to practice and speak (5)
 * Teacher was caring (5)
 * Friendly atmosphere (4) | * Nil (22) | * Very helpful (11)
 * Co-operative (5)
 * Attentive (5) | *Warm/ friendly (8)
 * Knowledgeable (5)
 * Enthusiastic (5)
 * Strong willing to share and teach (3) | * Very good (7)
 *Enjoyable/ fun (5)
 * I always had good time in class (2)
 * Teacher was consistently caring and enthusiastic (2)
 * I got good English knowledge to teach my own kids (1) |
| | (22 attendants) | | | | | |

Appendix P

Lesson Plans

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Course duration (52 hours): 9 weeks, 3 sessions a week, 2 hours per session
Module 1: English for general conversation
Module 2: English for workplace – customer-services in international banks

Module 1: English for general conversation (week 1-2)
1.1 Making request
1.2 Expressing opinions
1.3 Making presentation
1.4 Other survival English

Module 2: English for customer-services staff (week 3-9)

2.1 Know our customers and customer verification (week 3)
- Know our company, know our customers
- Customer Verification guideline

2.2 Credit card enquiries (week 4-5)
- Credit Card activation
- Payment amount /due date and payment update of card transactions
- Refuse to pay for certain transactions
- Report lost or stolen card
- Request to increase the credit limit
- Request for replacement card
- Request to waive interest charges or annual fee
- Request to change payment cycle
- Card conversion
- Cancellation of credit card

2.3 Bank account enquiries (week 6-7)
- Types of accounts – savings, time/fixed deposit, current
- Bank account balance
- Request for an overdraft
- Foreign currency exchange
- ATM card activation/ATM card lost
- Bank loan

2.4 Customers' complaints/dissatisfaction (week 8)
- *Situation A*: If the bank is in the wrong
- *Situation B*: If the bank is in the right – but will give way (the bank is prepared to help.)
- *Situation C*: If the bank is in the right – and can't give way.

2.5 Cross-cultural knowledge and communication and wrap up (week 9)
- Cross-cultural communication on the telephone
- Stereotype, values

Module 1: English for general conversation

Sample Lesson Plan 1.4 – Food and eating

Learners/participants of the study	:	Customer-services staff at an international bank in Thailand
Main Topic	:	Food and eating
Objective of the lesson	:	To enable learners to acquire vocabulary and competency in talking about food and eating
Content	:	1. Vocabulary about food and eating 2. Script
Material(s)	:	Scripts, cassette tape or CD
Duration	:	1 session, 2-hour each
Class activities	:	Class discussion, small group discussion, pair work, role play, lecture

Evaluation
- Learners must be able to use English language in talking about food and eating. Learners are evaluated by teacher and themselves when performing each task in class. Teacher will ask Learners to repeat the task if it is not performed satisfactorily i.e. not comprehensible or not understandable.

Text books:
- Stempleski, S., Douglas, N., and Morgan, J. R. (2005). World Link – Developing English fluency. Singapore: Thomson/Heinle.
- Dellar, H., and Walkley, A. (2005). Innovations – A course in natural English. Singapore: Thomson ELT.

<u>**Vocabulary and phrases**</u>
Breakfast-toast, bread, bacon, egg, rice, porridge/congee, cereal
Lunch-noodle, hamburger, fried rice, pasta, salad, pizza
Brunch
Dinner-steak, grilled chicken, roasted pork, barbequed seafood, etc.
Beverages
Bottled water
Soda
Dessert
Favorite
Tasty
Delicious
Spicy
Sour
Salty
Sweet
Plain
Horrible/awful
Hungry
Full
Portion

Useful expressions (Talking about likes and dislikes)
Do you like Thai food?
Yes, I love it!
Yes, I like it a lot.
Yes, it's okay.
No, I don't really like it.
No, I can't stand it.

The food was really nice.
The food was horrible.
The food was too spicy.
The portions were really big

Expressions: Saying <u>no</u> to food and drink

No, thanks. I couldn't eat.
            I don't drink.
            I'm full.
            I'm on a diet.
            I don't really like anything spicy
            I don't really like anything sweet.
            I've actually just had one.

Conversation 1

A: Hey, Dorothy, I'm hungry. Let's eat.
B: Okay. Do you like Italian food?
A: Yes, I love it.
B: I know a great restaurant. It's called Pier 39. Their fish is delicious.
A: Oh, I don't really like fish.
B: Well, they have pasta and pizza, too.
A: Sounds good – I love pizza. Let's go!

Conversation 2 Practice using short answers with Do and Don't

A: Hello. I'm Doctor. What is the problem?
B: I feel very tired, doctor.
A: Do you eat breakfast every day?
B: No, I don't.
A: I see. Do you smoke?
B: Yes, I do.
A: Do you eat a lot of junk food?
B: Yes, I do.
A: Do you exercise?
B: No, I don't.
A: Do you go to bed late at night?
B: Yes, I do.
A: Oh! You should take better care of your health!

Module 2: English for customer-services staff

Sample lesson plan 2.4 – Handling customers' complaints

Learners/participants of the study	:	Customer-services staff at an international bank in Thailand
Main Topic	:	Handling complaints
Objective of the lesson	:	To enable learners to acquire vocabulary and competency in handling basic customer's complaints.
Content	:	1. Vocabulary in handling complaints 2. Steps and techniques 3. Script in handling complaints
Material(s)	:	Scripts, cassette tape or CD
Duration	:	3 sessions, 2-hour each
Class activities	:	Class discussion, small group discussion, pair work, role play, lecture

Evaluation   :
- Learners must be able to use English language in handling basic customers' complaints. Learners are evaluated by teacher and themselves when performing each task in class. Teacher will ask learners to repeat the task if it is not performed satisfactorily i.e. not comprehensible or not understandable.

Textbooks:
- Radice, F. (1992). English for banking. Hong Kong: Macmillan
- Ferguson, N., and O'Reilly, M. (1978). English for bank cashiers. London: Evans Brothers.

Vocabulary and phrases

Difficulty
Apologize vs. apology
Look into the matter
Explanation of the delay/problem
Transfer
Confirm
Transfer advice
Transfer order
Certainly
The correspondent
In order
Investigate
Made available
Justify
Custom
Confusion
Transaction
Registered name
Billing name

Steps in handling complaints
Situation A: If the bank is in the wrong.
1. Admit it.
2. Apologize.
3. Explain the cause.
4. Say what you plan to do.
5. Ask if the customer has any other comment or concern.
6. Thank the customer for his/her custom.

(CSR stands for customer-services representative)

CSR:	Good morning, ABC Bank, this is Sunanta speaking. How may I help you?
Customer:	Good morning. I am Richards MacDonald. I have a problem about my transfer.
CSR:	Mr MacDonald. May I have your bank account number, please?
Customer:	Just a moment. Um, my bank account number is _____.
CSR:	Thank you, Mr MacDonald. What is your problem sir?
Customer:	I asked the bank to make a transfer three weeks ago to my wife in Hong Kong, and she hasn't received anything yet. The transfer was for 50,000 Hong Kong Dollars.
CSR:	We are so sorry for the inconvenience caused to you sir. Please let me investigate the case. What was the date of your transfer sir?
Customer	October 30th.
CSR:	October 30th. I'll look into the matter right away. Can I have your telephone number, so I can call you back sir?
Customer	Yes, my cell-phone is 01-3456789. Please call me back as soon as you can.
CSR.	Certainly, sir.
Customer	Good bye
CSR.	Good bye.

After the case has been investigated...

CSR:	Good afternoon. Is that Mr. MacDonald?
Customer	Yes, it is.
CSR:	This is Sunanta from ABC Bank. I've looked into the matter, and everything seems to be in order at this end. I've confirmed the order by fax to our correspondent. We've also asked our correspondent in Hong Kong for an explanation. As soon as we have one, I'll call you back to let you know the reasons for the delay.
Customer	Okay. Good.
CSR:	We will try our best to make sure that your wife receives the transfer by tomorrow. Please accept our sincere apology for this delay. Would you like to have any other information or is there anything else that we may do for you sir?
Customer:	No, thank you.
CSR:	Thank you for your custom, Mr. MacDonald. I am Sunanta who is taking care of your case. Have a nice day. Good bye.

Steps in handling complaints

Situation B: If the bank is in the right – but will give way (the bank is prepared to help).

1. Thank the customer for telling us about the problem.
2. Sympathize and avoid criticizing.
3. Tell the customer what we are going to do.
4. Try to suggest how to avoid trouble in the future.
5. Ask if the customer has any other comment or concern.
6. Thank the customer for his/her custom.

CSR: Good afternoon, ABC Bank, this is Sunanta speaking. How may I help you?

Customer: Good afternoon, Khun Sunanta. This is Robert Welsh. I hold the bank's credit card and now I seem to have some problems with it.

CSR: Mr. Welsh, may I have your card account number, please?

Customer: Of course. It is 4550 _____

CSR: 4550 _____. Just a moment please. All right, Mr. Welsh, what can we do for you sir?

Customer: I have just got this month's statement. I don't understand why I have to pay for the late charge. I paid it just a couple of days after the due date.

CSR: Thank you for sharing us your concern sir. According to our record, the due date of your credit card last month was on October 20th and you paid us on October 27th . The system will automatically include the late charge of 200 TB plus 18% interest rate on the next statement sir.

Customer: The late charge and the interest rate is too high. I think that it's unfair for the customer to pay such a high charge.

CSR: We understand your point sir. In fact, our bank has offered a rather long interest-free period for customer to settle the statement. If you pay just a few days after the due date, you are still exempted from any late payment. Anyway, in this case, it's about a week after the due date so the late charge and interest will have to be included, sir.

Customer: Could I be waived for this case? This is my first late payment as I have been away from town for a couple of weeks.

CSR: As you have been our customer for more than two years and this is your first late payment, I'll look into the matter and request for approval from my supervisor to waive this late charge for you. However, please make sure the next statements are settled on time as we could waive the charges on the late payment only once.

Customer: I see.

CSR: Would you like to have any other information or is there anything else we can do for you sir?

Customer: No, thank you.

CSR: Thank you for your custom sir, Mr. Welsh. This is Sunanta who is taking care of your case. Have a nice afternoon. Good bye.

Steps in handling complaints

Situation C: If the bank is in the right – and can't give way e.g. customer is late on payment for several times.

1. Thank the customer for telling us about the problem.
2. Sympathize and avoid criticizing.
3. State our point of view.
4. Try to suggest how to avoid trouble in the future.
5. Ask if the customer has any other comment or concern.
6. Thank the customer for his/her custom.

CSR:	Good afternoon, ABC Bank, this is Suporn speaking. How may I help you?
Customer:	Good afternoon, Miss Suporn. I am Diana Ingram. I am your credit cardholder. I have something to ask about my latest statement.
CSR:	Miss Ingram, may I have your card number, please?
Customer:	Of course. My card number is 4550 _____
CSR:	4550 _____. (follow the verification process and then continues)
CSR:	Thank you, Miss Ingram. Please hold the line. Let me check the information for you. (a few seconds later)… Thank you for holding line, Khun Ingram. What would you like to check about your statement?
Customer:	I don't understand and I am not happy why I have been charged a transaction of 3,200 baht at Siphraya Co.Ltd. I believe I have never bought anything at that company. ThereforeI'd like to refuse to pay the amount you charge me on my statement till the case has been solved.
CSR:	All right, Miss Ingram. Thank you for sharing us the information. Let me investigate the case for you. The due date on your latest statement is on Nov. 25th which is the day after tomorrow. You may deduct this transaction from the total amount charged while the case is under investigation. So the amount to be settled on Nov.25th will be equal to 11,030 baht. (14,230 – 3,200).
Customer:	May I hold the total amount and pay once the case is investigated?
CSR:	I am sorry Miss Ingram. Please settle the amount of 11,030 baht first on the due date-only the amount under investigation can be excluded meanwhile.
Customer:	Okay, I will.
CSR:	Thank you, Miss Ingram for your understanding. May I have your telephone number that I can call you back once the case has been investigated?
Customer:	My office number is 02-5300122 and my cell-phone number is 04-9890042.
CSR:	02-5300122 and 04-9890042. Thank you Miss Ingram. Would you like to ask any thing else?
Customer:	No, that's all.
CSR:	Thank you for your custom, Miss Ingram. This is Suporn who is taking care of your case. I will get back to you as soon as possible. Good bye.
Customer:	Good bye.

After the case has been investigated, it is found that Siphraya Co. Ltd. is the registered and billing name of a pharmacy named 'Pharma for you' and the cardholder has actually spent the card there, yet, she may not recognize the billing name appeared on the credit card statement.

CSR:	Good morning. I am Suporn from ABC Bank. May I speak to Miss Diana Ingram please?
Customer:	This is Ingram speaking.
CSR:	Miss Ingram, referring to the charge at Siphraya Co.Ltd. that we discussed last week, it is already investigated.
Customer:	Oh, good. What did you find out? Why was such a charge included in my statement?
CSR:	The name Siphraya Co.Ltd. is the registered name of a pharmacy called "Pharma for you" and we have received the original copy of your credit card slip with your signature there.
Customer:	Really? Let me think. Oh... I totally forgot that I bought some vitamins and cosmetics at that pharmacy. Besides, the name "Siphraya Co.Ltd." isn't familiar to me at all. Okay, what should I do then?
CSR:	This transaction amount of 3,200 baht will be included in your next month statement. We have also requested the company to add the name "Pharma for you" in their billing name to avoid future confusion. Is there anything else we can do for you, Miss Ingram?
Customer:	No, thank you.
CSR:	Thank you very much for your custom, Miss Ingram. I am Suporn who is taking care of your case. Have a nice day. Good bye.

Note: In every situation, make sure we answer promptly, and do not argue or criticize. Give reasons not excuses.

Module 2: English for customer-services staff

Sample lesson plan 2.5 –Cross-cultural knowledge and communication on the telephone

Learners/participants of the study	:	Customer-services staff at an international bank in Thailand
Main Topic	:	Cross-cultural knowledge and communication on the telephone
Objective of the lesson	:	To enable learners to acquire vocabulary and knowledge about cross-cultural knowledge and communication on the telephone
. Content	:	1. Phrases and Vocabulary about cross-cultural knowledge and communication on the phone 2. Script on telephoning across culture and tips for personal and business success
Material(s)	:	Scripts, quiz on basic cultural knowledge
Duration	:	1 session, 2-hour
Class activities	:	Class discussion, small group discussion, pair work, role play, lecture

Text books:
- Sweeney, S. (2001). English for business communication. Cambridge: Cambridge University Press.
- Barnard R. and Cady J. (2000). Business Venture 2. Oxford: Oxford University Press.
- Comfort, J. (2000). Business across cultures. York: York Associates.
- Ferris, S. (2003). Global Village Etiquette. Retrieved on 7/25/2004 from http://www.protocolprofessionals.com

Evaluation   :
- Learners must be able to acquire basic cross-cultural knowledge and properly use English language on the telephone in cross-cultural communication. Learners are evaluated by teacher and themselves when performing each task in class. Teacher will ask Learners to repeat the task if it is not performed satisfactorily i.e. not comprehensible or not understandable.

Test on basic cultural knowledge (warm-up session)

Choose the best alternative to answer the following questions.

1. In which country are decisions most likely to be made in top down fashion?
   1) USA
   2) Sweden
   3) Japan
   4) Mexico

2. In which country are people least likely to give bad news directly?
   1) Germany
   2) Britain
   3) Japan
   4) India

3. In which country does an invitation for a party at 7 o'clock mean you should arrive at 7?
   1) Italy
   2) Germany
   3) Switzerland
   4) Belgium

4. People in the Middle East and Southeast Asia usually present their business cards with right hand because…
   1) they are right-handed
   2) they used to do that all the time
   3) left hand is regarded as an 'unclean' hand
   4) they prefer to put their left hand in their pockets

5. When you are in a social dining, always make a toast
   1) before meal
   2) after the host
   3) during the meal
   4) before the host

6. When you are going to give a gift to a Japanese customer, you should wrap it
   1) any colored paper
   2) white colored papers only
   3) no wrapping at all
   4) a piece of cloth

7. In which country a business gift is expected?
   1) Africa
   2) Denmark
   3) Saudi Arabia
   4) Hong Kong

8. What should not be given as a gift to the customer from Germany?
   1) Beer
   2) Flowers
   3) Leather
   4) Chocolate

9. If you are talking with an American customer, how far from him should you be?
   1) 8 inches
   2) 14 to 16 inches
   3) 19 inches
   4) 36 inches

10. When you are introduced to another person, what is regarded as courteous, regardless of cultural background?
    1) nod your head
    2) sit and smile
    3) stand
    4) wai

11. One or two shakes is appropriate but do bot pump up and down repeatedly except you are shaking hand with someone from…..
    1) Germany
    2) Italy
    3) China
    4) Australia

12. Westerners especially Americans find that the Chinese comfort zone regarding distance is a bit too close for their comfort. Instinctively, westerners may back up when others invade their space, what then do the Chinese usually do?
    1) also step back
    2) simply step closer
    3) stand still
    4) walk away

Answer Key
1. (4)   2. (3)   3. (1)   4. (3)   5. (2)   6. (1)
7. (4)   8. (1)   9. (2)   10. (3) 11. (1) 12. (2)

Telephoning (for business communication)

Introducing yourself
Good morning, this is Jane Simpson.
Hello, I am _____ from _____
Hello, my name's _____ calling from_____

Saying who you want
I'd like to speak to _____ , please.
Could I have the _____ department, please?
Is _____ there, please?

Saying someone is not available
I'm sorry. He/She's not available.
Sorry, he/she is away/ not in/ in a meeting/ in Chiang Mai.

Leaving and taking messages
Could you give him/her a message?
Can I leave him/her a message?
Please tell him/her that _____
Please ask him/her to call me back/ ring me at _____
Can I take a message?
Would you like to leave a message?
If you give me your number, I'll ask him/her to call you later.

Offering to help in other ways
Can anyone else help you?
Can I help you perhaps?
Would you like to speak to his/her assistant?
Shall I ask him to call you back?

Asking for repetition
Sorry, I didn't catch your name/ your number/ your company name, etc.
Sorry, could you repeat your name, card account number, telephone number, etc.?
Sorry, I didn't hear that.
Sorry, I didn't understand that.
Could you spell that/ your name, please?

Acknowledging repetition
Okay, I've got that now.
(Mr. Kidman), I understand.
I see, thank you.

Listen to the text below and answer the questions at the end of the text

Telephoning across cultures

Many people are not very confident about using the telephone in English. However, good preparation can make telephoning much easier and more effective. Then once the call begins, speak slowly and clearly and use simple language.

Check that you understand what has been said. Repeat the most important information, look for confirmation. Ask for repetition if you think it is necessary.

Remember too that different cultures have different ways of using language. Some speak in a very literal way so it is always quite clear what they mean. Others are more indirect, using hints, suggestions and understatement (for example, 'not very good results' = 'absolutely disastrous') to put over their message.

North America, Scandinavia, Germany and France are 'explicit' countries, while British have a reputation for not making clear exactly what they mean. One reason for this seems to be that the British use language in a more abstract way thaan most Americans and continental Europeans. In Britain, there are also conventions of politeness and a tendency to avoid showing one's true feelings. For example, if a Dutchman says an idea is 'interesting', he means that it is interesting. If an Englishman says that an idea is 'interesting' you have to deduce from the way he says it whether he means it is a good idea or a bad idea.

Meanwhile, for similar reasons, Japanese, Russians and Arabs – 'subtle' countries – sometimes seem vague and devious to the British. If they say an idea is interesting it may be out of their politeness.

(*What do you think about 'Thai"?*)

The opposite of this is that plain speakers can seem rude and dominating to subtle speakers, as Americans can sound to the British – or the British to the Japanese. The British have a tendency to engage in small talk at the beginning and end of a telephone conversation. Questions about the weather, health, business in general and what one has been doing recently are all part of telephoning, laying a foundation for the true purpose of the call. At the end of the call there may well be various pleasantries, Nice talking to you, Say hello to the family (if you have met them) and Looking forward to seeing you again soon. A sharp, brief style of talking on the phone may appear unfriendly to a British partner. Not all nationalities are as keen on small talk as the British!

Being aware of these differences can help in understanding people with different cultural traditions. The difficulty on the telephone is that you cannot see the body language to help you.

Choose the best definition of the following words from the text.
1. literal
a. direct and clear   b. full of literary style   c) abstract and complicated

2. understatement
a. kind words   b. less strong way of talking   c. clever speech

3. deduce
a. reduce   b. work out   c. disagree

4. vague
a. unclear   b. unfriendly   c. insincere

5. devious
a. rude   b. dishonest   c. clever

6. pleasantries
a. questions   b. requests   c. polite remarks

Listen to the text below and answer questions at the end of the text

In some countries, like Italy and Britain, conversation is a form of entertainment. There is an endless flow of talk and if you break the flow for a second someone else will pick it up. In other countries, there is a higher value placed on listening – it is not only impolite to break in but listeners will consider what has been said in silence before responding. Finland and Japan are examples.

If you are talking to people who are also speaking English as a foreign language, they are likely to leave gaps and silences while they search for words or try to make sense of what you have just said. So be patient and try not to interrupt, as you would hope they would be patient with you.

Every country has its own codes of etiquette. For example, it is common for Anglo-Saxons to use first names very quickly, even in a letter or fax or telephone call. Such instant familiarity is much less acceptable in the rest of Europe and Asia where even business partners and colleagues of many year's acquaintance address each other by the equivalent of Mr. or Mrs. and the last name or job title.

So stick to last names unless you specifically agree to do otherwise. Don't interpret the other person's formality as stiffness or unfriendliness. On the other hand, if business partners with an Anglo-Saxon background get on to first name terms straightaway, don't be surprised.

Above all, one should remember that people do not usually mind if their own odes are broken by foreigners as long as they sense consideration and good will. This is much more important than a set of rules and etiquette.
(Picture P 36)

After listening to the text, mark the sentences below as True (T) or False (F).

a. For the British and the Italians, it is normal to interrupt the other speaker during the conversation.

b. A special importance is attached to listening in Japanese and Finnish cultures.
c. One should interrupt and try to help speakers who may have difficulty in saying what they want to say.

d. It is unusual for Americans and British to sue first names early in a business relationship.

e. It doesn't matter if you break certain social rules if it is clear that you are sensitive to other people.

f. Etiquette is the critical point in telephoning between different cultures.

Notes:
If you receive a complaint:
- Consider your company's reputation.
- Express surprise/ understanding as appropriate
- Ask for details
- Suggest action
- Promise to investigate
- Make reasonable suggestions, offers to help

Consider your customer and:
- Show polite understanding
- Use active listening
- Reassure customer

Tips for Personal and Business Success

Whether we are working on assignment or socializing on our own time, others will judge us and our company on our behavior and appearance. If we want to attract more business and bring credibility to our company or organization, then projecting a positive image is vital to our success.

Most Americans would like to be known as gracious, groomed, well mannered, courteous, accommodating, culturally aware and professional at all times. Wishing does not make it so but increasing our awareness of how others perceive us is a beginning. Learning and practicing more effective ways of behaving is the key – practicing them over and over until the new behaviors become a permanent and automatic part of our repertoire. We will then engage in these behaviors without thinking. Twelve useful tips are listed as follows:

1. Know how to say what we do and what the company or organization does in 15 seconds. People have short attention spans.

   Example: "We are an international relations consulting firm." Or "We are an international special event and hospitality firm." What is the most succinct way to say what you do??? Of course, you want to intrigue the listener to ask more questions not turn them off with a hard sales pitch that is "me" focused. Encounters that are more like informational interviews help the other person to feel valued rather than put upon. "Spamming" in person is not any more effective than it is on the internet.

2. Pursue a marketing strategy of "Attraction vs. Promotion." If we conduct ourselves with self-confidence then others will naturally be attracted to us. Personal charm is like a magnet. The hard sales approach of "used car salesman" approach is not.

3. Be aware of proper dining etiquette. We should know what to do with our napkin and utensils. Know how to seat our guests, serve wine, and make conversation. Never talk with food in mouths, eat with hands or pick teeth in public.

4. Know how to make appropriate introduction. Our demeanor should always be more formal until invited to do otherwise. This is an art not a science. Use correct names and titles. Present lower ranking to higher ranking and say something positive about each person so that the conversation takes off.

5. Research and be prepared ahead of time. Understand cultural values and how they are intrinsically bound to one's behavior. Know something about the guests' interests and background ahead of time. Determine if there are any dietary restrictions or food allergies or if the guest drinks alcohol. Administrative staff can be very helpful.

6. Be current on domestic and world events, and what impacts our guests business or culture. Scan the internet or "World" section of the daily newspaper so that we can comment on pertinent topics. Our guest will feel impressed that we took the time and interest.

7. Do always carry professionally looking business cards with case and know how and when to exchange them. Do we put an Asian's card in our pockets? Are they "dog-eared", scribbled on or too small to read? Do we pass them out like playing cards? – Never do that if we want to be successful.

8. Know how to determine someone's surname and ALWAYS double check the spelling and exact title before putting anything in writing. Which is the first and last name of an Asian name? Are we sure which name is the last name of someone who has Latin heritage? The worst thing someone can make is mispronouncing a name.

9. Adopt the Disney Philosophy, "The guest is always right!" know when it is more important to be accurate or to be right. Sometimes correcting someone may seem punitive and perceived as a putdown. Do we have meta-messages in our language style that really say, "You are stupid"? For example, stated in a punitive tone of voice, "You should have let ME help you!"

10. Try never to say "No", "I don't know" or "It's not my job" but know our company or organization's limitations. Asians have a wonderful way of "saving face", which acknowledges the value in the other person's request or comments but does not necessarily communicate agreement. For example, "Thank you. That's a very interesting point – one which we will definitely have to consider."

11. Smile when we talk on the phone and when recording our voice mail. Ever notice how people sound depressed on their voice mail? Try recording it both ways, playing it back and we will experience the difference. People are not attracted to those who reflect a sad, angry, or bored demeanor.

Module 1: English for general conversation
Sample lesson plan: Food and eating

Objectives	Teacher and activities	Learners	Time	Evaluation/Remarks
I. To create warm and friendly atmosphere for this group of adult-learners to learn, use/speak English - Song/ stress-relievers like jokes may be used - Stimulate learners to learn more vocabulary and practice simple conversation.	I. *Warm-up activities* "What I like to eat." **Procedure:** I.1 Ask Learners to name their favorite foods. I.2 Have volunteer to take turns in writing all the contributions on the board. I.3 For new words, ask if any Learner knows the meaning and have him/her share it to the class, if no one knows, Teacher explains such a new word. I.4 Teacher also tells the class her own favorite food and when Teacher like to eat it. For example, "I like papaya salad and grilled chicken and I eat them almost every weekend." Then Learners work in a small group of 2-3 persons and tell one another about their favorite foods and when they like to eat them. I.5 Have each group of Learners describe what their friends like and when they eat to the class.	I.1 Each learner tells the name of his/her favorite food to the class. I.2 A few volunteers take turns in writing those names on the board. I.3 Learners attempt to give meanings of new words. I.4 Learners listen to the model given by Teacher and practice in a small group. I.5 Each group of Learners take turn in describing what their friends like and when they like to eat to the class. For example, Sombat might say, "Suda likes fried rice, she eats it several times a week."	15 min.	Observe how learners communicate, focus mainly on meaning rather than grammar and instead of the teacher making all corrections, teacher should encourage the class to participate as much as possible. For example, if Learner 'M' says "I am like omelets.". Teacher might positively acknowledge such an attempt by saying "Good". Then, ask the rest of the class to keep on trying. After a number of attempts from 4-5 learners with positive acknowledgements, then Teacher asks the class in general what they think about those sentences, are they okay, what should be improved. The class may point out that 'am' or 'verb to be' is used incorrectly. Then Teacher touches on this aspect, explains the difference between "I like" and "I am like" to the class and asks them to practice again. If no one points out, Teacher may help guide or lead to this aspect by saying that there is a verb being used inappropriately, etc. Note: Teacher should make sure not to pinpoint at any particular learner who makes such mistakes. Instead, Teacher should clarify those points in general in order not to embarrass those adult-learners. (Adult-learners principle). Teacher should assist learners if necessary as well as encouraging more capable peers to assist less capable ones (Social constructivism)

II. To learn and be acquainted with some vocabulary in food and eating	II.1 Teacher leads discussion by asking learners to share the vocabulary they know about food and eating II.2 Teacher provides additional vocabulary (if there are any)	II.1 Learners voluntarily share vocabulary they know e.g. lunch, breakfast, dinner, etc. II.2 Learners learn the vocabulary and their meanings	15 min.	Teacher would encourage and make sure most Learners speak out. Teacher always asks Learners first what they know and just assist in providing the missing or additional vocabulary rather than giving them right at the beginning
III. To practice pronunciation with the learned vocabulary.	III. Teacher provides certain guidelines about pronunciation. Then asks the class to try practicing pronunciation with the learned vocabulary	III. Learners practice the pronunciation	20 min.	Teacher observes and assists Learners in their pronunciation practice. Teacher will not pinpoint at an individual learner who might have produced wrong pronunciation, but will rather suggest the right way to pronounce. Note: Teacher must always help Learners save their face otherwise they may feel nervous and lose confidence in speaking. Teacher listens and evaluates Learners' pronunciation whether they are acceptable. If not, keep on practicing within reasonable time frames.
IV. To learn and practice a basic conversation about food and eating	V.1 Teacher asks Learners to work in a small group of 3-4 and share to the class what they think are commonly used sentences or phrase when talking about food and eating. V.2 Teacher have Learners divide into pairs and follow the Ray's method (as described above) V.3 Role play and class discussion - pronunciation practice (audio, visual) - A couple of pairs role play a dialogue. Teacher and learners discuss and raise words that may not be correctly pronounced or stressed. - Have volunteers write down those words on	V.1 Learners work in group to think about the common sentences or phrases and share to the class. V.2 Learners work in pair following the Ray's method. V.3 Learners do the role play and practice pronunciation - Learners assist one another.	50 min.	Teacher observes and makes sure Learners use mainly English in their discussion. - Teacher makes sure the learners could do the task satisfactorily. If any learner could not do properly, Teacher provides additional assistance and time (within reasons) to practice.

	the board with support from their classmates in terms of spelling If the class cannot get it right, Teacher ask volunteer to try. If still not right, Teacher then demonstrates the correct pronunciation and stress. - Teacher has the whole class practice those words.			
V. To summarize the main points/ vocabulary learned today	Teacher asks if the learners have any question or additional points to raise or share to the class. Teacher has the whole class review the main point, key words, expressions learned today.	Learners share ideas and speak out. Learners review what is learned today.	20 min.	Teacher makes sure all the main points have been mentioned and covered. If there are points or questions raised, Teacher thanks or give positive acknowledgement to those who raise such point. Teacher asks the class first if they have any opinions or answers towards those questions. Thank or give positive acknowledgement to those who attempt to answer. Finally, Teacher answers/ clarifies those points.

Module II: English for customer-services staff
Sample Lesson Plan – Handling customer's complaints (Session 1- Situation A)

Objectives	Teacher and activities	Learners	Time	Evaluation/Remarks
I. To create warm and friendly atmosphere for this group of adult-learners to learn, use/speak English - Song/ stress-relievers like jokes may be used as appropriate - Stimulate learners to practice conversation.	I. *Warm-up activities* **"What did you complain this morning?"** **Procedure**: I.1 Discuss with Learners about issues they might complain this morning, e.g. traffic, police, neighbor, naughty kids, etc. . I.2 Teacher asks learners to turn to their classmates on their left hand side to form the pair and practice asking and answering "What did you complain this morning?" Meanwhile, Teacher will observe and make sure learners use only English throughout the session. I.3 Teacher asks 2 or 3 pairs to do the role-play in front of the class. Teacher and classmates applaud for each pair once they finish the role-play. I.4 Before finishing this activity, Teacher checks learners' understanding and asks if there are any other question or comments	I.1 Learners share what they might complain or did complain this morning e.g. The traffic was so jammed this morning. My kid is very naughty and always gets up late. I.2. Learners form the dyads and start practicing. Learner 'A' starts by asking the question, "what did you complain this morning?" Learner 'B' answers the question and then takes turn. I.3. 2-3 pairs of Learners come in front of the class and do the role-play. (Each dyad at a time.) I.4 Learners may ask some terms or vocabulary they do not know—Teacher asks if the rest of the class have any idea and share with the class.	10 min.	I.1. Observe how learners communicate, focus mainly on meaning rather than grammar and instead of the teacher making all corrections, teacher should encourage the class to participate as much as possible For example, if learner 'A' says, "My kid very naughty". (without any verb to be), Teacher should positively acknowledge such an attempt by saying "Good". Then, ask the rest of the class to keep on trying. After a number of attempts from 4-5 learners with positive acknowledgements, then Teacher asks the class in general what they think about those sentences, are they okay, what should be improved. The class may point out that verb to be has been omitted. Then Teacher touches on this aspect and has them practice again. If no one points out, Teacher may help guide or lead to this aspect by saying that there is something missing. If it is used, those sentences would be perfect, etc. Note: Teacher should make sure not to pinpoint at any particular learner who makes such mistakes. Instead, Teacher should clarify those points in general in order not to embarrass those adult-learners. (Adult-learners principle). Teacher should assist learners if necessary as well as encouraging more capable peers to assist less capable ones (Social constructivism)

II. To learn and be acquainted with some vocabulary in dealing with complaints.	II.1 Teacher leads discussion by asking learners to share the vocabulary they know in dealing with complaints. II.2 Teacher provides additional vocabulary (if there are any)	II.1 Learners voluntarily share vocabulary they know. II.2 Learners learn the vocabulary and their meanings	15 min.	Teacher would encourage and make sure most Learners speak out. Teacher always asks Learners first what they know and just assist in providing the missing or additional vocabulary rather than giving them right at the beginning
III. To practice pronunciation with the learned vocabulary.	III. Teacher provides certain guidelines about pronunciation. Then asks the class to try practicing pronunciation with the learned vocabulary	III. Learners practice the pronunciation	20 min.	Teacher observes and assists Learners in their pronunciation practice. Teacher will not pinpoint at an individual learner who might have produced wrong pronunciation, but will rather suggest the right way to pronounce. Note: Teacher must always help Learners save their face otherwise they may feel nervous and lose confidence in speaking. Teacher listens and evaluates Learners' pronunciation if they are acceptable. If not, keep on practicing.
IV. To learn the basic steps in dealing with complaints – Situation A (The bank is in the wrong.)	IV.1 Teacher asks the class to form small group discussion (3-4 persons) what they think should be the proper steps and then share to the class. IV.2 Teacher summarizes and/or provides the correct steps.	IV.1 Learners brainstorm and share what the think the steps should be. IV.2 Learners learn and discuss what they think about those steps	15 min.	Teacher encourages Learners to think and share (social constructivism) what they know to the class
V. To practice script in dealing with complaints (Situation A)	V.1 Teacher asks Learners to work in a small group of 3-4 and share to the class the most commonly encountered cases on complaints. V.2 Teacher have Learners divide into pairs and follow the Ray's method (as described above) V.3 Role play and class discussion – pronunciation practice (audio, visual) - A couple of pairs role play a dialogue	V.1 Learners work in group to think about the common complaints' cases and share to the class. V.2 Learners work in pair following the Ray's method V.3 Learners do the role play and practice pronunciation - Learners assist one another.	40 min.	Teacher observes and makes sure Learners use mainly English in their discussion. - Teacher makes sure Learners could do the task satisfactorily. If any Learner could not do properly, Teacher provides additional assistance and time (within reasons) to practice.

	Teacher and learners discuss and raise words that may not be correctly pronounced or stressed e.g. apology, complicated, investigate, inconvenience, etc. - Have volunteers write down those words on the board with support from their classmates in terms of spelling If the class cannot get it right, Teacher ask volunteer to try. If still not right, Teacher then demonstrates the correct pronunciation and stress. - Teacher has the whole class practice those words.			
VI. To summarize the main points/ vocabulary learned today	Teacher asks if the learners have any question or additional points to raise or share to the class. Teacher has the whole class review the main point, key words, expressions learned today.	Learners share ideas and speak out. Learners review what is learned today.	20 min.	Teacher makes sure all the main points have been mentioned and covered. If there are points or questions raised, Teacher thanks or give positive acknowledgement to those who raise such point. Teacher asks the class first if they have any opinions or answers towards those questions. Thank or give positive acknowledgement to those who attempt to answer. Finally, Teacher answers/ clarifies those points raised.

Module II: English for customer-services staff
Sample Lesson Plan – Cross-cultural knowledge and communication on the telephone

Objectives	Teacher and activities	Learners	Time	Evaluation/Remarks
I. To create warm and friendly atmosphere for this group of adult-learners to learn, use/speak English - Song/ stress-relievers like jokes may be used - Stimulate learners to learn more vocabulary and practice simple conversation.	I. *Warm-up activities* "Quiz on your basic cultural knowledge" **Procedure:** I.1 Ask Learners to share to the class what they think about cross-cultural communication I.2 Have volunteer to take turns in writing all the contributions on the board. I.3 If there are some new or unfamiliar words in those sentences e.g. *Hong Kong people are less **patient** than Thais*, ask if any Learner knows the meaning and have him/her share them to the class, if no one knows, Teacher explains those words. I.4 Then Teacher distributes a quiz on cross-cultural communication to the class. Give learners 5 minutes to complete the quiz	I.1 Some Learners share to the class what they think about communication across culture e.g. Knowing other countries' culture is helpful at work. When we understand other people's cultures, we can offer them a proper service. etc. I.2 A few volunteers take turns in writing those sentences on the board. I.3 Learners attempt to give meanings of new words. I.4 Learners do the quiz within 5 minutes on an individual basis	20 min.	Observe how learners communicate, focus mainly on meaning rather than grammar and instead of the teacher making all corrections, teacher should encourage the class to participate as much as possible. For example, if Learner 'M' says "Knowing other countries' culture is help at work." instead of "Knowing other countries' culture is helpful at work." Teacher still positively acknowledges such an attempt by saying "Good". Then, ask the rest of the class to keep on trying. After a number of attempts from 4-5 learners with positive acknowledgements, then Teacher asks the class in general what they think about those sentences, are they okay, what should be improved. The class may point out that some verbs are used incorrectly. Then Teacher touches on this aspect, explains the right use of verbs to the class and asks them to practice again. If no one points out, Teacher may help guide or lead to this aspect by saying that some forms of verbs are being used inappropriately and then explains accordingly. Note: The evaluation focuses more on communicative ability rather than grammatical competence. Yet important grammatical mistakes that might interfere communication will be discussed and explained to the class.

	I.5 Pair up activities Teacher asks learners to pair up. Learners discuss and share their answers to their pair. I.6 Ask Learners to share their answers to the class. Teacher gives the correct answers. Class discussion why the answers are like that.	I.5 Learners pair up to discuss and share their answers on the quiz using mainly English. I.6 Four or five Learners share their answers to the class followed by class discussion on the correct answers as provided by Teacher.		Teacher should make sure not to pinpoint at any particular Learner who makes such mistakes. Instead, Teacher should clarify those points in general in order not to embarrass those adult-learners. (Adult-learners principle). Teacher should assist learners if necessary as well as encouraging more capable peers to assist less capable ones (Social constructivism)
II. To learn vocabulary and phrases in telephoning	II Teacher leads discussion by asking Learners to share some vocabulary or phrases they commonly used on the phone e.g. How we introduce ourselves, How we offer help, How we ask for repetition, etc.	II Learners voluntarily share vocabulary and phrases they know. e.g. Good morning, Phone banking, this is Supranee speaking. How may I help you? Nipa is not in today. Can I help you perhaps?	15 min.	Teacher observes and makes sure most learners speak out. Teacher always asks Learners first what they know and just assist them as needed e.g. providing the missing or additional vocabulary rather than giving all the vocabulary right at the beginning.
III. To practice pronunciation with the learned vocabulary.	III. Teacher has Learners practice the pronunciation of some vocabulary and phrases as appropriate. Then asks the class to try practicing pronunciation with the learned vocabulary.	III. Learners practice pronouncing the learned vocabulary and phrases.	15 min.	Teacher observes and assists Learners in their pronunciation practice. Teacher will not pinpoint at an individual learner who might have produced wrong pronunciation, but will rather suggest the right way to pronounce. Note: Teacher must always help Learners save their face otherwise they may feel nervous and lose confidence in speaking. Teacher listens and evaluates Learners' pronunciation if they are acceptable. If not, keep on practicing.

IV. To gain more understanding on telephoning across cultures.	IV. Teacher asks Learners to listen to two short passages on telephoning across cultures and answer questions at the end of the passage by speaking out what they think should be the correct answer to each question and why it is so.	IV. Learners listen and then answer questions at the end of the passage. Share their answers to the class by speaking out what they think and why.	25 min.	Teacher encourages Learners to share their points by using English. .
V. To learn and share tips for personal and business success	V.1 Teacher asks Learners read the passage on tips for personal and business success. V.2 Class discussion on the tips provided.	V.1 Learners read the passage. V.2 Learners discuss what they agree or disagree, or what they don't really understand about the passage.	15 min.	Teacher encourages Learners to think and share (social constructivism) what they think about those tips to the class.
VI. To summarize the main points and vocabulary learned today.	Teacher asks if the learners have any question or additional points to raise or share to the class. Teacher has the whole class review the main point, key words, expressions learned.	Learners share ideas and speak out. Learners review what is learned today.	15 min.	Teacher makes sure all the main points have been mentioned and covered. If there are points or questions raised, Teacher thanks or give positive acknowledgement to those who raise such point. Teacher asks the class first if they have any opinions or answers towards those questions. Thank or give positive acknowledgement to those who attempt to answer. Finally, Teacher answers/ clarifies those points raised.

BIOGRAPHY

Mrs. Apiraporn Vasavakul was born on June 22, 1966 in Bangkok. She graduated with a Master Degree (First Honor) in Business Administration from Assumption University in 1991. During 1992-1995, she was lecturing business and marketing subjects at Assumption University. In 1993, she was promoted to the position of Deputy Chairperson in Marketing Department, Faculty of Business Administration of the same university. Since 1996, she has joined several international organizations including Ogilvy and Mather (Direct) Thailand, American Express (Thai) Co. Ltd., and Standard Chartered Bank (Thai) while she was also teaching part-time at the university and some educational institutes. In 2003, she furthered her education for her Doctoral Degree at Chulalongkorn University, majoring in English as an international language. Currently, she assists her family in operating a computer-network business and teaches English and marketing/business subjects as her part-time.