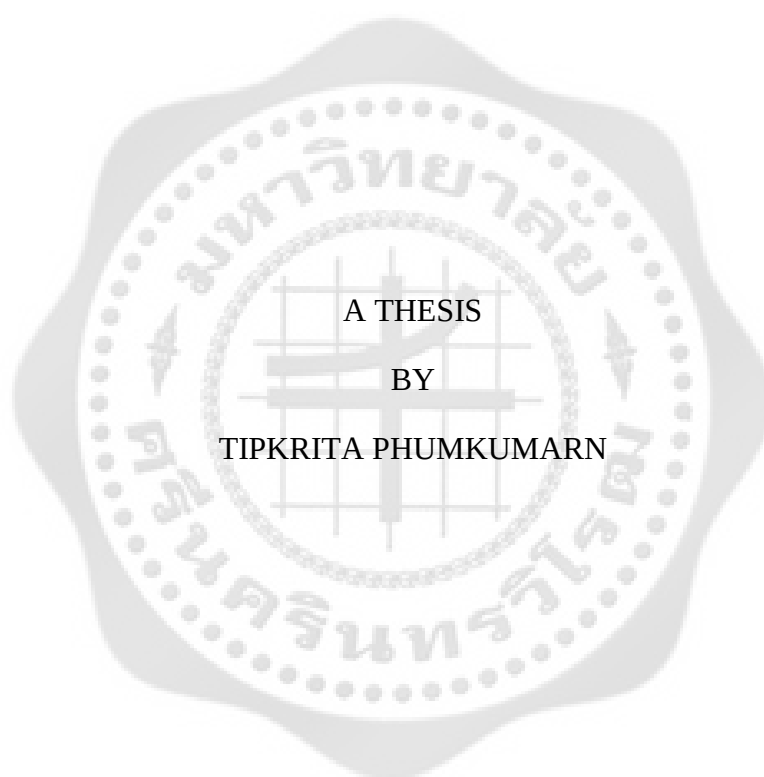


NEEDS ANALYSIS AND COURSE EVALUATION OF THE ESP COURSES
PROVIDED FOR BANKING CUSTOMER SERVICE REPRESENTATIVES



A THESIS
BY
TIPKRITA PHUMKUMARN

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

July 2016

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This study aimed to explore the English language problems often encountered by Customer Service Representatives (CSRs) in banking call centers, to identify the needs of ESP courses for the CSRs, to investigate the current English course's satisfaction of the CSRs, and to examine the perceptions of the supervisors in banking call centers towards ESP courses. The study applied the theoretical framework presented by Dudley-Evans and St John (1998) in developing the research instruments. The study used both qualitative and quantitative data collection and analysis. The instruments of the study consisted of questionnaires, course evaluation forms, and interviews, while the participants included 131 CSRs and 12 supervisors working in banking call centers in Thailand. It was found that the CSRs in banking call centers had the most problems in understanding customer requests. In terms of the English language skills needed, the findings also showed that listening, speaking, and general vocabulary are the highest needs. The CSRs also required English conversation related to current working functions to be included in the English courses. Additionally, the results from the course evaluation showed that the CSRs were satisfied with the current English courses, which contain content related to actual work situations, proper English conversation and etiquette of telephone communication, frequent use of banking and financial vocabulary, listening lessons, speaking practice, learner-centered activities, and instructors with good knowledge and understanding of the nature of banking services. Based on the findings,

the researcher recommended that the English course provided to the CSRs in banking call centers should provide both content and materials regarding English listening and speaking practice and include both general English conversation and specific English for banking services.



วิเคราะห์ความต้องการและประเมินหลักสูตรภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ
สำหรับเจ้าหน้าที่ผู้ให้บริการทางโทรศัพท์ของธนาคาร



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ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัญหาทางด้านภาษาอังกฤษของพนักงานให้บริการทาง
โทรศัพท์ของธนาคาร, ความจำเป็นในการเรียนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ สำหรับเจ้าหน้าที่
ให้บริการทางโทรศัพท์ของธนาคาร, สำรวจความพึงพอใจต่อหลักสูตรภาษาอังกฤษที่ดำเนินการสอน
โดยธนาคารในปัจจุบัน และเพื่อทราบความคิดเห็นของเจ้าหน้าที่ระดับหัวหน้างาน ในการจัดหลักสูตร
ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ การวิจัยนี้ได้ประยุกต์ใช้แนวคิดของ ดัดลีย์-อีวานส์ และ เซนต์
จอห์น (2541) ในการออกแบบเครื่องมือที่ใช้ในการวิจัย งานวิจัยนี้เป็นการวิจัยเชิงผสมผสาน โดยใช้
วิธีการเก็บข้อมูลและการวิเคราะห์ในเชิงปริมาณและคุณภาพ เครื่องมือที่ใช้ในการวิจัยคือ
แบบสอบถาม, แบบประเมินหลักสูตร และแบบสัมภาษณ์หัวหน้างาน กลุ่มตัวอย่างในงานวิจัยนี้คือ
พนักงานให้บริการทางโทรศัพท์ จำนวน 131 คน และเจ้าหน้าที่ระดับหัวหน้างาน 12 คน ของศูนย์
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จากการศึกษาพบว่าพนักงานให้บริการทางโทรศัพท์ของธนาคารมีปัญหามากที่สุดในด้าน
ความเข้าใจต่อความต้องการของลูกค้า ในด้านความต้องการทางภาษาพบว่าพนักงานให้บริการทาง
โทรศัพท์ของธนาคารมีความต้องการมากที่สุดในด้านทักษะการฟัง, การพูด, และความรู้ทางด้าน
คำศัพท์ทั่วไป อีกทั้งต้องการเรียนบทสนทนาที่เกี่ยวข้องกับการปฏิบัติงานในชีวิตประจำวัน นอกจากนี้
ผลการประเมินความพึงพอใจต่อหลักสูตรการสอนภาษาอังกฤษแสดงให้เห็นว่า พนักงานให้บริการทาง
โทรศัพท์ของธนาคารมีความพึงพอใจต่อหลักสูตรที่สอนเนื้อหาที่เกี่ยวข้องกับสถานการณ์การทำงาน
ปัจจุบัน, บทสนทนาและมารยาทในการสนทนาทางโทรศัพท์, คำศัพท์ทางการเงินและการธนาคาร
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ความเข้าใจในงานธนาคารของครูผู้สอน ข้อเสนอแนะจากการวิจัยนี้คือหลักสูตรภาษาอังกฤษสำหรับ
พนักงานให้บริการทางโทรศัพท์ของธนาคารควรมีกิจกรรมที่เกี่ยวข้องกับการฝึกการฟังและการพูด โดย
เน้นเนื้อหาทั้งด้านการสนทนาภาษาอังกฤษที่มีเนื้อหาทั่วไป และที่มีเนื้อหาเฉพาะทางด้านการธนาคาร

The thesis titled
“ Needs Analysis and Course Evaluation of the ESP Courses Provided for
Banking Customer Service Representatives ”

by
Tipkrita Phumkumarn

has been approved by the Graduate School as partial fulfillment of the requirements for
the Master of Arts degree in Business English for International Communication of
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CHAPTER I

INTRODUCTION

Background of the Study

The growth of call center industry has increased in many countries recently due to the expansion of global business. The global call center report reveals that “the call centers have experienced phenomenal growth in virtually every country around the world” (Holman, Batt, Holtgrewe, 2007). In fact, since 2007, the call center business in many Asian countries such as the Philippines, India, Singapore, Malaysia, China, and Thailand has been expected to grow by 23%, especially in Thailand which is expected to experience a growth of 33% annually (Blanco, 2007). The continual growth of the call center industry in Thailand results in the increasing demand for qualified staff, especially those who have good English listening and speaking skills, to serve customer internationally.

The increase in worldwide business, including tourism, has brought more foreign customers to Thailand. These groups of people require financial transaction with local Thai or foreign-owned banks they visit. The number of transactions in banking services by foreign customers has increased every year in parallel with the increasing number of visitors to Thailand. Nowadays, foreign customers use a diverse range of banking services such as fund transfer, bill payment, currency exchange and other services. Foreign customers may wish to speak with bank staff to ascertain the full range of services. Thus, it is necessary for the bank to train its staff in terms of English language so that they can provide services to foreign customers both at the front office in bank branches and the call centers.

As mentioned earlier that the fast growth of business expansion around the world affects the banking and financial industries, the banks have to compete among themselves preparing employees who are proficient in English language to meet the growing demands of foreign customers.

Nowadays, the banks in Thailand provide financial products and services to customers through several channels such as bank counters, internet banking, call centers, and other available channels. The banking call center is one of the departments in the bank that provides banking services for both local and foreign customers over the telephone. Banking call center employees have various names such as call center agent, operator, or customer service representative. However, the banking call center staff is often referred to as customer service representative (CSR). The responsibility of the banking call center employees is to deal with customers who request banking services via telephone channel (Gans, Koole & Mandelbaum, 2002, p. 5).

Since the services of call centers involve financial transaction, the banking call center employees, thereafter in this research is referred to as the CSRs, have to be more aware of the information they provide than any types of business. The transaction related monetary information provided to the customers must be accurate and reliable. According to Pinedo, Seshadri and Shanthikumar (2000), errors in transaction or service execution at financial call centers should be at a low level compared to other industries, and as a result, the call center operators must know the products that the company offers and also be familiar with the laws that are applicable in each working process (p. 368). To provide accurate financial information, CSRs in non-English speaking countries need to be proficient in English language. In order to minimize such damages and errors on service provision, the banks in Thailand are now emphasizing the need to improve English language of their employees along with their service competence.

English language in Thailand has been learnt and taught as a foreign language. English education in Thailand was conducted as part of English as a foreign language (EFL) that has played an important roles in Thai education more than a century (Darasawang, 2007, p. 187). The English teaching in school are mainly focused on general English that concentrated on listening, speaking, reading and writing in general topics. Meanwhile, English teaching in tertiary levels provide both general English and English for specific purposes (ESP). The ESP teaching in tertiary levels has been rare conducted due to the lacks of proficient English instructors of each specialized field of study. Unlike the neighborhood countries such as Cambodia, Vietnam, and Laos, the students in high school and university have to take both general English and ESP courses in specialized study such as IT, Law, and Business (Darasawang, 2007, p. 201).

The ESP training course has played an important role in business in tandem with worldwide economic growth. Lockwood (2012) mentioned that “the attempt to apply ESP-based training practices is evident in many major call center companies in the Philippines and in the Southeast Asian region” (as cited in Friginal, 2013, p. 26). To meet the high demand of English speaking staff, many companies provide their staff with English training courses. According to Friginal (2013), the Philippines is known as a major global hub of outsourcing call center service for many American companies since the early 1990s (p. 25). In order to meet the expectations of American companies and their customers, the outsourced call center companies and training institutions in the Philippines are working collaboratively with the Philippine government on the English for Specific Purposes (ESP) training approach to prepare Filipino agents (p. 26).

The Bangkok Bank Public Company Limited is one of the commercial banks in Thailand that has good reputation in the operation of banking business, both inside and outside the country. The bank also emphasizes the importance of foreign language

communication. According to Somchai Amradee, Vice President and Phone Banking Center Manager of the Bangkok Bank, improving the English language competency in both listening and speaking of the staff in frontline services is very important especially the call center service. He explains that English for banking call center should be concentrate on the correctness of English usage such as grammar, accent, pronunciation, and specific banking vocabulary in order to keep the good image and reliability of the bank. Therefore, English training courses are necessary to improve English language skills of the employees. (S. Amradee, personal communication, Sep 15, 2015). Likewise, the Bangkok Bank Phone Banking Center has provided in-house training courses for improving the English language skills of its CSRs. English courses provided by the bank consist of various topics that the CSRs face in their job routine such as banking vocabulary, script of each service and conversation of each situation. However, it is found that the CSRs in the Bangkok Bank Phone Banking Center encounter many challenges acquiring English due to their different education backgrounds, English proficiency levels and work experiences. This research take the Bangkok Bank Phone Banking Center as a case study because of its good reputation in international banking business and also its emphasis on ESP training courses for the bank employees.

The use of banking call center services has increased continually due to the expansion of bank's client base both retail and corporate customers. The Bangkok Bank opens many new branches in both local and oversea countries. Moreover, the banks have introduced more services channels to customers including internet banking and mobile banking services due to the growth of internet providers and telecommunications worldwide. Therefore, the customers may contact to the call centers for inquiry about product and services of the bank. The increasing numbers of foreign customers using banking call center services has resulted in the bank urgently making preparations to

enable employees to communicate with foreign customers in English proficiently. It is the bank's responsibility to provide English courses for their employees in several ways such as E-learning, distance learning and English training courses. However, current English training courses that the bank has provided in the past few years may not meet with the bank's expectation. The CSRs continued lack of English proficiency that may result in large dissatisfaction of the corporate in a competition world. As details of the above, it is the interest of the researcher to explore problems and needs to improve ESP courses of the CSRs working in banking call centers.

Purposes of the Study

The purposes of the study are as follows:

1. To explore English language problems that the CSRs encounter on providing banking call center service.
2. To identify the needs of ESP courses for the CSRs on the banking call center service.
3. To investigate the satisfaction of the CSRs on the English courses.
4. To examine the perceptions toward the ESP courses of the supervisors of the banking call center service.

Research Questions

The research questions to answer the purposes of the study are as follows:

1. What problems in English language skills do the CSRs encounter when communicating with foreign customers?
2. What language skills, content, or materials do the CSRs in the banking call center need to improve?

3. To what extent are the CSRs satisfied with the ESP courses provided by the banking call center service?
4. To what extent do the supervisors perceive about ESP course provide to the CSRs?

Significance of the Study

The results of this study will provide useful information for the banking call centers to realize the problems and needs of both CSRs and supervisors on ESP courses. The findings of this study will also be beneficial to the instructors and those involved in banking call centers in Thailand to design ESP lessons that meet the actual needs of the CSRs.

Scope of the Study

This study focuses on ESP courses and teaching materials provided by Bangkok Bank call center. This research employed the Bangkok Bank call center, a case study of this research. The instruments are questionnaires, interview, and course evaluation forms. The participants consist of two groups of employees, 131 CSRs and 12 supervisors, who currently work at the Bangkok Bank call center. The CSRs were asked to answer the questionnaires on needs analysis and to fill out the course evaluation forms. In addition, the researcher conducted the interviews with a group of supervisors to gain more perceptions to the ESP courses.

Definition of Terms

Definitions of terms used in this study are defined as follows:

Needs of English for Specific Purposes refers to the needs of CSRs on learning English, with a focus on speaking and listening skills and the needs on course content.

ESP Courses refers to English for Specific Purposes training courses prepared for CSRs who provide phone banking business services.

Course Evaluation refers to the evaluation of satisfaction of CSRs and supervisors with the current English courses.

Banking Call Center Service refer to the services that the Bangkok Bank Phone Banking Center provides both financial and non-financial services. Financial services include financial transaction inquiry, financial dispute and complaint, and card/account suspension. Non-financial services include any services that do not include financial matters such as product feature inquiry, interest rates inquiry, and general complaint.

CHAPTER II

LITERATURE REVIEW

This chapter is to provide details of English for Specific Purposes especially in banking and financial areas, to discuss details of banking call center services and the language skills and content needed in this service, to provide the definitions and characteristics of needs analysis and course evaluation in ESP context, and to present related studies.

English for Specific Purposes (ESP)

The expansion of technology and commerce in the globalized world nowadays has generated high demand of English language. According to Hutchinson and Waters (1987), people no longer learn English for pleasure of knowing new language but they mentioned that “English was a key to the international currencies of technology and commerce” (p. 6). It is widely known that English language open a world of opportunities for anyone to successfully deal with business and technology. The reasons why people want to learn English have become varied in terms of perspectives, necessities, and purposes. People need to learn English not only for the language itself, but it is also for effective communication with people in their related fields of work.

English for Specific Purposes (ESP) has been known for a long times and it became a vital role as part of the teaching of English as a Foreign or Second Language (TFFL/TESL), in fact, since 1960 (Dudley-Evans & St. John, 1998, p. 1). Dudley-Evans and St. John stated that the growth of ESP resulted from the developments of world economy between 1950s and 1960s that increased the use of English as the international

language of science, technology and business, increased economic power of certain oil-rich countries, and increased number of international students studying in the UK, USA and Australia (p. 19). Nowadays, ESP has played an significant role in the world of work and become one of the most prominent areas of English as a foreign language (EFL) teaching. The number of the ESP courses in universities and the ESP courses for oversea student in English speaking countries has increased (Anthony, 1998, para. 1). To clarify what ESP is and how it works in teaching English areas, the characteristics of ESP were explained by various researchers as follows.

Hutchinson and Waters (1987) describe that ESP is an approach to language teaching and learning which based on learners' need. It is not a special form or different kind of language, nor is it just the specific vocabulary and grammar specific to a particular occupation. The foundation of ESP arises from the question about learners' purposes for learning that involved their needs of learning foreign language, their requirements, and their learning contexts (pp. 18-19).

Robinson (1991) supported the notion of ESP is primarily based on learners' needs. According to Robinson, "ESP is normally goal-directed" which means that the learners' reasons for studying English are not only an interest in the English language, but also for their work purposes. However, it cannot be assumed that all students want to learn English for their specific works. Some of them may wish to apply their knowledge of language to communicate on general topics in their daily life which Robinson described as "Learning needs" (p. 2). Robinson also indicated that ESP course is based on needs analysis to specify what exactly the learners have to do through the medium of English. Nowadays, needs analysis does not focus only on target or end-of-course requirements, but also on students' initial needs, and learning needs (p. 3).

Dudley-Evans and St. John (1998) further explained that there are two characteristics of ESP which are defined as absolute characteristics and variable characteristics. Absolute characteristics of ESP are fixed and includes three main parts which are 1) course designing that meet with the specific needs of the learner, 2) methodology and activity of the disciplines it serves, and 3) language that includes grammar, lexis, register, skills, discourse and genres appropriate to these activities (p. 4). Unlike absolute characteristics, variable characteristics focus on the design of language teaching and learning to the specific discipline. It may use methodology different from teaching general English and appropriate to specific teaching situations. ESP is generally designed for adult learners in institution or professional work situations, and likely designed for intermediate or advanced level (p. 5).

As a result, the learning and teaching ESP aims to serve the specific needs of learners of specific discipline. The characteristics of ESP explained in the above mentioned sections can be concluded that ESP is primarily based on learners' needs. The needs cover not only a specific form or terminology related to work, but also the purposes which include learners' target at the end of course and learning's needs.

ESP in Banking and Financial Areas

English has played an important role in international business firms. Zhang (2007) stated that over 80% of international corporations use English as their working language (as cited in Jiang, 2011). As a result, people are driven to improve their English skills as a mean to achieve their goal. The needs of English language used in each type of business are varied and designed according to the specific nature of work. This suggests that the nature of business and the needs of learners determine the needs of English learning.

In China, the number of people who work in international business has increased demand of improving English language proficiency since China joined World Trade Organization in 1991 (Jiang, 2011, para. 2). Most of the Business English courses provided in educational institutes are general business English and do not focus on any particular language skills required in particular types of work. Likewise, English training courses provided in companies also follow general business English courses taught in colleges that involve general grammar, vocabulary, listening, speaking, reading and writing. Since the courses do not really meet the needs of specific working nature, the newly graduated employees working in international businesses always encounter language obstacles when performing international business communication (Jiang, 2011, p. 64).

Similarly, Wiriyaichitra (2002) stated that English language taught in Thai universities still do not meet the demand of English usage in the international workplaces. Many business firms require listening and speaking skills on general topics and are not the main focus in the curriculum. Moreover, English teaching in Thailand are not preparing for the changing world (p. 1). English teaching in Thai education does not meet the needs of many international workplaces that may require both English language and knowledge related to the specialized fields of work. In the past, Thailand's environment did not facilitate the use of English for daily life communication. The opportunity to speak English of Thai people are limited only speaking in the classroom. Besides, the English education system in Thailand has mainly concentrated on writing and reading skills rather than listening and speaking. The lack of listening and speaking are the most problem in Thai people and its effect to their future occupation.

The growth of international businesses in Thailand has resulted in the increasing demand of using English language in companies. Apart from the specific contents that the

newly graduates need to know, they should be able to use language skills related to their works. In hospitality businesses such as airlines and hotels, listening and speaking skills of English language are necessary because the working environment related to the oral communication. In international trade services such as import/export services are required reading and writing skills. The international trade staffs often read document in English language such as sales contracts, letter of credit, and email from customer (Wongwaiyut, 2011, p.1). As a result, new employees need to improve their English language proficiency to meet with the work requirement. Otherwise, they may have difficulty when dealing with the foreigner.

In banking and financial contexts, the language used in this area is quite unique. According to Roziņa and Zelgalve (2012), English for banking business has specific contexts, meanings, and specific monetary and financial matters on related information (p. 39). Bank employees need to know the meaning of the specific words and phrases frequently used in banking matters in order to deal with the foreign customers effectively. Furthermore, English listening and speaking skills are also important for bank employees who have to deal with foreign customer regularly. Roziņa and Zelgalve (2012) also explained that English for banking concerns with explaining and analyzing ‘the monetary matters-bound processes’ provided by the representation of both domestically and abroad areas.

Banking Call Center Services

Among various financial services that the banks provide nowadays, banking call center service has become more important in the era of information technology. The competition in the international community in terms of banking services around the world is high. Moreover, the growth of technology and commerce encouraged the banks to

improve both products and services. As a result, bank employees need to improve their knowledge of products and services in order to serve customers immediately and efficiently as soon as the new products and services are launched. Most of the products and services provided by the bank are financial. It is the responsibility of bank employees to be aware of the information provided as well as English language when dealing with their customer.

Besides bank branches and any frontline services, banking business also provides call center services as an alternative channel for customers to do their business transaction without visiting the banks. According to Bristow, Gripaio, Keast, and Munday (2002), call centers primarily in financial sectors grow rapidly because the services provided are similar to those in the banks (p. 118). The services over call center sectors of each bank may have both self-services via IVR (Interactive voice respond) and verbal services by call center agents. The services of banking call centers consist of both financial and non-financial services.

In terms of the financial services, service functions are integrated directly with the Core Banking System (CBS) (i.e., the networking of bank branches which enables customers to operate their accounts, and available banking services from anywhere any times), to retrieve and manage all customer information with the bank such as financial transaction history, customer profile, fund transferring, and bill payment. Unlike the financial services, the non-financial services focus on banking products and services inquiry or other services which do not require the financial information.

The bank employees working at the banking call centers are called customer service representatives (CSRs). The tasks of CSRs in banking call centers are more complicated than other type of businesses due to the service provided to customer. They do not provide only the product information but they need to identify and investigate the

transaction by the proficient staffs to avoid the mistake of information transmission. As supported by Lockwood, Forey, and Elias (2009), the call center staffs should communicate clearly and accurately when performing a dynamic interaction with the customer via a telephone conversation (p. 12).

The qualification of CSR required by the banks may vary in details, but their basic qualifications are not different. In the call centers, most banks employ new employees who have bachelor degree or above and do not limit the areas of study. However, the education levels of CSR become important when facing with difficult situation. According to Özkan (2013), the education level of call center staff should have high education level in order to easily adapt themselves to the new regulations and renovations. Moreover, the staff with high education level will have enough experiences to manage the complex transactions and customers' requests.

Banking call centers has a lot of requirements to maintain its standard service level. Therefore, to maintain the service quality, the management team of the bank priorities on working performance and the competence in banking service of the staffs. The CSRs should have good knowledge on both banking and call management skills, especially in English language, to handle with foreign customers' requests efficiently and immediately on the telephone.

English Language Skills in Banking Call Center Services

The growth of banking business nowadays has plays an influential role in pushing the bank to concentrate on the importance of English communication skills of their employees. Fundamentally English language skills (i.e., listening, speaking, writing, and reading) are important to banking business and varied according to different nature of services. In banking call center services, listening and speaking skills are more necessary

in working than reading and writing skills because the call center tasks involve interpersonal communication. Hence, both listening and speaking skills are crucial for the CSRs who have direct contact with the customers. In order to serve and respond to the request of foreign customers accurately and efficiently, the bank staff should process good speaking and listening skills which are the basically recruitment (Fahmongkolchai, 2011).

The contents that CSRs use when providing services to the customers in their daily work are mainly on financial matter such as ATM/pass book cancelation, balance inquiry, cheque payment inquiry, account movement inquiry, and product feature inquiry. The CSRs must be able to understand the customers' requests in order to answer or provide correct information. Therefore, listening and speaking skills are the most important for the CSRs that enable them to handle with the customer efficiently. However, reading and writing skills are used less in this call center services. Only supervisors and management team are necessary to have the ability on reading and writing skills in order to read report and write on email.

The lacks of English listening and speaking skills have become a major problem for call center services in Thailand. A lot of problems occur when the CSRs cannot communicate with foreign customers. They do not understand the customer's question and moreover, they do not know how to give answer with exact information to the customers. In other words, they cannot provide correct services even though they have good knowledge in that product. Furthermore, the use of incorrect sentence and incorrect terminology can lead to misunderstanding between CSRs and customers. These problems result in negative image of the bank, and also the dissatisfaction of the customers. To handle with foreign customers, it is necessary that the CSRs should have good knowledge

of English language both listening and speaking skills, these are essential in communicating with foreign customers.

The lacks of English language skills in banking call center services also affect the reliability of the bank. The customer should not get wrong information regarding financial transaction and banking services. The competency in English especially listening and speaking skills and also banking knowledge of the staff will help customers not only get correct information, but also encourages them to have more services with the bank. Therefore, the knowledge of the call center employees in banking service should include banking and English.

Besides listening and speaking skills, the language used in banking and financial areas is also unique. The use of English in banking context requires specific terms and phrases that the bank employees should understand the meaning frequently used in order to deal with foreign customers efficiently. Most of the specific words and phrases are used when dealing with the customers' inquiry about financial transaction such as 'withdrawal limit', 'available/ledger balance', 'cheque clearing', 'auto debit/credit', and so on.

In order to solve the problems of English language used in workplaces, many companies provided English training courses for their employees. Bangkok Bank Public Company Limited, as for example, requires that their employees have good knowledge of both products and English language. At the Bangkok Bank's call center, internal English courses provided for the CSRs to improve their English listening and speaking. English courses provided by the call center focus on general English conversation and dialog that occurs in daily work such as greeting, handling, and ending call. However, the English training courses provided by the bank still do not meet with the expectation of the bank and the CSRs (personal communication, Dec 2, 2014).

There are several reasons why the English training course provided by the bank is not successful. The problem may be caused from the lacks of highly-qualified instructor, the education background of the CSRs, and their English language competence. To meet with the needs of CSRs in learning English language, it is necessary to identify their needs and expectation of those involve in banking call center area prior to conduct English course training.

Needs Analysis

Need analysis is an approach to identify students' specific needs in learning a language used in their works. In order to meet the learners' needs, needs analysis is used as a first step to design ESP courses, and each business sectors may need vary according to different types of business. To define the definition of need analysis in term of ESP, the definitions and how it work in ESP setting is reviewed as follow.

Hutchinson and Waters (1987) see that any language course should be based on perceived needs of learners (p. 53). In order to identify these needs, Hutchinson and Waters made the distinction between target needs (i.e., what learners need to do in the target situation) and learning needs (i.e., what learners need to do in order to learn). In addition, the target needs can be divided in terms of necessities, lacks, and wants. The "necessities" refer to "what learners need to know in order to function effectively in a target situation". The term "lacks" is defined as a gap between learners' expectation and their proficiency, while "wants" is defined as what learners think they need to learn (pp. 54-56). Hutchinson and Waters also suggested that the instrument used for identifying such needs should be questionnaires, interviews, observation, gathering texts for data collection, and informal consultations with sponsors, learners and other involved persons. Furthermore, more than one method can be used, and the questions should be about the

target situation and the attitudes of the participants in different situations and within the learning process (pp. 58-59).

Further to Hutchinson and Waters' explanation, Robinson (1991) clarified the "needs" as "lacks", which can be referred to "what the students do not know or cannot do in English". She stated that the focus on students' needs at the end of course is called "Target situation analysis (TSA)" (p. 8). Likewise, discerning the students' skill level at the start of the language course and investigating their strengths and weaknesses is called Present situation analysis (PSA). She also suggested that a needs analysis is the combination of TSA and PSA (p. 9) and should be conducted before the course starts. However, needs analysis needs to be repeated during the life of course, or annually because the PSA may change by students' attitude and approach after they become involve with the course (p. 15).

According to Dudley-Evans and St. John's conceptualization (1998), a needs analysis is one of the key stages of ESP courses. It is neither unique to language teaching nor needs assessment, but it is the basis of training programs. Dudley-Evans and St. John see a needs analysis as the corner stone of ESP that leads to a focused course (p. 122). They also explained the meaning of needs as a jigsaw that consists of three pieces: target situation analysis, learning situation analysis and a present situation analysis (p. 123).

A target situation analysis (TSA) includes "objective, perceived, and product-oriented needs". These objective and perceived needs are derived from the facts about professional information that can be verified such as the tasks and activities that learners will be using English for. The learning situation analysis (LSA) includes "subjective, felt, and process-oriented needs". It means the subjective and felt needs that are derived from "the insiders and correspond to cognitive and affective factors". The subjective needs are about personal information about learner that may affect the way they learn such as

previous learning experiences, reason for attending the course, and the course expectation. Accordingly, the product-oriented needs derive from the target situation and process-oriented needs derive from the learning situation. Meanwhile, a present situation analysis (PSA) will estimate "the strengths and weakness in language, skills, learning experiences" (p. 124). The concept of needs analysis as introduced by Dudley-Evans and St. John are illustrated in Figure 1 (p. 125).

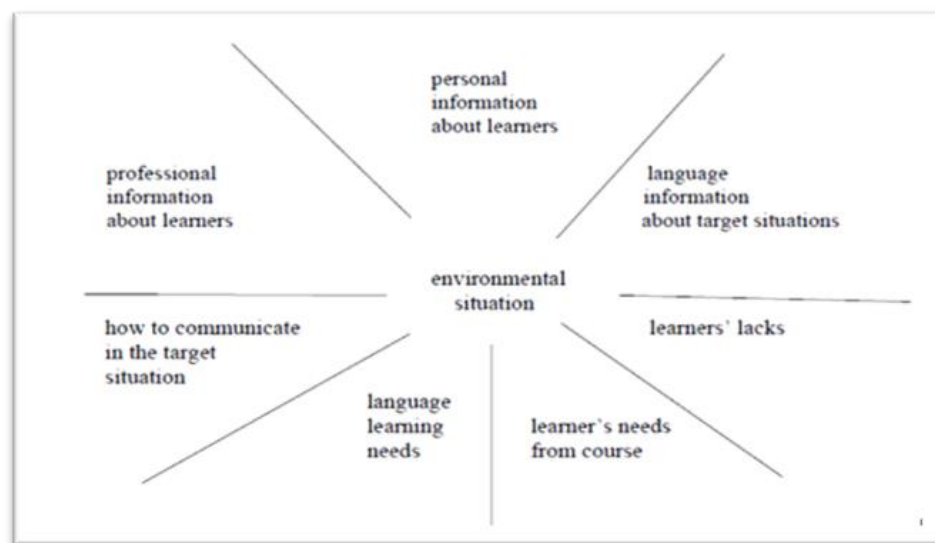


Figure 1. The Concept of Needs Analysis in ESP by Dudley-Evans and St. John (1998, p. 125).

The concept of a needs analysis in ESP, as proposed by Dudley-Evans and St. John (1998), is divided into seven parts including aspects of all approaches to the needs analysis. Dudley-Evans and St. John (1998) explained that, a needs analysis takes personal information about learners, language information about the target situations, learners' lacks, learners' needs from a course, language learning needs, the method of communication in the target situation, and learners' professional information including the tasks and activities that learners will use English for. These important factors are a combination of the TSA, PSA, and LSA. To gather the needs of ESP learners, the

researcher should consider these factors as information to development an ESP courses that meet the needs of learners.

Course Evaluation

Course evaluation is a process of investigating the effectiveness of a course within the context of student learning. The evaluation results are crucial in considering any course redesign or improvement in the teaching and learning content and materials. According to Dudley-Evans and St. John (1998), evaluation of ESP is concerned with the effectiveness and the efficiency of learning that achieved the learning objectives, and it has to be built in as a part of the course design. They also suggest that the evaluation should not be used only to negatively comment on perceived problems, but rather a good evaluation should emphasize the successful aspects (p. 129). Furthermore, evaluation might focus on course design, methodologies, the role of assessment, and other aspects of learning situation (p. 129). According to Lesiak-Bielawska (2014), the objective of ESP course evaluations is much more complex than that of English for General Purposes (EGP). That is, the ESP course evaluation does not focus only on assessing learners' knowledge and skills obtained through to the end of the course, but also on evaluating the acquired skills in the light of "the post-course vocational and academic experiences of the learners."

In this study, the researcher applied the concept of needs analysis and evaluation introduced by Dudley-Evans and St. John (1998) to construct research instruments in order to explore English language problems, needs in English language skills, needs in course content and materials, and satisfaction levels of the CSRs regarding the current English courses.

Related Studies

Several studies have been conducted to identify the needs of ESP learning in various business areas. The related studies in terms of ESP courses and need analysis in ESP context in Thailand and abroad are summarized in this section.

Related Studies in Thai Context

Aunruen (2005) explored the present needs of travel agents in Chiang Mai for English language and the problems the travel agents encountered in using English in their jobs. The researcher conducted the quantitative approach questionnaires to 365 travel agents in Chiang Mai. The finding of the study revealed that speaking skill was the problems the travel agent faced the most. The travel agents lack of grammar and appropriate expression, listening and translation respectively. Also, they hardly encountered problems in tourism vocabulary and reading skill. The researcher also suggested that the English training course that focuses on speaking and listening skills for travel agents should include grammar and expressions.

Sursattayawong (2006) investigated the major problem of English speaking skills of the nurses working in Rajavithi hospital. The researcher distributed questionnaires to 20 professional nurses of Rajavithi Hospital. The findings of this study revealed that speaking skill is the most important for nurses. The researcher suggested that the English training courses have to enhance the knowledge of technical vocabulary and grammar for nurses working at Rajavithi Hospital. In addition, the researcher indicated that the problems in pronunciation, vocabulary, and grammar would affect to communicate English ability.

Vasavakul and Chinokul (2006) studied the needs analysis of business English oral communication of customer service staff at international banks in Thailand. They indicated that speaking and listening skills were considered as more difficult skills

comparing to listening and writing skills. This study conducted both quantitative and qualitative approach in order to triangulate data. The instrument conducted for this study was questionnaires, interview, and observation. The results from the questionnaires reveal that the lack of business vocabulary, fluency, and accents are major problems. The interview with the management team also revealed that the English proficiency of their staff was insufficient for use. Meanwhile, the data gather from the observation showed that the customer service staff asked the customer to repeat the sentence several times or transferred the telephone lines to their supervisor, or even requested assistance from their colleagues when they were unable to understand the customer's message. The researchers suggested that ESP course should aim to cover relevant business vocabulary in particular context as well as cross-cultural communication.

Fahmonkolchai (2011) explored the needs and problems in English listening and speaking skills of CIMB Thai bank teller. She distributed the questionnaires to CIMB Thai bank tellers working in Bangkok metropolitan area. The data gathering were analyzed by using percentage, mean scores, and standard deviations. The result of this study revealed that the major problems in English listening and speaking skills of CIMB Thai bank tellers are pronouncing final sounds and using sentence intonation and selecting the appropriate vocabulary in each situation. Additionally, the tellers had problems in listening, especially when they listened to difference accents of English. It is suggested that the English course for bank tellers consider including listening and speaking skills to their staff. She also suggested that the CIMB Thai bank teller should train based on the existing problems they faced.

Phetcharat (2012) studied English language needs to evaluate the materials used in English training courses for offshore petroleum oil crew. The researcher conducted the questionnaires and structured interview questions in order to investigate the needs of

crews. The course books using in previous English courses were identified and analyzed to compare with the needs of oil crew. The results showed that the most important English language skills for oil crew were speaking and listening skills. The senior oil crews also want to improve reading and writing skills, while the junior want to improve listening and speaking skills. Furthermore, the level of the crew's satisfaction with the course books was medium to high. Finally, the researcher suggested including the focused skill of both crew parties to the course books that suitable for their work environment.

Gass (2012) studied needs and situational analysis for designing an ESP curriculum for Thai nurses. The study focused on English listening and speaking skills and also vocabulary related to the field. This study was based on quantitative and qualitative data by conducted needs analysis questionnaire, observation, and structured interviews. The results showed that the nurses lack of time for studying English and they do not have much time to practice English outside the work. Moreover, they are shy and lack of confidence. Therefore, the nurses have an urgent need for English training course that covers specific topics related to specific departments. The study also showed that they do not want to include assignments in the syllabus.

The needs of English language of sea sports service providers in Phuket studied by Musikarat (2013) revealed that the major problem of sea sport service providers are English speaking and listening skills. The questionnaire is including the general background, frequency of English usage and the needs of English language. The data were analyzed by percentages. The findings reveal that the sea sport service providers want to improve their English vocabulary related to the sports they provided, pronunciation, and English grammar respectively. They also agreed that improving pronunciation can help the tourists to be better understood what they said.

The above studies conducted in Thai context demonstrated the English language needs and problems in English of the staff in various fields including traveling, hospital, banking, and petroleum. The studies investigated English communication problem that the staff faced in their work and their needs to improve English language. It is obvious that, listening and speaking skills are mostly required skills for business firms in Thailand; whereas the vocabulary, pronunciation, and grammar are required at the lower rate respectively. The studies suggest that appropriate contents be included in English training courses. It is also suggested that the ESP training course be designed and based on learners' needs, focused skills, or situations and problems the learners face.

Related Studies in International Context

According to Tasman and Mouris (2003), they study the syllabus design for scientists at the Research and Development Centre for oil and gas technology “Lemigas”. The study aimed to improve the scientists' English language competence on speaking and listening skills. The study employed the Communicative needs Processors (CNP) designed by John Munby in 1978 to identify learners' identity and language. The study reveals that the scientists learn a language for a certain purpose as they want to use in it in the situation they require to perform in the real language needs. It also found that the course design, methodology, materials, classrooms activities, and evaluation cannot be separated from each other in designing a course for this group of scientists.

Chew (2005) investigated English language skills used by newly recruited employees in various departments of the banks in Hong Kong in order to determine the proportion of daily communicative tasks carried out in Cantonese and English and to explore the tasks that use English language more frequently. The questionnaires were conducted to investigate the English language skills and the tasks of Hong Kong Bank employees. The results revealed that reading and writing are conducted in English the

most while oral activities are conducted in Cantonese except the communication with the non-Chinese. Furthermore, the findings of this study reveal that the new bank employees interest in having more English training to improve their English language. They looking for short-term course due to the limitation of themselves such as they took long work hour and quite heavy.

Rahman (2008) studied the developing an ESP speaking course framework for the foreign postgraduates in science and technology at National University of Malaysia. The study aimed to investigate language needs to develop the framework of ESP speaking courses for foreign postgraduates in the fields of science and technology. The researcher used a questionnaire and semi-structured interview that focused on a number of tasks and English speaking skills for academic purposes as the research instruments for collecting data. The findings of this study reveal that ESP course for foreign postgraduates of science and technology was designed in relation to the postgraduates' needs, and expectations in academic English purposes. The development of ESP speaking courses should be viewed as an on-going process that can be revised and refined through course evaluation.

Tsao (2011) studied the attitude and perception of EFL learner toward English for specific purposes in Taiwan. The data collection was conducted by using a questionnaire distributing to both the students and the faculty in order to compare their perceptions. The findings showed that students need to have a satisfactory grounding in Basic English skills in advance before taking ESP learning. Moreover, the ESP instruction should focus on the training of communication skills with an integration of terminology and content related to the field of work.

Dincay (2011) examined the organization of a six-week conversational English ESP course designed for administrative human resources department staff working in the

International Inlingua Language Learning Center in Istanbul. Dincay constructed a questionnaire based on the framework of Dudley-Evans and St. John (1998). The finding of the study revealed that among the several type of language teaching syllabus, Situational-Based Syllabus is the most appropriate syllabus. He also indicated that there are no single types of syllabus appropriate for all teaching settings since the needs and conditions of each setting have different characteristic. He suggested that the course designer should take into account to investigate over each syllabus type with carefully and keep track of the choice to integrate to the local needs.

Lockwood (2012) studied the development of English for specific purpose curriculum for Asian call centers. The primary focus of this study aimed to investigate how current applied linguistic research regarding communication breakdown of outsourcing call center sites such as India and the Philippines can impact English communication training program content and design. She conducted the qualitative data by using diagnostic assessments of candidates at the pre-course stage through audit report that it reflected the needs of the students as well as the needs of the business. Lockwood also analyzed the authentic listening text selected from ten authentic calls that represented communication problem both good and bad customer service calls to understand more the linguistic and cultural of the caller's concern. The criteria of authentic calls selection was based on gender, age, and cultural background of the callers. The results of the study revealed the number of problematic business requirements that impact on communication quality on the phone. The researcher also found that the transitioning from dealing with customer complaint to upselling a financial product was particularly problematic. Therefore, it was possible to integrate genre-based approach to the ESP syllabus design which focuses on cultural, business context, and soft skills requirement for each units.

To conclude, the studies in international context reflect how English language skills are needed banking and financial, call centers, hospitality and tourism, science and technology, and institutions. It is firm that English communication skills especially listening and speaking skills are considered as the most important skills for any business firms that oral communication skills are required for work. Needs analysis remains an important tool to investigate needs and problem of learning language before develop the ESP course that meet the needs and expectation of both learner and organization.



CHAPTER III

RESEARCH METHODOLOGY

This study is an exploratory study aiming at investigating problems and needs on the ESP courses of customer service representatives (CSRs) working in banking call centers, and the satisfaction of staff to the current English courses. This chapter describes research methodology: population and participants of the study, research instruments, and procedures.

Participants of the Study

The participant of this study consisted of two major groups, the first group was 131 CSRs and the second group comprises 12 supervisors working at Bangkok Bank Phone Banking Center in Bangkok, Thailand. The participants were selected based on convenience sampling technique because it is convenient for researchers to carry out with few rules governing how the sample be collected (“Convenience Sampling,” n.d.). The age of CSRs and supervisors working at the Phone Banking Center are ranging from 22-55 years old. Thereafter, the CSRs and supervisors were referred to as the participants of this study. All population obtained minimum in Bachelor’s degree in Business Administration Program in Finance and Banking, Humanities, and Communication Arts. The total number of participants of this study was 143 staffs, 131 CSRs and 12 supervisors.

Research Instruments

The instruments of this study are (1) a set of questionnaire on problems and needs, (2) a course evaluation form, and (3) interview questions. The description of research instruments are described as follows:

1. Questionnaire on problems and needs on the ESP courses.

The design of a questionnaire was based on the theoretical framework of Dudley-Evans and St John (1998) which integrated three areas of analysis: present situation analysis (PSA), target situation analysis (TSA), and language situation analysis (LSA). The questionnaire was written in two versions both in English and Thai in order to facilitate the respondents. The questionnaire used in this study consists of 10 questions divided into four parts as follows:

Part 1: Demographic information which includes 6 main questions: gender, ages, education background, work experience, job position, and frequent use of English in work place.

Part 2: English language problem in current work situation. The question in the second part is “What level of English language problem in listening and speaking do you frequently encounter when communicate with foreign customer?” The question consists of 9 items designed as five point rating scales in order to rate the levels of problem in English language skills. The participant’s answers are rated from 5 = highest problem to 1 = lowest problem.

Part 3: Needs to improve language skills of the CSRs. The survey questions of this part, 16 items, are divided into 3 sections which are the needs to improve listening, speaking, and other skills. The questionnaire was designed as the five-point Likert's type scale. The respondents were asked to rate the answers from 5 = highest need to 1 = lowest need.

Part 4: Needs for course contents and teaching materials. This part contained 16 statements designed as the five-point Likert's type scale. The respondents answered the question by rating the level of needs from 5 = highest need to 1 = lowest need. This part included one open-ended question in the final section of the questionnaire is “What is your target and expectation to the English course for Customer Service Representative in Phone Banking Service?”. The respondents were asked to provide answers about the target and expectation or what they need to do for further English courses.

2. Course evaluation form.

To construct the course evaluation form, the researcher conducted a pre-interview with the instructors of English training team of the Bangkok Bank Phone Banking Center to gather the information of existing course's materials and contents. The course evaluation form was written in two versions both English and Thai in order to facilitate the respondents. The course evaluation form consisted of 8 questions which divided into 2 parts as follows:

Part 1: Demographic information which includes 6 main questions: gender, ages, education background, work experience, job position, and English course training experience.

Part 2: Satisfaction to the current English courses of customer service representatives provided by Bangkok Bank Phone Banking Center in the past 5 years. This part consisted of one main question including 30 items designed as five-point Likert's type scale. The respondents were asked to rate the level of satisfaction based on a five-point Likert scale ranging from “very dissatisfied” to “very satisfied”. Question no.8 was designed as an open-ended question in the final section to ask for more comments and suggestions.

The content validity and appropriateness of language used in questionnaire and course evaluation form were evaluated by three experts, in accordance with the Index of Item-Objective Congruence (IOC). The thesis advisors and co-advisor were asked to validate the language used in the questionnaire and course evaluation form. Furthermore, the researcher approached the Operation Manager of the Bangkok Bank Phone Banking Center in order to examine the appropriateness of questions. The suggestion and comments advised by the 3 experts were used to modify the questionnaire and course evaluation form. The researcher conducted a pilot study to test the validity and reliability of the questionnaire and course evaluation form in September, 2015. The Cronbach's alpha coefficient of the questionnaire was 0.96, and 0.95 for the course evaluation form. The pilot test was conducted with 30 staffs who work at Internet Banking Operation of Bangkok Bank, Thailand. The results gathered from the pilot study were used to revise the questionnaire and course evaluation form.

3. Semi-structured interview.

There are 7 open-ended questions for an interview which mainly focused on English language skills problems and obstacles of CSRs in phone banking services, needs to improve CSRS' English language skills, needs of teaching materials and activities, opinions toward current English training courses, opinions toward the CSRs' improvement, course expectation and the target of English course learning. The supervisors were encouraged to give information, and even suggestions related to the objectives of the study. Three experts were asked to examine the interview questions.

Research Procedures

Instrument construction.

1. The instruments were constructed as follows:

1.1 The researcher studied the framework of Dudley-Evans and St John (1998) in order to design the research instruments.

1.2 The researcher designed the questionnaire to investigate the needs on English learning of CSR in Bangkok Bank Phone Banking Center.

1.3 The researcher interviewed the instructors of English training team and examined the course's materials and content in order to write course evaluation form.

1.4 The researcher developed the interview questions for supervisors in order to investigate needs of ESP courses and to obtain more opinion and information about the course expectation, lacks and problems in English language skills of CSRs, and satisfaction of existing English courses.

1.5 The researcher studied the job description and also informally interview the CSRs regarded the use of English in work place.

2. The researcher conducted the instrument testing by (1) applying the Index of Item-Objective Congruence (IOC) test with 3 experts to test the appropriateness of language used in the questionnaire, course evaluation form, and interview form, and (2) conducting the pilot study with 30 participants on September, 2015 to test the validity and reliability of the research instruments.

3. The researcher administered the research instruments to collect data as follows:

3.1 Research Question 1 "What problems in English language skills do the CSRs encounter when communicating with foreign customers?" The questionnaires were administered with 131 participants. The participants were asked to complete and return the questionnaires within 1 week. The supervisor interview was conducted on September, 2015 to obtain additional perception from the supervisors.

3.2 Research Question 2 “What language skills, content, or materials do the CSRs in the banking call center need to improve?” This research question also gathered data from questionnaire and supervisor interview.

3.3 Research Question 3 “To what extent are the CSRs satisfied with the ESP courses provided by the banking call center service?” The course evaluation forms were administered to 131 participants. The participants were asked to complete and return the course evaluation form within 1 week. The supervisors were interviewed in the same month to obtain additional opinion toward the current ESP courses.

3.4 Research Question 4 “To what extent do the supervisors perceive about ESP course provide to the CSRs?” The researcher approached to 12 supervisors by conducting the interview. The time used in an individual interview was approximately 20 minutes. The interview data were recorded and then transcribed in English text format. The qualitative data gathered from interview were analyzed by using direct approach to content analysis.

Data analysis.

The quantitative data collected from the questionnaires and course evaluation forms were analyzed by using Statistical Package for Social Sciences (SPSS) program and presented through descriptive statistics as follows:

1. Percentage.

The percentage was calculated to present the personal information of participants, their English proficiency, and the frequent use of English in their current work situation.

2. Mean and Standard Deviation.

First, the rating scales were calculated for the mean and standard deviation and interpreted into the levels of English language needs of the CSRs in the banking call centers. Also, the quantitative data collected from the course evaluation forms were calculated for mean and standard deviation and interpreted into the levels of satisfaction based on the criteria developed by Srisaard (1996). The value of mean introduced by Srisaard (1996) was interpreted as extremely (4.21 - 5.00), very (3.41 - 4.20), moderately (2.61 - 3.40), slightly (1.81 - 2.60), and Not at all (1.00 - 1.80).

3. Directed Content Analysis.

The qualitative data collected from the interview session were analyzed by using directed content analysis by following the qualitative data analysis method presented by Creswell (2014), and presented by the use of descriptive technique through the qualitative description in the next chapters. The method presented by Creswell was constructed as shown in Figure 2 (p. 246).

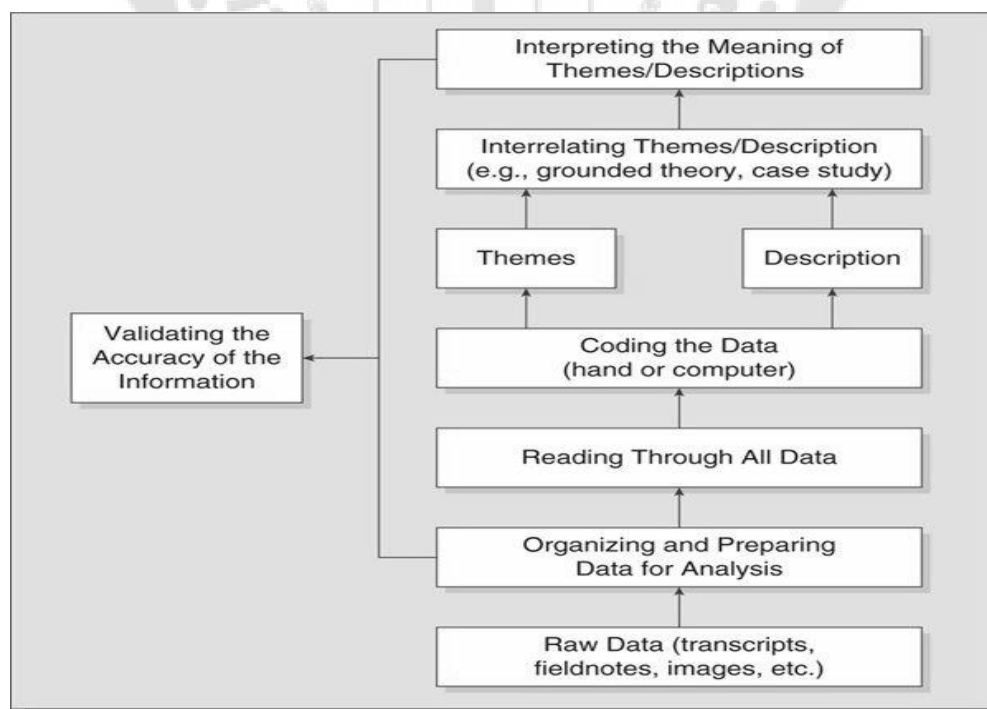


Figure 2. The Qualitative Data Analysis Method by John W. Creswell (2014, p. 246)

The data gathered from the semi-structured interview were recorded in audio file and transcribed into the text. The data were using direct approach to content analysis, and categorized by using the initial coding. Finally, all coding data were interpreted and discussed in the final chapter.



CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the results of the study that answer 4 research questions, which are 1) what problems in English language skills do the CSRs encounter when communicating with foreign customers?, 2) what language skills, content, or materials do the CSRs in the banking call center need to improve?, 3) to what extent are the CSRs satisfied with the ESP courses provided by the banking call center service?, and 4) to what extent do the supervisors perceive about ESP course provide to the CSRs?. This part consisted of 13 tables illustrating the rating of English language skill problems, English language needs, and the satisfaction to an English training course. The results shown below started from demographics information of the respondents then followed by the results presented according to the research questions.

Demographics Information of the Respondents

This first part of the questionnaire explored the general information of the respondents; gender, age, education level, job position, years of work, and the frequency of English using at work. The general information data collected are presented in percentage (%) and followed by a descriptive analysis. The results are presented in Table 1 as follows:

Table 1

Demographics Information of the Respondents

General Information	N	Percentage (%)
Gender:		
Male	22	21.40
Female	81	78.60
Age:		
Less than 25 years old	6	5.80
Between 25-35 years old	89	86.40
More than 35 years old	8	7.80
Educational Level:		
Bachelor's Degree or equivalent	99	96.10
Master's Degree	4	3.90
Other	-	-
Job Position:		
CSR level I	82	79.60
CSR level II	21	20.40
Years of work:		
Less than 1 year	14	13.60
1-3 years	54	52.40
More than 3 years	35	34.00
Frequency of English using at work:		
Everyday	41	39.80
2-3 times a week	16	15.50
Never	46	44.70
Total	103	100.00

As shown in Table 1, the majority of the respondents were 81 females (78.60%).

The remaining 21.40% of the CSRs were 22 males. 86.40% of the respondents are the

ages range from 25-35 years old, 7.80% are more than 35 years old, and 5.80% are less than 25 years old. In terms of their education levels, 96.10% of the respondents graduated with a Bachelor's Degree or equivalent, while only 3.90% graduated with a Master's Degree.

The results revealed that 79.60% of the respondents were 82 CSRs Level I, 20.40% were 21 CSRs Level II. For the years of working experience, 52.40% of respondents had 1-3 years of experiences, 34.00% are more than 3 years experiences, and 13.60% are less than 1 year. Finally, for the frequency of English using at work, 39.80% of the respondents used English at work in everyday, while 15.50% used English only 2-3 times a week, and 44.70% never use English at work.

Findings of the Study

The following section is the results of quantitative data analysis from the questionnaires to answer the three research questions. The data were gathered from 2 main research instruments; need analysis questionnaire and course evaluation form. The quantitative data were analyzed and calculated using mean score (*M*) and standard deviation (*SD*), followed by a descriptive analysis.

Problems in English language skills encountered by CSRs.

To answer the Research Question 1 “What problems in English language skills do the CSRs encounter when communicating with foreign customers?” this part presented the problems of CSRs in banking call centers when communicating with foreign customers in English. The respondents were asked to rate the level of their English language problems in English listening and speaking skills. The rating is based on a five-

point Likert scale ranging from “Lowest” to “Highest”. The results are presented in Table 2 as follows:

Table 2

English Language Problems of the CSRs in Banking Call Centers Encountered when Communicating with Foreign Customers

English Skills	CSR (N=103)		
	M	SD	Level
1. Understanding the customers' requests.	2.66	1.22	Moderate
2. Interpreting the customers' problems.	2.62	1.24	Moderate
3. Greeting the customers, thanking and apologizing.	2.66	1.22	Moderate
4. Asking for details.	2.65	1.30	Moderate
5. Explaining how to solve the problems in English.	2.59	1.42	Low
6. Pronouncing English words correctly.	2.52	1.29	Low
7. Using English Grammar	2.59	1.49	Low
8. Using general vocabulary and sentence structures for general conversation.	2.54	1.31	Low
9. Using specific vocabularies and sentence structures for banking and financial in the conversation.	2.54	1.37	Low
Total	2.60	1.32	Low

As shown in Table 2, overall problems in English language skills of CSRs were at low levels ($M = 2.60$; $SD = 1.32$), and the mean scores ranking from 2.52 to 2.66. Most of the CSRs encountered the problems at the moderate levels in understanding the customers' requests ($M = 2.66$; $SD = 1.22$), and when greeting the customers, thanking, or

apologizing ($M = 2.66$; $SD = 1.22$). Meanwhile, the lowest problem of English language skills of CSRs was pronouncing English words correctly ($M = 2.52$; $SD = 1.29$).

Needs to improve English language skills of the CSRs in banking call centers.

To answer the Research Question 2 “What language skills, content, or materials do the CSRs in the banking call centers need to improve?”, this section reported the needs of the CSRs in term of English language skills and the needs of English course content and materials that improve their English competence. The respondents were asked to rate the level of need based on a five-point Likert scale ranging from “Lowest” to “Highest”. The results are presented in the Table 3 and Table 4 as follows:

Table 3

Needs to Improve English Language Skills of the CSRs in Banking Call Centers

English Language Skills		CSR (N = 103)		
		<i>M</i>	<i>SD</i>	Level
Listening Skills				
1.	Listening to understand foreign customer's needs.	3.45	1.33	High
2.	Listening to capture the details of customers' general request.	3.42	1.29	High
3.	Listening to a variety of English accent.	3.28	1.34	Moderate
4.	Listening to customers' comments, compliments, and complaints.	3.21	1.36	Moderate
Total		3.34	1.33	Moderate
Speaking Skills				
5.	Exchanging the conversation with the customers on general telephone conversation.	3.37	1.41	Moderate
6.	Speaking general English for conversation.	3.37	1.39	Moderate
7.	Speaking with correct pronunciation.	3.30	1.43	Moderate

Table 3 (Continued)

English Language Skills		CSR (N = 103)		
		<i>M</i>	<i>SD</i>	Level
Speaking Skills				
8.	Speaking with correct English grammar and sentence structures.	3.28	1.51	Moderate
9.	Giving information about general banking product and services.	3.36	1.41	Moderate
10.	Giving financial information e.g. account's activity and account's balance.	3.30	1.41	Moderate
11.	Explaining or informing the customers about solving technical issues for the following systems e.g. Interactive Voice Respond (IVR), Internet Banking, and Telefax.	3.32	1.51	Moderate
12.	Negotiating with customers' complaints.	3.27	1.54	Moderate
Total		3.32	1.45	Moderate
Other Skills				
13.	Specific vocabulary for banking and finance.	3.38	1.39	Moderate
14.	General vocabulary and sentence structures for telephone conversation.	3.39	1.40	Moderate
15.	English grammar.	3.23	1.44	Moderate
16.	Reading English document e.g. e-mail, report, and procedure.	3.34	1.40	Moderate
Total		3.34	1.41	Moderate

The results in Table 3 consist of three parts which are listening skills, speaking skills, and other skills. The first part revealed the needs in listening skills of respondents which was at moderate level ($M = 3.34$; $SD = 1.33$). The table shows that among the 4 aspects, the needs in listening skills that the CSRs need to improve at the highest scores was the listening to understand foreign customer's needs ($M = 3.45$; $SD = 1.33$). The lowest needs of English listening skills was listening to customers' comments, compliments, and complaints ($M = 3.21$; $SD = 1.36$).

The overall needs in speaking skills of the respondents was at moderate level ($M = 3.32$; $SD = 1.45$) with the mean scores ranging from 3.27 to 3.37. The table revealed that

the CSRs moderately needed on improving the speaking in general English for conversation ($M = 3.37$; $SD = 1.39$), followed by exchanging the conversation with the customers on general telephone conversation ($M = 3.37$; $SD = 1.41$). The lowest needs of English speaking skills was negotiating with customers' complaints ($M = 3.27$; $SD = 1.54$).

According to other skills, the study showed that the overall needs to other skills was at moderate level ($M = 3.34$; $SD = 1.41$). The highest needs of other skills of English was the need to improve general vocabulary and sentence structures for telephone conversation ($M = 3.39$; $SD = 1.40$), and the lowest was English grammar ($M = 3.23$; $SD = 1.44$).

Table 4

Needs of English Course Content and Materials of the CSRs in Banking Call Centers

English Course Content and Materials	CSR ($N = 103$)		
	M	SD	Level
1. English text book for telephone conversation.	3.72	1.25	High
2. Basic English dialog for telephone conversation.	3.73	1.24	High
3. English dialog related to current working function.	3.76	1.26	High
4. Exercise and homework.	3.35	1.14	Moderate
5. Learning English vocabulary and sentence from pictures.	3.53	1.26	High
6. Role playing in the classroom concerning the daily life or work situation.	3.52	1.34	High

Table 4 (Continued)

English Course Content and Materials	CSR (<i>N</i> = 103)		
	<i>M</i>	<i>SD</i>	Level
7. Working in pairs to practice English conversation.	3.42	1.26	High
8. Giving Presentation in English learning.	3.25	1.23	Moderate
9. Listening to the tapes of general English conversation.	3.44	1.28	High
10. Listening to the technique of English speaking from CD.	3.40	1.28	Moderate
11. Listening to the technique of English negotiating with foreign customer from tapes recorded in real situation.	3.59	1.32	High
12. Listening to the CD to be familiar with the variety of English accent.	3.54	1.24	High
13. Listening and doing the exercise to test comprehension skills.	3.58	1.22	High
14. Watching video to learn English speaking techniques and practice listening.	3.61	1.28	High
15. Playing games to improve knowledge of English vocabulary.	3.47	1.26	High
16. Using English in the classroom.	3.52	1.28	High
Total	3.53	1.26	High

The respondents expressed that their overall needs in terms of course content and materials was at high level ($M = 3.53$; $SD = 1.26$). Among the 16 items, there are 13 items were rated at high level that was 81.25%. The highest needs of English course content and materials was an English dialog related to current working function ($M = 3.76$; $SD = 1.26$), followed by Basic English dialog for telephone conversation ($M = 3.73$; $SD =$

1.24), and English text book for telephone conversation ($M = 3.72$; $SD = 1.25$).

Meanwhile, the lowest scores was the giving presentation in English learning ($M = 3.25$; $SD = 1.23$).

Furthermore, the respondents were asked to answer one open-ended question in the final section of the questionnaire. The data were converted into the frequency and percentage as illustrated in Table 5.

Table 5

English Course's Expectation of the CSRs in Banking Call Centers

Expectation/Target	Frequency	Percentage (%)
1. Improve English language competency after finished the course.	15	38.46
2. Improve the capability on exchanging the conversation with the foreign customer.	11	28.21
3. Improve capability on solving customer problems.	6	15.38
4. Improve understanding on customers' requests.	3	7.69
5. Improve the correctness of speaking English language.	2	5.13
6. Self-development.	2	5.13

Table 5 reveals the frequency of answers from one open-ended question. As indicated in Table 5, 38.46% of the CSRs expressed that they want to improve the English language competency after finishing the course while 28.21% expected to improve the capability on exchanging the conversation with the foreign customers.

The CSRs' satisfaction to the current English courses.

To answer the Research Question 3 “To what extent are CSRs satisfied with the current ESP courses provided by the banking call center services?”, this section provided the collected data obtained from the course evaluation forms. The main focus of this part is to examine the learners' opinions on the current English courses provided to the CSRs of banking call centers. The respondents were asked to rate the level of satisfaction based on a five-point Likert scale ranging from “very dissatisfied” to “very satisfied”. The first part reveals the English learning experiences of the CSRs followed by the results of the course evaluation form that separated into 6 groups as follows:

The result shows that, 54.40% of respondents of the study had experiences in English training program provided by the phone banking center itself, and 45.60% of respondents have never attended the previous English training programs. Consequently, 54.40% of respondents who had the experiences in attending English training courses were encouraged to rate the level of satisfaction in the next section.

Table 6

The Satisfaction with the Current English Courses in Terms of General Information

General Information	CSR (N = 56)		
	M	SD	Level
1. The English course is appropriate for the levels of the class and matches with the needs of learners.	3.45	0.79	Satisfied
2. The English course content is related to the work and applicable in actual work situations.	3.75	0.89	Satisfied

Table 6 (Continued)

General Information	CSR ($N = 56$)		
	M	SD	Level
3. The course provides effective English knowledge that can improve your English competence.	3.53	0.90	Satisfied
4. The time for studying the English course matches with the need of learners.	3.20	0.83	Neither
Total	3.48	0.85	Satisfied

Table 6 presents the mean scores of the respondents' satisfactions to the current English courses in terms of general information. It was found that overall satisfaction of the respondents in this study was at the satisfied level ($M = 3.48$; $SD = 0.85$). The table shows that among the 4 aspects, the majority of respondents satisfied with the English course content that related to the work and applicable in actual work situations ($M = 3.75$; $SD = 0.89$). In contrast, the lowest score concerns with the time for studying the English course that quite not match with the need of learners ($M = 3.20$; $SD = 0.83$).

Table 7

The Satisfaction with the Current English Courses in Terms of English Language Used

English Language Used	CSR ($N = 56$)		
	M	SD	Level
1. The lessons include Basic English grammar.	3.13	0.90	Neither

Table 7 (Continued)

English Language Used	CSR (<i>N</i> = 56)		
	<i>M</i>	<i>SD</i>	Level
2. The course provides English sentence structures that can be efficiently applied with work situation such as handling with customer complaint, apologize and thank you to the customer.	3.60	0.85	Satisfied
3. The lessons cover content on reading number in various banking services such as financial transaction or date and time.	3.65	0.95	Satisfied
4. The course includes proper English conversation and etiquette for telephone communication.	3.77	0.81	Satisfied
Total	3.54	0.88	Satisfied

Table 7 presented the satisfaction to the English language use, provided in existing English courses. The study found that the overall scores of the satisfaction in terms of English language use was at the satisfied level ($M = 3.54$; $SD = 0.88$). The majority of the respondents are satisfied with the course in terms of provided proper English conversation and etiquette for telephone communication ($M = 3.77$; $SD = 0.88$). The lowest score is the lessons including Basic English grammar ($M = 3.13$; $SD = 0.90$).

Table 8

The Satisfaction with the Current English Courses in Terms of Vocabulary

Vocabulary	CSR ($N = 56$)		
	M	SD	Level
1. The lessons include the vocabulary frequently used in daily life.	3.49	0.94	Satisfied
2. The lessons include the vocabulary frequently used in banking and finance.	3.58	0.90	Satisfied
3. The teaching provides samples of various vocabulary errors commonly made while having a conversation with the customers.	3.44	0.83	Satisfied
4. The teaching taught how to use appropriate vocabulary for each situation.	3.46	0.88	Satisfied
Total	3.49	0.89	Satisfied

As indicated in Table 8, the overall scores of the satisfaction in terms of vocabulary was at the satisfied level ($M = 3.49$; $SD = 0.89$). The table reveals that the respondents had satisfied all of the 4 aspects. The respondents had satisfied the lessons the most including vocabulary frequently used in banking and finance ($M = 3.58$; $SD = 0.90$), and the lowest score is the teaching that provides samples of various vocabulary errors commonly made while having a conversation with the customers ($M = 3.44$; $SD = 0.83$).

Table 9

The Satisfaction with the Current English Courses in Terms of Listening Skills

Listening skills	CSR ($N = 56$)		
	M	SD	Level
1. The course provides Listening lessons from the CD to enable learners to familiarize with an English accent.	2.89	0.85	Neither
2. The lessons include listening to the tape recorded from actual work situations in order to understand various accents of the customers and improve listening comprehension.	3.34	1.05	Neither
3. The lessons provide exercises from the tape cassettes to test learners' comprehension.	3.24	1.00	Neither
4. The lessons provide Listening to the order or question from instructor to test understanding.	3.36	0.91	Neither
Total	3.21	0.95	Neither

In terms of listening skills, Table 9 shows that the overall scores of the satisfaction was at the moderated level; neither satisfied nor dissatisfied ($M = 3.21$; $SD = 0.95$). The highest satisfaction score was that the lessons provide listening to the order or question from instructor to test understanding ($M = 3.36$; $SD = 0.91$). The lowest score is the course provides listening lessons from the CD to enable learners to familiarize with an English accent ($M = 2.89$; $SD = 0.85$).

Table 10

The Satisfaction with the Current English Courses in Terms of Speaking Skills

Speaking skills	CSR ($N = 56$)		
	M	SD	Level
1. The lessons allow learners to practice speaking on general telephone conversation.	3.50	0.81	Satisfied
2. The teaching allows learners to practice speaking by using prepared dialog on work situation topics.	3.57	0.87	Satisfied
3. The lessons allow learners to practice English pronunciation from English article.	3.32	0.74	Neither
4. The lessons provide an opportunity to practice speaking in the classroom with instructors and other students.	3.57	0.81	Satisfied
Total	3.49	0.81	Satisfied

According to Table 10, the overall satisfaction scores of speaking skills is at satisfied level ($M = 3.49$; $SD = 0.81$). The respondents had satisfied mostly at the lessons provided an opportunity to practice speaking in the classroom with instructors and other students ($M = 3.57$; $SD = 0.81$), and the lowest score in this part is the lessons allow learners to practice English pronunciation from English article ($M = 3.32$; $SD = 0.74$).

Table 11

The Satisfaction with the Current English Courses in Terms of Course Content and Materials

Course Materials	CSR (<i>N</i> = 56)		
	<i>M</i>	<i>SD</i>	Level
1. The course provides various kinds of teaching materials such as watching video, listening to the tape recorded, learning the text book, learning English dialog, and etc.	3.25	0.98	Neither
2. The course provides recreation activities and games that help to improve English language competence.	3.38	0.87	Neither
3. The course provides the opportunity to improve confidence in English speaking by using role-playing game and presentation.	3.48	0.85	Satisfied
4. The teaching and learning is student-centered that provides opportunity for learners to participate in activities.	3.63	0.82	Satisfied
Total	3.44	0.88	Satisfied

Table 11 reveals that the overall satisfaction scores in terms of course materials was at the satisfied level ($M = 3.44$; $SD = 0.88$). The highest satisfaction score is that the teaching and learning was student-centered that provided opportunity for learners to participate in activities ($M = 3.63$; $SD = 0.82$). In the meantime, the lowest satisfaction score is the course provides various kinds of teaching materials such as watching video, listening to the tape recorded, learning the text book, learning English dialog, and etc. ($M = 3.25$; $SD = 0.98$).

Table 12

The Satisfaction with the Current English Courses in Terms of Instructors' Competency

Instructor Competency	CSR ($N = 56$)		
	<i>M</i>	<i>SD</i>	Level
1. The instructors have good knowledge of English language.	3.89	0.85	Satisfied
2. The instructors are able to deliver their knowledge efficiently.	3.82	0.91	Satisfied
3. The instructors have good knowledge of and understand the nature of banking service.	4.00	0.85	Satisfied
4. The instructors are able to apply the banking knowledge in English language teaching.	3.96	0.88	Satisfied
5. The instructors always encourages student to participate in classroom activities.	3.91	0.80	Satisfied
6. The instructors can provide useful advice and efficient way of English learning.	3.91	0.82	Satisfied
Total	3.92	0.85	Satisfied

Table 12 shows that the overall scores of satisfaction on instructors' competency was at satisfied level ($M = 3.92$; $SD = 0.85$). All the six aspects of instructors' competency were rated at satisfied level by the respondents of this study. Most of the respondents agreed that the instructors had good knowledge of and understands the nature of banking service ($M = 4.00$; $SD = 0.85$), followed by the instructors were able to apply the banking knowledge in English language teaching ($M = 3.96$; $SD = 0.88$). Meanwhile, the lowest satisfaction score of this part is the instructors were able to delivered their knowledge efficiently ($M = 3.82$; $SD = 0.91$).

Findings of Qualitative Data Analysis from the Semi-Structured Interviews

To answer the Research Question 4 “To what extent do the supervisors have perceptions about ESP course provide to the CSRs”, the data of this part was collected from the semi-structured interviews with the twelve supervisors in banking call centers which mainly focused on seven matters including English language skills problems and obstacles of CSRs in banking call centers, needs to improve CSRs’ English Language Skills, needs of course materials and activities, the opinion toward current English training courses, the opinions toward the CSRs' improvement, expectation and target, and finally to obtain more suggestion from the supervisors. The supervisors were encouraged to give more information and opinions related to the objectives of the study. Therefore, the qualitative data gathered from the interview were analyzed by using direct approach to content analysis, and categorized by using the initial coding before presenting in the following details.

The findings were divided into seven parts. The first part is the problems and obstacles of CSRs when communicating English. It reveals that ten from twelve respondents agreed that listening skills was the majority problems of the CSRs (83.33%), followed by the problems in speaking skills (50.00%). The second part reveals on the needs of English language skills. Eleven supervisors commented that the CSRs should improve listening skills (91.67%) especially for comprehension and interpretation skills (66.67%). The third part revealed on the needs of English course materials and activities required for improving English language skills of the CSRs. The majority of the supervisors mentioned that the course should provide listening practice in general topics (41.67%), followed by listening practice in specific work topics (33.33%).

The fourth part was asked to give the opinion toward current English training courses provided to the CSRs in banking call centers. It apparently shows that seven from twelve supervisors were not satisfied on current English courses (58.33%). The sixth part is about the skills improvement of the CSRs after attended the course. It was apparently that, most of the supervisors believed that the CSRs had improvement in English language skills after they attended the English class (66.67%). The sixth part is about the expectation and target to improve CSRs' English language skills. Most of the supervisors expected the CSRs to increase the efficiency of English usage (58.33%), followed by improving English language skills 41.67%. In the final question, the researcher asked more suggestion to the supervisors. Most of them concentrated on the general information of English course (75.00%) and commented about the proficiency of course instructor (16.67%).

The interview results from supervisors are summarized and the samples of interviews information are presented in the following table.

Table 13

Results of the Interviews

Categories & Description	Sub-Categories	Textual Examples
Problems and Obstacles The problems and obstacles of CSRs when communicating English	Listening Skills	“The CSRs were not familiar to the variety of English accents of the customer that resulted in they were not understand the customer request.”
	Speaking Skills	“The lacks of English speaking skills of the CSRs cause to the misunderstanding in important information of the customer.”
	Vocabulary	“I think that the CSRs had few knowledge of English vocabulary so they cannot speak well and tend to repeatedly use the general word and sentence.”
	Confidence	“Sometimes, CSRs had not confident to speak English because they concern about speaking in wrong sentence and grammar”
Needs of English Language Skills The needs to improve English language skills of the CSRs	Improve listening skills	“Improving listening skill in order to understand the customer request is the majority of call center service.”
	Improve speaking skills	“The CSRs should improve the speaking skill to be able to answer the customer inquiry effectively.”
	Improve comprehension & interpretation skills	“The basically of telephone communication was that agents have to understand the customer request correctly at the first step, and then they can respond effectively to the customer request.”
	Improve grammar & sentence structure	“Speaking with correct sentence structure and grammar reflected on good image and reliability of the bank.”

Table 13 (Continued)

Categories & Description	Sub-Categories	Textual Examples
Needs of English Course Materials and Activities The opinion toward English course materials and activities required for improving English language skills of the CSRs	Roles Playing	“I think the role playing game is great help on improving English communication skills”
	Listening practice in general topic	“Listening to the favorite English songs or the English news to improve their listening skills.”
	Listening practice in specific work topic	“The CSRs should learn the technique to handling with the customer in various situation from the real voice recorded of the bank.”
	Speaking Practice	“Providing the English conversation dialog related to the working function will be helpful for the CSRs to practice the speaking skills.”
	Text book	“Learning from English text book and do the exercise such as searching the meaning of word and sentence and practice the conversation from dialog.”
Course Satisfaction The opinions toward current English training courses provided to the CSRs	Satisfied	“The current course did well on providing fundamental knowledge of general conversation and also applying some of working knowledge into the curriculum.”
	Not Satisfied	“The course recently conducted by the insider instructor of call center itself, therefore it will not have quality and efficiency as same as learning with the native English instructor.”

Table 13 (Continued)

Categories & Description	Sub-Categories	Textual Examples
Skills Improvement The opinions toward the CSRs' improvement after attended the existing English training courses in the past few year	Improved	“Some of the learner had improved their English skills obviously, they had more confidence to speak with foreign customer, and improve their English accent.”
	Not Improved	“I don't see the improvement from the CSRs who attended the previous English course, the CSRs still communicate inefficiently and do not understand the customer question.”
Expectation/Target The expectation or target of the supervisors in order to improve CSRs' English language skills	Improve English language skills	“I hopefully that the course can provide effectively in improving their CSRs' English skills especially the CSRs can understand and respond correctly on customer request.”
	Improve customer satisfaction	“The foreign customers obtain quality services from the CSRs and always satisfied after contact to the call center service.”
	Increase efficiency of English usage	“It will be great if the CSRs can be able to speak English efficiently and do more function such as inbound cross-selling with foreign customer in order to increase revenue for the organization.”
Other Suggestions The suggestion for the further English training courses for the CSRs	Information of English Course	“The course should provide the various kinds of activity rather than focusing only the English grammar, and should include the technique to communicate with foreign customer in different situation.”

Table 13 (Continued)

Categories & Description	Sub-Categories	Textual Examples
	Instructor	“I recommended that the instructor should be the native English speaking, the CSRs will be familiar with English accent and increase the opportunity for them to speak in English.”
	Period and time	“The course should be expanding more class per subject for all CSRs can be participated the English course.”

Summary of the Chapter

Chapter 4 presented the results of both the quantitative and qualitative data analysis. First, in the quantitative part, the results obtained from the needs analysis questionnaires reveals on the problems in English language skills that encountered by the CSRs, needs in English language skills especially listening and speaking skills, and needs of English course content and materials. Second, the quantitative data obtained from the course evaluation form revealed on the satisfaction score regarded current English training course. The overall scores revealed that the CSRs had satisfied with the current English courses that were shown at the results from course evaluation form.

The qualitative data analysis from the interviews of supervisors revealed the opinions and recommendations from the supervisors in banking call centers consisting of the opinions in regard to English language skills problems and obstacles of CSRs in banking call centers, the needs to improve CSRs' English language Skills, the needs of course materials and activities required for the English courses, the opinion toward

current English training courses, the opinions toward the CSRs' improvement, the expectation and target of English learning courses, and the other suggestions from the supervisors. In addition, the data analysis from both quantitative data and qualitative data were analyzed and presented through descriptive technique and revealed the relation assessment of both data sources. The following chapter presents conclusion and discussion.



CHAPTER V

CONCLUSION AND DISCUSSION

The purpose of the study is to answer the four research questions which aimed to explore the problems in English language skills of the CSRs working in banking call centers, to identify the needs of ESP courses for the CSRs, to investigate the satisfaction of the CSRs on the current English courses, and to examine the perceptions to the ESP courses of the supervisors on banking call centers. This chapter is divided into four parts: conclusion of the research, discussion of major findings in accordance with the research questions, limitation of the study, and implication and recommendation for the further research.

Conclusion

To answer the four research questions, the results of the study were collected from the CSRs and supervisors from Bangkok Bank Phone Banking Center in Bangkok, Thailand. The research instruments used for collecting data in this study were questionnaire, course evaluation form, and semi-structured interviews. The study was conducted in September 2015 by distributing the questionnaire and course evaluation form to 131 CSRs working in Bangkok Bank. However, there are 103 questionnaires and course evaluations had returned at the dateline. Among 103 CSRs, there were 56 CSRs had the experiences in attending previous English courses provided by the bank. Thus, they were requested to complete the course evaluation form. The quantitative data collected from the questionnaires and course evaluation forms were analyzed by using Statistical Package for Social Sciences (SPSS) using mean score and standard deviation to identify the problems of English language skills encountered by the CSRs in phone

banking service, needs of English language skills, English course content and materials, and the satisfaction of current English training course. Furthermore, the qualitative data gathered from the interview were analyzed by using direct approach to content analysis in order to recognize the needs and expectations of the supervisors. The details of the findings are discussed as follows:

Discussion of Major Findings

Research Question 1: What problems in English language skills do the CSRs encounter when communicating with foreign customers?

The first research question aimed to explore the problems in English Language skills of the CSRs in phone banking service that encounter when communicating with foreign customer. The results revealed that the overall problems in English language skills of CSRs were rated at low level. The findings of the study show that understanding the customers' request and greeting, thanking and apologizing to the customer were rated at the highest problems in English language skills. Meanwhile, pronouncing correct English words was rated at the lowest problem. The results were in accordance with the study of Fahmonkolchai (2011), the major problems in English listening and speaking skills of Thai bank tellers are unfamiliar with customer's accents and it causes to be serious problems in understanding the message.

Generally, listening to understand the customers' request is the first step of customer service in order to serve customer with the correct action. However, in non-English speaking countries especially Thailand, listening and speaking skills in English are the major problems of Thai people. It possibly results from the lack of opportunities for using English in daily life. Another problem probably causes from the education

system in many Thai schools or institutions that mainly focused in teaching grammar rather than oral communication. This can be well supported by the study of Jeharsae (2012), who studied English oral communication problems and strategies used by Thai employees in an international workplace. The researcher found that the most common problem in English of Thai employees was listening comprehension particularly they were unable to understand correctly when customers spoke English quickly over the phone (Jeharsae, 2012).

It was found that common greeting language such as greeting, thanking and apologizing did not strongly agreed with the very high problem of the understanding the customer requests. Thus, it can be assumed that the CSRs always encounter the situation that they misunderstand the customers' expressions, vocabulary, or words. As a result, they responded to them in a wrong way. For example, the CSRs said only "Thank you" without apologizing due to the fact that the customers were not emotional and angry while they were saying negative words or sentences that intended to make a complaint of the bank. Furthermore, the results of English language skill problems expressed by the participants agreed with the opinions of the supervisors. Ten from twelve supervisors agreed that listening skills was the majority problems of the CSRs (83.33%). Half of them express that CSRs always encountered the variety of English accents of the people in different countries. The sample transcription of the supervisor is as follows:

"...The nature of call center services was mainly communicating with the customers over the telephone. Most of the CSRs in banking call center services in Thailand were non-native English speaking, and the CSRs always encountered with the variety of English accents of the people in different countries. Therefore,

the listening skill was very important to the CSRs to listen with understanding the customer request in first priority.” (Supervisor A)

The possibility that the overall score of the English language skill problems of the CSRs was rated at low level might because the less opportunities to speak English with the foreign customers in daily routine work. They may think that English language is not the major problem for them. As a result, it was unnecessary to be aware of English language problems or improve their English competence.

Research Question 2: What language skills, content, or materials do the CSRs in the banking call center need to improve?

According to the second research question, the CSRs were asked to indicate the needs on English language skills (i.e., English listening skills, speaking skills, and other skills), and English course’s content and materials. In terms of English listening skills, listening to understand what foreign customer needs was rated at the highest level, followed by listening to capture the details of customers’ general request. It correlated to the results on English language problems of the CSRs that they had the problems on listening to understand the customer requests. The results were consistent with the study of Phetcharat (2011), who studied the English language needs for an evaluation of materials used in English training courses for offshore petroleum oil crew. It was found that both senior and junior oil crews needed mostly on listening skills in their work routine, and they want the integrating of listening activities in English course that involved advance listening practice rather than general topics.

In speaking skills, the study shows that speaking general English for conversation was rated at the highest need, followed by exchanging the conversation with the

customers on general telephone conversation. The interesting finding was that the CSRs in phone banking services focus on English general topics rather than the specific banking language. It can be assumed that the CSRs see general English language necessary in exchanging conversation with customers efficiently. The results reflected the CSRs need on general English language topics in order to communicate with the customers.

Although, the language and terminology use in banking and financial contexts are quite unique, it is not the most important thing for the CSRs in their daily work. The findings support Robinson's notion of ESP stating that it is primarily based on learners' needs and the studying English of the learners are not only the interest in English language, but also for their specific work purposes. Some of learners may wish to apply their knowledge of language to communicate on general topics in daily life (Robinson, 1991, p. 2). The majority of supervisors also supported that the CSRs should develop their competency of English listening skill (91.67%), followed by comprehension and interpretation skills (66.67%), and speaking skills (58.33%). The following is another sample of opinion from a supervisor.

“...The CSRs should develop their competency of English listening skills because if they cannot listen to understand customer request, they will not able to respond correctly to the customer. Moreover, they have to improve their ability to speak in correct sentence and structure.” (Supervisor B)

In terms of other skills, the study shows that general vocabularies and sentence structures for telephone conversation were needed the most by the CSRs, followed by specific vocabulary for banking and finance. Meanwhile, learning English grammar was needed at the lowest level. The findings correlated with the study of Musikarat (2013) who studied the needs of English language of sea sports service providers in Phuket. The

study also supported the findings that besides other language skills; vocabulary is also needed for the providers. The sea sports service providers need both specific and proper words in order to warn customers to realize the dangers of sea animals. The researcher also mentioned that the specific vocabulary or technical terms used for specific area of work is necessary for communication (Musikarat, 2013).

For the needs of CSRs in terms of English course content and materials, the majority of the CSRs need the English dialog related to current working functions, followed by Basic English dialog for telephone conversation, and English text books for telephone conversation. The lowest score was giving presentation in English learning. According to the nature of banking call center, the CSRs were controlled to guarantee that they will not provide incorrect information to the customers. CSRs required the guidance in terms of information and specific dialog to serve the customer in order to maintain the accuracy and quality of service in some service functions. Moreover, the findings were in accordance with the opinions of supervisors. Five supervisors mentioned that the course should provide listening practice in general topics (41.67%). The sample opinion of the supervisor is as follows:

“...I think that the company should have the Sound Lab room using for listening practice particularly. The CSRs should start listening with the general topics such as listen to the English song or watch English film, then listen to the tape recoded from real working situation to learning technique and being familiar with the customer accents.” (Supervisor C)

Research Question 3: To what extent are CSRs satisfied with the current ESP courses provided by the banking call centers?

The main focus of this part was to examine the participants' opinions on the current English courses provided to the CSRs of Phone Banking Services. The study revealed that 54.40% of the CSRs had the experiences in previous English training courses provided in their workplace. The satisfactions to the English courses of the CSRs are discussed as follows.

In terms of general information of the course, the majority of CSRs satisfied with the course content related to the work and practice in actual work situations. The study shows that the existing course provides English dialogs related to the major CSRs' works such as conversations about card cancellation service, account balance and account activity inquiry service, and general complaint service. The study shows that the participants emphasized the importance of English language using in their daily works. The lowest score concerns with the time for studying English that did not meet the need of learners. Due to the working time of CSRs in banking call centers is based on 24 hour, shift, they may need different time for studying English. The course should be reconsidered the period time to provide convenience and increase the opportunity for the CSRs in learning English.

In the part of English language usage, proper English conversations and etiquettes of telephone communication provided in existing English courses were rated at the highest satisfied level. However, the Basic English Grammar course provided was rated at the lowest level. It can be assumed that the CSRs preferred English that related to their works rather than grammar learning. The possible explanation was that English grammar is not quite necessary for the work of CSRs due to the service of this area focusing mainly on listening and speaking skills.

In terms of vocabulary, the majority of the participants satisfied at all activities regarding vocabulary provided in the course. Most of the participants were satisfied with the lessons that include the vocabulary frequently used in banking and financial terms, followed by vocabulary that were frequently used in daily life. Normally, it is necessary for the CSRs in banking service to have a repertoire of banking and financial vocabularies in order to explain and communicate effectively with the customers. The general vocabularies are also important for communicating in general terms or apply to the working language. This was well supported by Gorman (2012), the vocabulary is important for both listening and speaking skills because it is necessary for the people to know a wide range of words in order to communicate correctly (as cited in Musikarat, 2013).

In terms of listening skills, the highest satisfaction score was the lessons that provide listening lesson according to the order or question from instructors to test understanding. The lowest score was that the course provision listening lessons from the CD to enable learners to familiarize with an English accent. The interesting finding was that the majority of the CSRs were satisfied with the listening practice that focused on listening and responding to the question or order of the instructor rather than practice listening from the CD that is the basic method in listening practice. In speaking skills, the participants were satisfied mostly at the lessons providing an opportunity to practice speaking in the classroom with instructors and other students, and the lowest satisfaction score in this part was the lessons that allow learners to practice English pronunciation from English articles.

In terms of course materials, the highest satisfaction score was teaching and learning was student-centered that provided opportunity for learners to participate in

activities. In the meantime, the lowest satisfaction score was that the course providing various kinds of teaching materials such as watching video, listening to the tape recorded, learning from the text books, learning English dialogs, and etc. It was interesting that the majority of the CSRs satisfied with the activities that they have opportunities to fully participate in the classroom such as speaking English with the other students and instructors. Therefore, several kinds of materials are not necessary in teaching English.

For the instructor competence, the majority of CSRs also agreed that the instructors have good knowledge of English and understand the characteristic of banking service, followed by the ability of instructor to apply the banking knowledge to English language teaching. Meanwhile, the lowest satisfaction score of English instructors was their ability to deliver knowledge efficiently. This might be because the instructors are employees in the bank, and they are not the native English speakers. Therefore, the company should also reconsider the ability and qualifications of instructors.

In addition, the results revealed that the overall satisfaction score was not rated at the very satisfied level. The further courses provided should fulfill the requirements of the CSRs and supervisors in order to get higher satisfaction scores that reflect the effectiveness of the course. On the contrary, the majority of supervisors were not satisfied with the current English courses although they agreed that the CSRs had improved their English language skills after attended the courses. They believed that the competence in English skills of the instructors will help the CSRs to achieve their goals even though the banking and financial knowledge are considered the essential skills required for the instructors of ESP course. One of the supervisors expressed on the instructor competency as follows:

“...Recently, the English course was conducted by the staff in organization itself. It was good that the CSRs can learn from the real experience of the instructor; however they can provide only English knowledge at intermediate level. It will be better if the CSRs have the opportunity to learn with the professional native English speaking instructor.” (Supervisor D)

Research Question 4: To what extent do the supervisors have perceptions about ESP course provide to the CSRs?

The qualitative data gathered from the interview with the supervisors were analyzed by using direct approach to content analysis. 83.33% of supervisors thought that listening skills were the majority problems of the CSRs, followed by speaking skills (50 %). This was consistent with the results of CSRs. 66.67% of the supervisors also need to improve listening comprehension and interpretation skills of the CSRs. They added that the listening practice in general topics and specific work topics should be provided in the courses. The supervisors were asked to give the opinion toward the existing English course, 58.33% of supervisors were not satisfied with the English courses. It was found that five supervisors concerned about the competence of the insider instructors. They want the native English instructors to teach the course for CSRs because they believe that the native English instructor will provide more effectiveness to English learning. They expected that the further English courses can help to increase the efficiency of English usage, and improve English language skills of the CSRs especially listening comprehension and interpretation skills in order to respond correctly to customer requests. The following was the sample of supervisor's expectation.

“...I hopefully that the course can provide effectively in improving their CSRs’ English skills especially the CSRs can understand and respond correctly on customer request.” (Supervisor E)

In summary, listening and speaking skills are considered the important skills of the CSRs in banking call centers. The suggestion for the further ESP course was that the course should provide the activities concerning listening and speaking practices. To increase the satisfaction to the further ESP course, the course designer should maintain the activities that the CSRs were satisfied and focus on activities or materials that the CSRs in banking call centers need. To improve listening skills, the instructor can apply various kinds of materials such as tape recorded from real working situations, English movies, or listening exercises in order to improve listening comprehension skills. Moreover, the speaking practice should include both general topics and conversations by providing the dialogs or text books. Moreover, CSRs can learn new vocabularies, words and sentences from dialogs or text books.

Limitation of the study

Limitations of the study are described as follows:

1. The study was conducted with the CSRs from only one bank in Thailand. It might not reflect the needs of overall CSRs in banking services.
2. The participants of this study were selected using convenience sampling technique which selected from all CSRs working in Bangkok Bank Phone Banking Center. The researcher did not classify the level of job, skills and proficiency, and group of CSRs. Therefore, the results of the study are from the overall CSRs that may not reflect on real needs of each group of CSRs.

3. The English language skills focusing of this study were listening and speaking that may not cover the other language skills such as reading, writing, and grammar that may require from the other call center service or similar areas.

Implications and Recommendations

The results of the study disclosed the needs and expectations to the ESP courses. It can be indicated that the English course provided to the CSRs in banking call center services should be applied the content and materials regarding English listening and speaking practice which include both general English conversation and specific English for banking. If the bank wants to provide the English training course to suit the needs of CSRs, the results from this study would be beneficial to the bank to apply the activities, content, and materials obtained from the study to the further courses.

For recommendations, the future studies could be conducted with a larger number of bank employees from several banks in order to increase the reliable results and obtain more useful information. Furthermore, the course designer can use the results obtained from the study to be guideline for developing an English course that meet the needs of CSRs or similar jobs.

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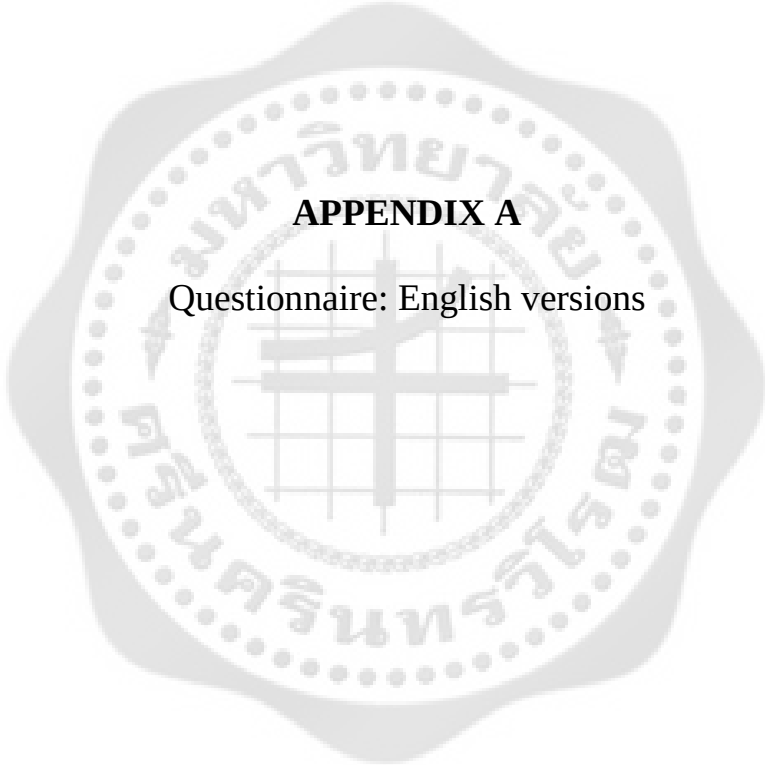
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APPENDICES





APPENDIX A

Questionnaire: English versions

QUESTIONNAIRE

Needs Analysis of the ESP Courses Provided for Banking Customer Service Representatives

This questionnaire is designed to survey the needs in English for Specific Purposes course learning of Customer Service Representatives from Bangkok Bank Phone Banking Center. Your information would be a guideline in developing ESP courses that meet the needs of learners and organizations.

Your information will be confidentially kept and used for educational purpose. Thank you for your kind cooperation.

Part 1: General Information of Respondents.

Directions: Please mark ✓ in the ☐ or fill the answer that is most applicable to you.

1. Gender:

☐ Male

☐ Female

2. Age:

☐ Less than 25 years old

☐ Between 25-35 years old

☐ More than 35 years old

3. Educational Level:

☐ Bachelor's Degree or equivalent

☐ Master's Degree

☐ Other (please specify).....

4. What is your current job position?

☐ CSR level I

☐ CSR level II

5. How long have you been working as a Banking Customer Service Representative?

☐ Less than 1 year

☐ 1-3 years

☐ More than 3 years

6. How often do you use English to communicate with foreign customer?

☐ Everyday

☐ Never

☐ 2-3 times a week

Part 2: Your English Language Problems in Current Work Situation.

Directions: Please mark ✓ in the column that is most applicable to you.

7. What level of your English language problems in English listening and speaking do you frequently encounter when communicate with foreign customer?

(The level of problem ranged from 5 = highest problem to 1 = lowest problem)

English Skills	Level of Problem				
	5	4	3	2	1
7.1 Understanding the customers' requests.					
7.2 Interpreting the customers' problems.					
7.3 Greeting the customers, thanking and apologizing.					
7.4 Asking for details.					
7.5 Explaining how to solve the problems in English.					
7.6 Pronouncing English words correctly.					
7.7 Using English Grammar					
7.8 Using general vocabulary and sentence structures for general conversation.					
7.9 Using specific vocabulary and sentence structures for banking and financial in the conversation.					

Part 3: A Survey on the Needs to Improve English Language Skills.

This survey aims to explore the needs to improve English language skills of the CSR.

Directions: Please mark ✓ in the column that is most applicable to you.

(The level of needs ranged from 5 = highest need to 1 = lowest need)

8. Please range the level of need for improving your English language skills at the following activities.

Activities / Skills	Level of Needs				
	5	4	3	2	1
Listening skills					
8.1 Listening to understand what foreign customer needs.					

Activities / Skills	Level of Needs				
	5	4	3	2	1
8.2 Listening to capture the details of customers' general request.					
8.3 Listening to a variety of English accent.					
8.4 Listening to customers' comment, compliment, and complaint					
Speaking skills					
8.5 Exchanging the conversation with the customers on general telephone conversation.					
8.6 Speaking general English for conversation.					
8.7 Speaking with correct pronunciation.					
8.8 Speaking with correct English grammar and sentence structures.					
8.9 Giving information about general banking product and services.					
8.10 Giving financial information e.g. account's activity and account's balance.					
8.11 Explaining or informing the customers about solving the technical issues for the following systems e.g. Interactive Voice Respond (IVR), Internet Banking, and Telefax.					
8.12 Negotiating with customers' complaint.					
Other skills					
8.13 Specific vocabulary for banking and finance.					
8.14 General vocabulary and sentence structures for telephone conversation.					
8.15 English grammar.					
8.16 Reading to English document e.g. e-mail, report, and procedure.					

Part 4: A Survey on the Needs of English Course Contents and Teaching Materials

This survey aims to find out the opinion toward English course contents and teaching materials that you think it would help improve your English.

Directions: Please mark ✓ in the column that is most applicable to you.

(The level of needs ranged from 5 = highest need to 1 = lowest need)

9. Please range the level of needs toward English course material and activities at the following options.

English Course Contents / Teaching Materials	Level of Needs				
	5	4	3	2	1
9.1 English text book for telephone conversation.					
9.2 Basic English dialog for telephone conversation.					
9.3 English dialog related to current working function.					
9.4 Exercise and homework.					
9.5 Learning English vocabulary and sentence from pictures.					
9.6 Role playing in the classroom concerning the daily life or work situation.					
9.7 Working in pair to practice English conversation.					
9.8 Giving Presentation in English learning.					
9.9 Listening to the tapes of general English conversation.					
9.10 Listening to the technique of English speaking from CD.					
9.11 Listening to the technique of English negotiating with foreign customer from tapes recorded in real situation.					
9.12 Listening to the CD to be familiar with the variety of English accent.					
9.13 Listening and doing the exercise to test comprehension skills.					
9.14 Watching video to learn English speaking techniques and practice listening.					
9.15 Playing games to improve knowledge of English vocabulary.					
9.16 Using English in the classroom.					

10. What is your target and expectation to the English course for Customer Service Representative in Phone Banking Service?

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✂Thank you very much for completing this questionnaire✂



APPENDIX B

Questionnaire: Thai versions

แบบสอบถาม

สำรวจความต้องการในการเรียนภาษาอังกฤษสำหรับเจ้าหน้าที่ให้บริการทางโทรศัพท์ด้านการธนาคาร

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อสำรวจความต้องการในการเรียนภาษาอังกฤษสำหรับเจ้าหน้าที่ให้บริการทางโทรศัพท์ด้านการธนาคาร ศูนย์ธนาคารทางโทรศัพท์ ธนาคารกรุงเทพ จำกัด(มหาชน) ข้อมูลที่ได้รับจากการตอบแบบสอบถามจะถูกนำมาใช้ในการพัฒนาหลักสูตรภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ ที่สอดคล้องกับความต้องการของผู้เรียน และหน่วยงานมากที่สุด

ผู้วิจัยขอรับรองว่าคำตอบและข้อมูลของท่านจะถูกเก็บเป็นความลับ และมีวัตถุประสงค์เพื่อใช้ทางการศึกษาเท่านั้น ขอขอบพระคุณสำหรับความร่วมมือในการตอบแบบสอบถามในครั้งนี้

ส่วนที่ 1: ข้อมูลทั่วไปของเจ้าหน้าที่ให้บริการทางโทรศัพท์ด้านการธนาคาร

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ลงในช่อง ☐ หรือเติมคำตอบเกี่ยวกับข้อมูลของท่าน

1. เพศ:

☐ ชาย

☐ หญิง

2. อายุ:

☐ น้อยกว่า 25 ปี

☐ ระหว่าง 25-35 ปี

☐ มากกว่า 35 ปี

3. ระดับการศึกษา:

☐ ปริญญาตรีหรือเทียบเท่า

☐ ปริญญาโท

☐ อื่นๆ (โปรดระบุ).....สาขา/วิชาเอก

4. ตำแหน่งงานปัจจุบัน

☐ CSR level I

☐ CSR level II

5. คุณทำงานในตำแหน่งเจ้าหน้าที่ผู้ให้บริการทางโทรศัพท์ของธนาคารมาแล้วกี่ปี

☐ น้อยกว่า 1 ปี

☐ 1-3 ปี

☐ มากกว่า 3 ปี

6. คุณใช้ภาษาอังกฤษบ่อยแค่ไหนในการติดต่อสื่อสารกับลูกค้าชาวต่างประเทศ

☐ ทุกวัน

☐ 2-3 ครั้ง ต่อสัปดาห์

☐ ไม่เคย

ส่วนที่ 2: ปัญหาการใช้ภาษาอังกฤษในสถานการณ์การทำงานปัจจุบัน

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ลงในช่องว่างที่กำหนดให้

7. ในการฟังและพูดภาษาอังกฤษกับลูกค้าชาวต่างประเทศ ท่านพบปัญหาต่อไปนี้มากน้อยเพียงใด

(ระดับของปัญหาเรียงลำดับจาก 5 = มากที่สุด ถึง 1 = น้อยที่สุด)

ทักษะภาษาอังกฤษ	ระดับปัญหา				
	5	4	3	2	1
7.10 ความเข้าใจต่อสิ่งที่ลูกค้าต้องการ					
7.11 การตีความปัญหาที่ลูกค้าแจ้ง					
7.12 การกล่าวทักทาย, ขอโทษ, และขอบคุณลูกค้า					
7.13 การสอบถามข้อมูล					
7.14 การอธิบายวิธีการแก้ไขปัญหาก็เป็นภาษาอังกฤษ					
7.15 การออกเสียงคำศัพท์ภาษาอังกฤษที่ถูกต้อง					
7.16 การใช้ไวยากรณ์ภาษาอังกฤษ					
7.17 การใช้คำศัพท์และโครงสร้างประโยคภาษาอังกฤษทั่วไปในการสนทนา					
7.18 การใช้คำศัพท์และโครงสร้างประโยคภาษาอังกฤษเฉพาะทางสำหรับการเงินและการธนาคารในการสนทนา					

ส่วนที่ 3: ความต้องการในการพัฒนาความสามารถภาษาอังกฤษ

แบบสอบถามนี้ใช้เพื่อสำรวจความต้องการในการพัฒนาความสามารถทางภาษาอังกฤษที่ท่านจำเป็นต้องใช้ในการให้บริการลูกค้าชาวต่างประเทศ

คำชี้แจง: กรุณาตอบคำถามโดยทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน (ระดับความต้องการเริ่มจากระดับ 5 = มากที่สุด ถึง ระดับที่ 1 = น้อยที่สุด)

8. ท่านต้องการพัฒนาความสามารถภาษาอังกฤษ สำหรับกิจกรรมหรือทักษะต่อไปนี้ในระดับใด

กิจกรรม / ทักษะ	ระดับความต้องการ				
	5	4	3	2	1
ทักษะการฟัง					
8.17 การฟังและทำความเข้าใจถึงความต้องการของลูกค้าต่างชาติ					
8.18 การฟังเพื่อจับประเด็นรายละเอียดในเรื่องทั่วไปที่ลูกค้าร้องขอ					
8.19 การฟังสำเนียงภาษาอังกฤษที่แตกต่างกันของลูกค้า					
8.20 การฟังข้อแนะนำ, ชมเชย, และข้อร้องเรียนของลูกค้า					

กิจกรรม / ทักษะ	ระดับความต้องการ				
	5	4	3	2	1
ทักษะการพูด					
8.21 การโต้ตอบกับลูกค้าโดยใช้บทสนทนาทั่วไปทางโทรศัพท์					
8.22 การพูดภาษาอังกฤษที่มีเนื้อหาทั่วไปเพื่อการสนทนา					
8.23 การพูดออกเสียงสำเนียงภาษาอังกฤษที่ถูกต้อง					
8.24 การพูดโดยใช้ไวยากรณ์และโครงสร้างประโยคที่ถูกต้อง					
8.25 การแจ้งข้อมูลเกี่ยวกับผลิตภัณฑ์และบริการทั่วไปของธนาคาร					
8.26 การแจ้งข้อมูลเกี่ยวกับการเงิน อาทิ รายการเคลื่อนไหวทางบัญชี และยอดเงินคงเหลือ					
8.27 การอธิบายหรือแจ้งข้อมูลการแก้ไขปัญหาทางเทคนิคเฉพาะทาง อาทิ ปัญหาที่การใช้บริการผ่านระบบโทรศัพท์อัตโนมัติ, บริการทางอินเทอร์เน็ต, และบริการ 텔레แฟกซ์					
8.28 การเจรจากับลูกค้าเมื่อเกิดข้อร้องเรียน					
ทักษะอื่นๆ					
8.29 ความรู้ด้านคำศัพท์ภาษาอังกฤษเฉพาะทางด้านการเงินและการธนาคาร					
8.30 ความรู้ด้านคำศัพท์และโครงสร้างประโยคภาษาอังกฤษพื้นฐาน สำหรับการสนทนาทางโทรศัพท์					
8.31 ความรู้ด้านไวยากรณ์ภาษาอังกฤษ					
8.32 การอ่านเอกสารภาษาอังกฤษ อาทิ อ่าน E-Mail, รายงาน, และ ระเบียบคำสั่งต่างๆ					

ส่วนที่ 4: ความต้องการด้านสื่อ และกิจกรรมในการเรียนภาษาอังกฤษ

แบบสอบถามนี้ใช้เพื่อสำรวจความต้องการต่อรูปแบบกิจกรรมและสื่อการเรียนภาษาอังกฤษ ที่ท่านเห็นว่ามีส่วนช่วยพัฒนาความสามารถทางภาษาอังกฤษของท่าน

คำชี้แจง: กรุณาตอบคำถามโดยทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน (ระดับความต้องการเริ่มจากระดับ 5 = มากที่สุด ถึง ระดับที่ 1 = น้อยที่สุด)

9. โปรดระบุระดับความต้องการต่อกิจกรรมและสื่อการเรียนรู้ภาษาอังกฤษต่อไปนี้

กิจกรรม / สื่อการเรียนรู้	ระดับความต้องการ				
	5	4	3	2	1
9.17 แบบเรียนภาษาอังกฤษสำหรับการสนทนาทางโทรศัพท์					
9.18 แบบฝึกการสนทนาทางโทรศัพท์ขั้นพื้นฐาน					
9.19 แบบฝึกการสนทนาที่เกี่ยวข้องกับการทำงานในปัจจุบัน					
9.20 แบบฝึกหัด ทบทวนบทเรียน					
9.21 การเรียนคำศัพท์และประโยคภาษาอังกฤษจากรูปภาพ					
9.22 การแสดงบทบาทสมมติหน้าชั้นเรียน โดยจำลองสถานการณ์ทั่วไป หรือสถานการณ์ที่เกี่ยวข้องกับการทำงาน					
9.23 การจับคู่สนทนาระหว่างผู้เรียน เพื่อฝึกการพูดตามโจทย์ที่ผู้สอนกำหนด					
9.24 การนำเสนอหน้าชั้นเรียนเป็นภาษาอังกฤษ					
9.25 การฟังเทปบทสนทนาภาษาอังกฤษที่มีเนื้อหาทั่วไป					
9.26 การฟังเทคนิคการพูดภาษาอังกฤษ จากเทป CD					
9.27 การฟังเทคนิคการเจรจาจากเทปบันทึกเสียงสนทนา ระหว่างพนักงานกับลูกค้าต่างชาติในสถานการณ์จริง					
9.28 การฟัง CD บทสนทนาที่มีสำเนียงภาษาอังกฤษแตกต่างกัน เพื่อให้เกิดความคุ้นเคย					
9.29 การฟังเทปบทสนทนา และทำแบบฝึกหัดเพื่อทดสอบความเข้าใจ					
9.30 การดูวิดีโอภาษาอังกฤษเพื่อเรียนรู้เทคนิคการพูด และฝึกการฟัง					
9.31 เล่นเกมส์ การแข่งขัน ที่ช่วยพัฒนาความรู้ด้านคำศัพท์ภาษาอังกฤษ					
9.32 การใช้ภาษาอังกฤษเป็นภาษาหลักในการสนทนาในห้องเรียน					

10. โปรดระบุความคาดหวัง หรือจุดมุ่งหมายในการเข้าเรียนหลักสูตรภาษาอังกฤษสำหรับเจ้าหน้าที่ให้บริการทางโทรศัพท์ด้านการธนาคาร (กรุณาตอบ อย่างน้อย 1 ข้อ)

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✂ ขอขอบพระคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม ✂



APPENDIX C

Course Evaluation: English versions

COURSE EVALUATION

The Satisfaction of the Current English Courses provided for Customer Service Representatives in Banking Services

This course evaluation is designed to explore the satisfaction toward English language course provided for CSRs in Bangkok Bank Phone Banking Center. Your information will be helpful and to be guideline in developing English for Specific Purpose courses.

Your information will be confidentially kept and used for educational purposes. Thank you for your cooperation.

Part 1: General Information of Respondents.

Directions: Please mark ✓ in the ☐ or fill the answer that is most applicable to you.

1. Sex:

☐ Male

☐ Female

2. Age:

☐ Less than 25 years old

☐ Between 25-35 years old

☐ More than 35 years old

3. Educational Level:

☐ Bachelor's Degree or equivalent

☐ Master's Degree

☐ Other (please specify).....

4. What is your current job position?

☐ CSR level I

☐ CSR level II

5. How long have you been working as a Banking Customer Service Representative?

☐ Less than 1 year

☐ 1-3 years

☐ More than 3 years

6. Have you ever attended the English courses for CSR during the past 5 years?

☐ Yes

☐ No (skip on part 2)

Part 2: Satisfaction to the existing English courses.

This evaluation is to explore the satisfaction to the current English courses provided by the Bangkok Bank Phone Banking Center for the CSRs during the past 5 years.

Directions: Please mark ✓ in the column that is most applicable to you.

(The level of satisfaction ranged from 5 = very satisfied to 1 = very dissatisfied)

7. How satisfied were you with the following courses provided by Bangkok Bank Phone Banking Center?

Course Information	Satisfaction Level				
	5	4	3	2	1
General Information					
7.1 The English course is appropriate for the levels of the class and matches with the needs of learners.					
7.2 The English course content is related to the work and applicable in actual work situations.					
7.3 The course provides effective English knowledge that can improve your English competence.					
7.4 The time for studying the English course matches with the need of learners.					
Information on English Language					
7.5 The lessons include Basic English grammar.					
7.6 The course provides English sentence structures that can be efficiently applied with work situation such as handling with customer complaint, apologize and thank you to the customer.					
7.7 The lessons cover contents on reading number in various banking services such as financial transaction or date and time.					
7.8 The course includes proper English conversation and etiquette for telephone communication.					
Vocabulary					
7.9 The lessons include the vocabulary frequently used in daily life.					
7.10 The lessons include the vocabulary frequently used in banking and finance.					

Course Information	Satisfaction Level				
	5	4	3	2	1
7.11 The teaching provides samples of various vocabulary errors commonly made while having a conversation with the customers.					
7.12 The teaching taught how to use appropriate vocabulary for each situation.					
Listening skill					
7.13 The course provides Listening lessons from the CD to enable learners to familiarize with an English accent.					
7.14 The lessons include listening to the tape recorded from actual work situations in order to understand various accents of the customers and improve listening comprehension.					
7.15 The lessons provide exercises from the tape cassettes to test learners' comprehension.					
7.16 The lessons provide Listening to the order or question from instructor to test understanding.					
Speaking skill					
7.17 The lessons allow learners to practice speaking on general telephone conversation.					
7.18 The teaching allows learners to practice speaking by using prepared dialog on work situation topics.					
7.19 The lessons allow learners to practice English pronunciation from English article.					
7.20 The lessons provide an opportunity to practice speaking in the classroom with instructors and other students.					
Course Materials					
7.21 The course provides various kinds of teaching materials such as watching video, listening to the tape recorded, learning the text book, learning English dialog, and etc.					
7.22 The course provides recreation activities and games that help to improve English language competence.					
7.23 The course provides the opportunity to improve confidence in English speaking by using role-playing game and presentation.					
7.24 The teaching and learning is student-centered that provides opportunity for learners to participate in activities.					

Course Information	Satisfaction Level				
	5	4	3	2	1
Instructor Competency					
7.25 The instructor has good knowledge of English language.					
7.26 The instructor is able to deliver his/her knowledge efficiently.					
7.27 The instructor has good knowledge of and understands the nature of banking service.					
7.28 The instructor is able to apply the banking knowledge in English language teaching.					
7.29 The instructor always encourages student to participate in classroom activities.					
7.30 The instructor can provide useful advice and efficient way of English learning.					

8. Comments/Suggestions?

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.....

✧Thank you very much for completing this evaluation form✧



APPENDIX D

Course Evaluation: Thai versions

แบบประเมินหลักสูตร

การประเมินความพึงพอใจต่อการเรียนหลักสูตรภาษาอังกฤษสำหรับเจ้าหน้าที่ให้บริการทางโทรศัพท์ ด้านการธนาคาร

แบบประเมินหลักสูตรฉบับนี้ จัดทำขึ้นเพื่อประเมินความพึงพอใจต่อหลักสูตรภาษาอังกฤษ สำหรับเจ้าหน้าที่ให้บริการทางโทรศัพท์ด้านการธนาคารในปัจจุบัน ที่ดำเนินการโดยศูนย์ธนาคารทางโทรศัพท์ ธนาคารกรุงเทพ จำกัด(มหาชน) ข้อมูลที่ได้รับจากการตอบแบบประเมินจะถูกนำมาใช้ในการพัฒนาหลักสูตรภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ ที่สอดคล้องกับความคิดเห็นและความต้องการของผู้เรียนมากที่สุด

ผู้วิจัยขอรับรองว่าคำตอบและข้อมูลของท่านจะถูกเก็บเป็นความลับ และมีวัตถุประสงค์เพื่อใช้ทางการศึกษาเท่านั้น ขอขอบพระคุณสำหรับความร่วมมือในการตอบแบบประเมินในครั้งนี้

ส่วนที่ 1: ข้อมูลทั่วไปของเจ้าหน้าที่ให้บริการทางโทรศัพท์ด้านการธนาคาร

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ลงในช่อง ☐ หรือเติมคำตอบเกี่ยวกับข้อมูลของท่าน

1. เพศ:

☐ ชาย

☐ หญิง

2. อายุ:

☐ น้อยกว่า 25 ปี

☐ ระหว่าง 25-35 ปี

☐ มากกว่า 35 ปี

3. ระดับการศึกษา:

☐ ปริญญาตรีหรือเทียบเท่า

☐ ปริญญาโท

☐ อื่นๆ (โปรดระบุ).....สาขา/วิชาเอก

4. ตำแหน่งงานปัจจุบัน

☐ CSR level I

☐ CSR level II

5. คุณทำงานในตำแหน่งเจ้าหน้าที่ผู้ให้บริการทางโทรศัพท์ของธนาคารมาแล้วกี่ปี

☐ น้อยกว่า 1 ปี

☐ 1-3 ปี

☐ มากกว่า 3 ปี

6. คุณเคยเข้าร่วมหลักสูตรภาษาอังกฤษสำหรับเจ้าหน้าที่ CSR ในรอบ 5 ปีที่ผ่านมาหรือไม่

☐ เคย

☐ ไม่เคย (ไม่ต้องตอบคำถามในส่วนที่ 2)

ส่วนที่ 2: แบบประเมินหลักสูตรภาษาอังกฤษที่ดำเนินการสอนในปัจจุบัน

แบบสอบถามนี้ใช้เพื่อประเมินความพึงพอใจต่อหลักสูตรการสอนภาษาอังกฤษ สำหรับเจ้าหน้าที่ให้บริการทางโทรศัพท์ด้านการธนาคาร ที่ดำเนินการโดยศูนย์ธนาคารทางโทรศัพท์ ธนาคารกรุงเทพ จำกัด(มหาชน) สำหรับหลักสูตรการสอนในระยะเวลาย้อนหลังไม่เกิน 5 ปี นับถึงปัจจุบัน

คำชี้แจง: กรุณาตอบคำถามโดยทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน (ระดับความพึงพอใจเริ่มจากระดับ 5 = มีความพึงพอใจมากที่สุด ถึงระดับที่ 1 = มีความพึงพอใจน้อยที่สุด)

7. ท่านมีความพึงพอใจต่อหลักสูตรภาษาอังกฤษที่จัดการสอนโดยศูนย์ธนาคารทางโทรศัพท์สำหรับหัวข้อต่อไปนี้ ในระดับใด

ข้อมูลหลักสูตร	ระดับความพึงพอใจ				
	5	4	3	2	1
ข้อมูลทั่วไปเกี่ยวกับหลักสูตร					
7.31 หลักสูตรการสอนภาษาอังกฤษมีความเหมาะสมต่อระดับความสามารถ และตรงตามความต้องการของผู้เรียน					
7.32 เนื้อหาหลักสูตรภาษาอังกฤษมีความสัมพันธ์ที่เกี่ยวกับการทำงาน สามารถนำไปประยุกต์ใช้ได้จริง					
7.33 เนื้อหาของหลักสูตรถ่ายทอดความรู้อย่างมีประสิทธิภาพและช่วยพัฒนาความสามารถทางภาษาอังกฤษของท่านให้ดียิ่งขึ้น					
7.34 ระยะเวลาในการเรียนภาษาอังกฤษตลอดหลักสูตรมีความเหมาะสมกับผู้เรียน					
ข้อมูลเกี่ยวกับหลักภาษา					
7.35 บทเรียนมีเนื้อหาในเรื่องหลักไวยากรณ์ภาษาอังกฤษพื้นฐาน					
7.36 หลักสูตรมีการสอนโครงสร้างประโยคภาษาอังกฤษที่สามารถประยุกต์ใช้กับสถานการณ์ต่างๆในการทำงานได้อย่างมีประสิทธิภาพ อาทิ การจัดการข้อร้องเรียน, การกล่าวขอโทษ และกล่าวขอบคุณลูกค้า					
7.37 มีบทเรียนที่ครอบคลุมเนื้อหาเรื่องการอ่านตัวเลขภาษาอังกฤษเพื่อใช้สำหรับบริการต่างๆของธนาคาร อาทิ แจ้งข้อมูลการเงินหรือการแจ้งวันที่และเวลา					
7.38 หลักสูตรมีการสอนบทสนทนาและมารยาทในการสื่อสารภาษาอังกฤษทางโทรศัพท์ที่เหมาะสม					
ข้อมูลเกี่ยวกับคำศัพท์					
7.39 บทเรียนได้รวบรวมถึงคำศัพท์ที่ใช้บ่อยในชีวิตประจำวัน					
7.40 บทเรียนได้รวบรวมถึงคำศัพท์ที่เกี่ยวข้องกับการเงินและการธนาคาร					
7.41 มีการสอนโดยยกตัวอย่างคำศัพท์ที่มักใช้ผิดบ่อย ในระหว่างการสนทนากับลูกค้า					

ข้อมูลหลักสูตร	ระดับความพึงพอใจ				
	5	4	3	2	1
7.42 มีการสอนเรื่องหลักการเลือกใช้คำศัพท์ที่เหมาะสมในแต่ละสถานการณ์					
ข้อมูลเกี่ยวกับทักษะการฟัง					
7.43 หลักสูตรจัดให้มีบทเรียนเรื่องการฟังจากแผ่น CD เพื่อให้เกิดความคุ้นเคยกับสำเนียงภาษาอังกฤษ					
7.44 มีบทเรียนเรื่องการฟัง โดยการฟังเทปบันทึกเสียงของธนาคารจากสถานการณ์ในการทำงานจริง เพื่อให้เกิดความเข้าใจในสำเนียงภาษาอังกฤษที่หลากหลายของลูกค้า และพัฒนาความสามารถด้านการฟังอย่างมีความเข้าใจ					
7.45 หลักสูตรมีการฝึกหัดการฟังจากเทป และทำแบบฝึกหัดเพื่อทดสอบความเข้าใจ					
7.46 บทเรียนมีการฝึกฟังคำสั่ง หรือคำถามจากอาจารย์ผู้สอน เพื่อทดสอบความเข้าใจ					
ข้อมูลเกี่ยวกับทักษะการพูด					
7.47 มีบทเรียนให้ผู้เรียนได้ฝึกพูดบทสนทนาสำหรับการสื่อสารทั่วไปทางโทรศัพท์					
7.48 มีการสอนให้ผู้เรียนได้ฝึกพูดบทสนทนาที่เกี่ยวข้องกับการทำงาน ตามบทฝึกพูดที่ผู้สอนจัดเตรียมให้					
7.49 มีบทเรียนให้ผู้เรียนได้ฝึกการออกเสียงสำเนียงภาษาอังกฤษจากการอ่านบทความภาษาอังกฤษ					
7.50 หลักสูตรเปิดโอกาสให้ผู้เรียนได้ฝึกการพูดภาษาอังกฤษโดยการสนทนากับอาจารย์ผู้สอน และผู้เข้าร่วมอบรมคนอื่นๆ					
ข้อมูลเกี่ยวกับสื่อการสอน					
7.51 หลักสูตรจัดให้มีการใช้สื่อการสอนที่หลากหลาย อาทิ การดูวิดีโอ, การฟังเทปบทสนทนา, การเรียนจากแบบเรียนภาษาอังกฤษ, การเรียนจากแบบฝึกพูด และอื่นๆ					
7.52 หลักสูตรจัดให้มีกิจกรรมสนทนา และการเล่นเกมที่ช่วยพัฒนาความสามารถด้านภาษาอังกฤษ					
7.53 หลักสูตรเปิดโอกาสให้ผู้เรียนได้พัฒนาความมั่นใจในการพูดภาษาอังกฤษ โดยการแสดงบทบาทสมมุติ และนำเสนอหน้าชั้นเรียน					
7.54 การเรียนการสอนมุ่งเน้นกระบวนการเรียนรู้ที่มีผู้เรียนเป็นจุดศูนย์กลาง โดยการเปิดโอกาสให้ผู้เรียนได้มีส่วนร่วมต่อกิจกรรมในห้องเรียน					
ข้อมูลเกี่ยวกับความสามารถของอาจารย์ผู้สอน					
7.55 อาจารย์ผู้สอนมีความรู้ความสามารถด้านภาษาอังกฤษเป็นอย่างดี					
7.56 อาจารย์ผู้สอนสามารถถ่ายทอดความรู้ได้อย่างมีประสิทธิภาพ					

ข้อมูลหลักสูตร	ระดับความพึงพอใจ				
	5	4	3	2	1
7.57 อาจารย์ผู้สอนมีความรู้และความเข้าใจในงานบริการของธนาคารเป็นอย่างดี					
7.58 อาจารย์ผู้สอนมีความสามารถในการนำความรู้ด้านงานธนาคารไปประยุกต์ใช้ในการสอนภาษาอังกฤษ					
7.59 อาจารย์ผู้สอนมีการกระตุ้นให้ผู้เรียนเกิดความกระตือรือร้นในกิจกรรมการเรียนรู้เสมอ					
7.60 อาจารย์ผู้สอนสามารถให้คำแนะนำที่มีประโยชน์ และแนะนำแนวทางที่มีประสิทธิภาพในการเรียนภาษาอังกฤษ					

8. ข้อเสนอแนะเพิ่มเติม

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✕ ขอขอบพระคุณที่ให้ความร่วมมือในการตอบแบบประเมิน ✕



APPENDIX E

Interview Form for the Supervisors

INTERVIEW FORM FOR THE SUPERVISORS

This interview questions will be used to be the part of my research thesis to fulfill my Master of Arts program on Business English for International Communication (M.A. in BEIC) The topic of the thesis is “Needs Analysis and Course Evaluation of the ESP Courses Provided for Banking Customer Service Representatives”. Therefore, I would like to ask your attitude toward CSRs’ use of English while working and CSRs’ problems in English speaking and listening skills. Your real name and information will be confidentially kept and used for educational purpose.

Interview Questions

1. What are the problems and obstacles of CSRs when communicating English with foreign customers?
2. What English language skills do you think the CSRs in banking call centers need to improve?
3. What kinds of English course materials or activities that you think it can help to improve English language competence of the CSRs?
4. What is your opinion toward the current English training courses provided to the CSRs of the Bangkok Bank Phone Banking Center?
5. What your opinion toward the CSRs’ improvement after attended the existing English training courses in the past few years?
6. How are your expectation and target for improving English language skills of the CSRs?
7. What are your suggestions for further English for Specific Purposes courses?

Thank you

VITAE



VITAE

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