

THE STUDY OF PORTER NEEDS FOR ENGLISH DEVELOPMENT PROGRAM



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

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Project Advisor: Miss Piyawan Kullamai.

This study aims to identify the needs of English development program for porters to overcome their English communication problems especially in listening and speaking skills. The population of the study consisted of 91 porters in Concierge department from Bumrungrad International Hospital. The research instrument was a questionnaire which prepared in Thai. It was composed of close-ended and open-ended questions that divided into four parts; general information, needs for English development program, suitable delivery methods and comments and suggestions. The statistics used to identify the data were frequency, percentage as well as mean and standard deviation.

The result of the study reveals that the needs for English development program for porters were the related psychological training programs which were "an understanding of the importance of English" in order to be realized the effect of English competency to their working performance and their daily working routine.

Regarding the delivery methods for English development programs for porters, porters mention that the class should conducted after their working hour which were not affect to their personal time or holidays. It was found that fun and relaxed learning atmosphere with easy to practice and work-related contents were interests them to attend the class. The role of instructor as a facilitator who experienced in encouraging and

building on their strengths and make them feel comfortable to practice were mentioned in order to assist porters to reach their learning goals.



การศึกษาความต้องการในการพัฒนาทักษะภาษาอังกฤษของเจ้าหน้าที่เคลื่อนย้ายผู้ป่วย



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ  
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การศึกษาครั้งนี้มีวัตถุประสงค์ในการศึกษาความต้องการในการพัฒนาภาษาอังกฤษของ  
เจ้าหน้าที่เคลื่อนย้ายผู้ป่วย เพื่อลดปัญหาในการสื่อสารภาษาอังกฤษของเจ้าหน้าที่ โดยใช้  
แบบสอบถาม ฉบับภาษาไทย ในการสำรวจความต้องการของเจ้าหน้าที่เคลื่อนย้ายผู้ป่วย แผนก  
คอนเซียม โรงพยาบาลบำรุงราษฎร์ อินเตอร์เนชั่นแนล จำนวน 91 คน แบบสอบถามประกอบไปด้วย  
คำถามลักษณะปลายเปิดและปลายปิดเพื่อสำรวจข้อมูลพื้นฐานและให้เจ้าหน้าที่แสดงความ  
คิดเห็นและข้อเสนอแนะที่ต้องการในการพัฒนาทักษะภาษาอังกฤษ ทั้งนี้สถิติที่ใช้ในการวิเคราะห์  
ข้อมูล ได้แก่ จำนวนความถี่ ค่าร้อยละ รวมถึง ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน

ผลการศึกษารูปได้ว่า เจ้าหน้าที่เคลื่อนย้ายผู้ป่วยมีความต้องการที่จะเรียนรู้เพิ่มเติมใน  
ด้านจิตวิทยาที่เกี่ยวข้องกับการพัฒนาทักษะภาษาอังกฤษ ซึ่งได้แก่ ความเข้าใจในความสำคัญของ  
ภาษาอังกฤษ กล่าวคือเพื่อให้เจ้าหน้าที่ได้ตระหนักถึงความสำคัญของการสื่อสาร  
ภาษาอังกฤษ ว่าส่งผลกระทบต่อสมรรถภาพการทำงานโดยทั่วไปและการทำงานในชีวิตประจำวัน  
ของเจ้าหน้าที่อย่างไร

ด้านวิธีการและรูปแบบในการฝึกอบรม เจ้าหน้าที่เคลื่อนย้ายผู้ป่วยต้องการให้มีการจัดอบรม  
หลังเวลาเลิกงาน ซึ่งจะต้องไม่ส่งผลกระทบต่อเวลาส่วนตัวหรือวันหยุดของเจ้าหน้าที่ ทั้งนี้  
บรรยากาศในการอบรมควรมีความสนุกสนานและผ่อนคลาย โดยมีเนื้อหาที่ง่ายต่อการฝึกฝนและ  
เกี่ยวข้องกับการทำงานของเจ้าหน้าที่ นอกจากนี้ บทบาทของผู้ฝึกสอนที่ได้รับการกล่าวถึงคือ ผู้  
ฝึกสอนที่มีประสบการณ์ด้านจิตวิทยาในการกระตุ้น ส่งเสริมให้เจ้าหน้าที่มีความมั่นใจในตนเองมาก



The Master's Project  
titled  
"The Study of Porters' Needs for English Development Program"  
By  
Vichuda Poopatwiboon

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..... Dean of Graduate School  
(Assoc. Prof. Dr. Somchai Santiwatanakul)

August, 2015  
.....

Master's Project Advisor

Oral Defense Committee

.....  
(Ms. Piyawan Kullamai)

.....Chair  
(Ms. Piyawan Kullamai)

.....Committee  
(Asst. Prof. Nattha Kaewcha)

.....Committee  
(Asst. Prof. Dr. Anchalee Jansem)

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# CHAPTER 1

## INTRODUCTION

### **Background of the study**

Medical Tourism or medical travel describes as traveling across countries for health-related activities including medical check-ups, elective procedures and specialized surgeries such as dental and cosmetic surgeries. Foreign visitors can be both patients who seek to obtain medical services as well as health care providers who travel to deliver health care in other countries.

In 2004, Thailand set out a strategic policy to become the “Medical Hub of Asia” but it has been given greater importance recently. The policy’s main objectives are to promote medical tourism and to encourage health establishments in Thailand to meet the standards set for the Hospital Accreditation of Thailand and international standards such as ISO and Joint Commission International (JCI) Accreditation. In order to achieve the goals, the government has worked out a strategy to be implemented from 2012-2016.

According to the Board of Investment or BOI, the number of foreign patients in Thailand has grown about 6% from 2007 to 2010. Furthermore, in 2012, roughly 2.5 million international patients headed to Thailand for its wide variety of medical treatment, full-equipped with internationally trained physicians, high service quality with the hospital multilingual staff and the affordable prices, Thailand becomes the wellness destination for

medical tourists from Japan, the United States, Europe, the Middle East and the surrounding countries.

Toward the government's aim to develop Thailand into a medical hub in the region and the preparation for the ASEAN Economic Community in 2015, communication skills especially in English are important as well as the advancement of medical technologies. Therefore, in order to increase competitiveness among international hospitals in Asia such as Singapore and Malaysia, Thai international hospitals must provide an outstanding world class service quality. For instance, the hospital staff should basically have a good command of English to avoid miscommunication between international patients and Thai service providers.

### **English proficiency at Bumrungrad International Hospital, Thailand**

Bumrungrad International Hospital or BIH is one of the most famous private international hospitals in Asia. It serves over 400,000 international patients annually. Therefore, to support the increasing number of international patients in Thailand, the hospital offers multilingual staff to ensure that there is no communication barrier especially in English language. The Bumrungrad Personnel Development Center or BI Academy has provided various English courses such as "Master TOEIC for Starter" and "Empathy in English" for staff who desires to improve their English skills.

Additionally, in order to motivate and reinforce staff to continuous increasing their English skills proficiency, one of the Hospital Administrative Policies (HAP) indicated that the staff's TOEIC test score is used to determine the amount of English allowance.

However, TOEIC test emphasizes on listening, writing and reading skills which do not necessarily co-relate with staffs' ability to use English, on daily life scenarios. As a result, some of BIH staff such as porters and nurse aids still lack of enthusiasm in learning and improving their English proficiency. They feel uncomfortable and afraid of making mistakes when they communicate with foreign patients.

In this study, the researcher focuses on the language need of porters from Concierge department. It is to find their suitable English development program, since they are considered to be the patient's direct care staffs in the hospital. The Porters are the first staff patients will contact when they arrive at the hospital. They greet customers from the entrance, transfer and accompany patients for medical procedures safely and courteously around the hospital. Therefore, they are expected to have not only sufficient knowledge about their roles and responsibilities but also good Thai and English communication skill. It is to guarantee that they can serve the world class service for both Thai and foreign patients and reach the customers' demands and satisfactions.

### **Statement of the problem**

According to the Total Quality Management (TQM) department annual report, the customer's feedback reports or CFB concern about communication error and/or misunderstanding were frequently send to the hospital management team. It can lead to the patient's unsafety risk, untimely services and unsatisfying service behaviors.

The porter's scope of service states that they are responsible to take care of all patients safely, courteously and reach the patients' requirement. The management team

gives them opportunities to develop their service manner, fall prevention skill and also provide basic English communication class to improve their English skills to serve both Thai and foreign patients. Even the department arranges a regular English conversation sessions in the department monthly meeting and additional English classes designed and delivered by BI Academy, most of them still feel uncomfortable and have difficulties in listening and speaking English with foreign customers. For example, patients (especially foreigners) were not informed about their further medical procedure or long waiting working process, staffs often avoid communicating with them because they are too shy and afraid of making mistakes.

Furthermore, since they are the adult learners (an average age is between late 20 to 30 years old), unlike younger learners, their priorities are directed toward personal matters such as family and earning a living to provide for their family. Learning a new skill like new language is not in their top-most priorities for most of them. Additionally, most porters have rural high school and vocational background, where English skills development was not given much focus. As a result, these made most of porters feel uncomfortable and lack of self-confidence to communicate in English with foreign patients.

### **Purpose of the study**

The researcher aims to identify the need of English development program for porters in order to overcome their English communication problems. The applicable English training program for porters will be focused from this study in order to develop an effective training program, especially listening and speaking skills.

### **Significance of the study**

It is important for employers to determine the employees' needs of English development program to ensure that English instruction in the classroom matches actual language used in their routine work. The significance of the study is to assist the involved team to recognize the type of English development program that is the most appropriate for each group of staff. So that effective training program will eliminate staff's listening and speaking English problems.

In consequence, the overcoming of the problems can improve their working performance that leads greater patients' satisfaction and strengthens the company's service quality and reputation.

### **Research question**

The outcome of this study will answer the following research question; "What English development program do the porters need to overcome their English listening and speaking difficulties?"

### **Scope of the study**

The study is created to identify the staff's (91 porters from Concierge department in Bumrungrad International Hospital) need of English development program to eliminate their English listening and speaking problems. Other communication skills such as writing, reading and specific medical terms won't be included in the research. Moreover, the

questionnaires will be distributed to all porters in the Concierge Department Monthly Meeting in February, 2015.

### **Definition of terms**

The terms used in this research are defined as follows:

**1. Medical Tourism:** The practice of when people travel across international borders for receiving medical treatment or service. It also includes a medical service provider travelling internationally to provide the services.

**2. International Patient:** Patients who come from other countries include expatriates who work in Thailand that require medical treatment as in and out patients in Thai hospitals.

**3. Porter:** The hospital's full time staff who transfer and accompany patients for medical procedures within the hospital. Basic patient's safety knowledge such as accident prevention and communication skill are required in order to be ready to assist patients at all time.

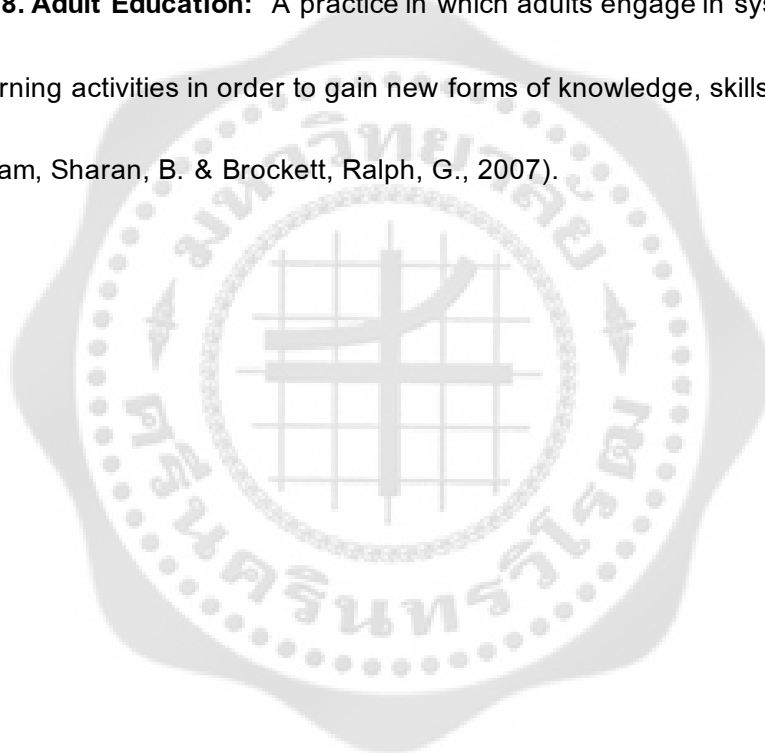
**4. The Test of English for International Communication (TOEIC):** It is an English language test designed specifically to measure the everyday English skills of people working in an international environment.

**5. Needs Analysis:** The formal process that focuses on the users' requirements related to the goals and aspirations and gives them into the system requirement analysis process. The user's satisfaction is the main purpose of needs analysis.

**6. English for Specific Purposes (ESP):** The designed English course that focuses on specific goal of learning rather than general purposes. All decisions of context and method are based on the learner's reason of learning (Hutchinson and Waters, 1987).

**7. English as a Foreign Language (EFL):** A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.

**8. Adult Education:** A practice in which adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitudes, or values (Merriam, Sharan, B. & Brockett, Ralph, G., 2007).



## CHAPTER 2

### REVIEW LITERATURE

The study aims to identify the needs of English development program for Porters to overcome their listening and speaking English problems. In order to meet the purpose of this study, the topics that will be reviewed in this chapter are as follows:

1. Introduction of Medical Hub of Asia
2. Role of English Language in Thailand
3. Training Needs Analysis (TNA)
4. English for Specific Purposes (ESP)
5. English as a Foreign Language (EFL) and Adult Education
6. Related Studies

#### **Introduction of the Medical Hub of Asia**

Medical Tourism or medical travel shows a rapidly growing practice of people in other countries travel across international borders to obtain health care as well as health care providers travel to other countries to deliver health care.

In Thailand, the number of medical tourists dramatically increased from year 2010 to 2012 about 13% with more than 30% increase of estimated revenue as shown in Table 1 from Ministry of Public Health.

Table 1: No. of medical tourists and estimated revenue generated among 2010 to 2012

<b>No. of medical tourists and Estimated revenue generated</b>			
	<b>Y:2010</b>	<b>Y:2011</b>	<b>Y:2012</b>
No. of medical tourists (person)	1,980,000	2,240,000	2,530,000
Estimated revenue (Mil Baht)	78,740	97,874	121,658-140,000
Top 5 Medical Tourists by nationality	1. Japan	1. Japan	1. Japan
	2. ASEAN	2. ASEAN	2. US
	3. Middle East	3. Middle East	3. UK
	4. US	4. US	4. GCC
	5. UK	5. UK	5. Australia

Sources: Ministry of Public Health, Thailand and Kasikorn Research Center

The major reasons that influence the increasing number of medical travelers in Thailand include an advantage in reasonable medical expenses, an improvement of medical technology and the high standard of care.

One of the most important incentives to choose medical treatment far away from home is the low medical expenses. The estimated prices of some major medical procedures between USA and Thailand are compared in a Table 2 as follows;

Table 2: Medical procedures price comparison (prices are as of 2011)

<b>Procedures :</b>	<b>USA</b>	<b>Thailand</b>
Heart Bypass	144,000 \$	15,121 \$
Hip Replacement	50,000 \$	17,879 \$
Gastric Bypass	32,972 \$	16,667 \$

Source: [medicalltourism.com](http://medicalltourism.com)

Since 2004, more than 400 hospitals in Thailand offer an advanced medical treatment by international standards trained service providers, certified specialists and improvement of medical technologies. Under the Ministry of Public Health, some Thai hospitals have been approved for both domestic and international standards such as Joint Commission International or JCI, the US healthcare accreditation and Thailand Hospital Accreditation Program or HA, conducted by the Institute of Hospital Quality Improvement and Accreditation in Thailand.

In addition, as Thailand has been recognized to be the world-renowned hospitality, many Thai hospitals attempt to reach beyond the excellent medical services in order to impress their patients. For example, patients will receive personal care befitting by the hospital's staff who will accompany them through the entire medical care process in the hospital. As a result, from these advantages of reasonable medical prices, meet an

international accreditation standard and a hospitality service providing with the uniqueness of Thai culture contributes to make Thailand as the medical hub of the world.

### **Bumrungrad International Hospital**

Bumrungrad International Hospital or BIH, one of the major tourism business players in Thailand, serves over 400,000 international patients annually; including expatriates who live in Bangkok and nearby countries, visitors from 190 countries around the world who come for medical treatment. It is the largest private hospital in Southeast Asia with 554 beds and over 30 specialty centers. (Bumrungrad International Hospital's Overview on <http://www.bumrungrad.com/en/about-us/overview>). Moreover, BIH also provides over 10 special language interpreters such as Arabic, Germany and Japanese in order to serve the special needs of international patients. However, English language remains the general language in communicating between the Thai staff and the foreign patients.

The Concierge department of BIH provides Porter Service by transferring and accompanying patients in the hospital. The main responsibilities of Porter Services are focusing on patient's requirement and expectation, coordinating with various departments such as the Customer Service department, doctors and nurses to provide excellence service for patients. Concierge department consist of three main positions namely Porter, Senior Porter and Supervisor. Since they are the first and also the last person who welcome and see the patient off the hospital, they need to have good personality, service minded and good interpersonal skill in order to fulfil the patients' requirement.

## **Role of English Language in Thailand**

Due to the above mentioned reasons, the increasing number of international medical tourist in Thailand and a large number of Thai companies have embraced cooperation both regionally and internationally. English language, as the global language, plays the significant role in Thailand. High proficiency in English is demanded in developing their capabilities to meet an international standard and to increase the competitiveness among other developing countries around the world.

In the 21<sup>st</sup> Century, every part of the world has been easily connected without the time and space barrier. English becomes a common language which is used for communicating such as exploring ideas and understanding, negotiating and cooperating with foreign business partners, co-workers and/or customers. People around the world communicate with each other with the global language more than in the past.

Even though, Thais have already realized the importance of English language and use it as the first foreign language that every student must study in schools, English proficiency of Thais is lower than that of other countries in Asia such as Malaysia, Philippines, and Singapore. According to many researchers on the topics of needs and wants of English in workplaces, they stated that the common English curriculum in Thai schools and universities does not meet the demands for English used in their daily routine usage and also in the workplace. For example, Dr. Rom Hiranyapruet, director of Thai Software Park, indicated that Thais have high proficiency in technology but because of below average English competence, Thais cannot make much progress in terms of science and technology. As a result, Thailand will have low competitiveness in the world of

business, education, science and technology if the teaching and learning of English in Thailand is not improved.

### **Training Needs Analysis**

A Needs Analysis is generally conducted as the initial process identifies a general and specific language needs that is useful for developing goals, objective and content on a language training program. According to Lawlence et al. (1991), needs analysis identifies specific problems experience by a target group. It is the use of surveys to compare what exists with what would be preferred and possible solution to the problems. As West (1994), said that needs analysis is “what learners will be required to do with the foreign language in the target situation and how learners might best master the target language during the period of training”, needs analysis is essential for language development. The process of gathering information about learners’ needs can provide useful information that can be used to determine a suitable language course syllabus and teaching techniques.

Furthermore, in order to overcome the language learning problems, Training Needs Analysis Process or TNA is necessary since it is the process that identifies the existence of a gap between what is the required performance and the actual performance. It is also a method to bridge the gap by determining whether a training need exists and what training is required. Consequently, it is important that TNA should be done before designing and conducting training in order to clarify the needs of the organization and its staff. Otherwise, training can waste time, efforts and resources.

According to “Training Needs Analysis” by Pampanga (2008), the TNA’s process was explained in the training cycle as the following Figure 1;

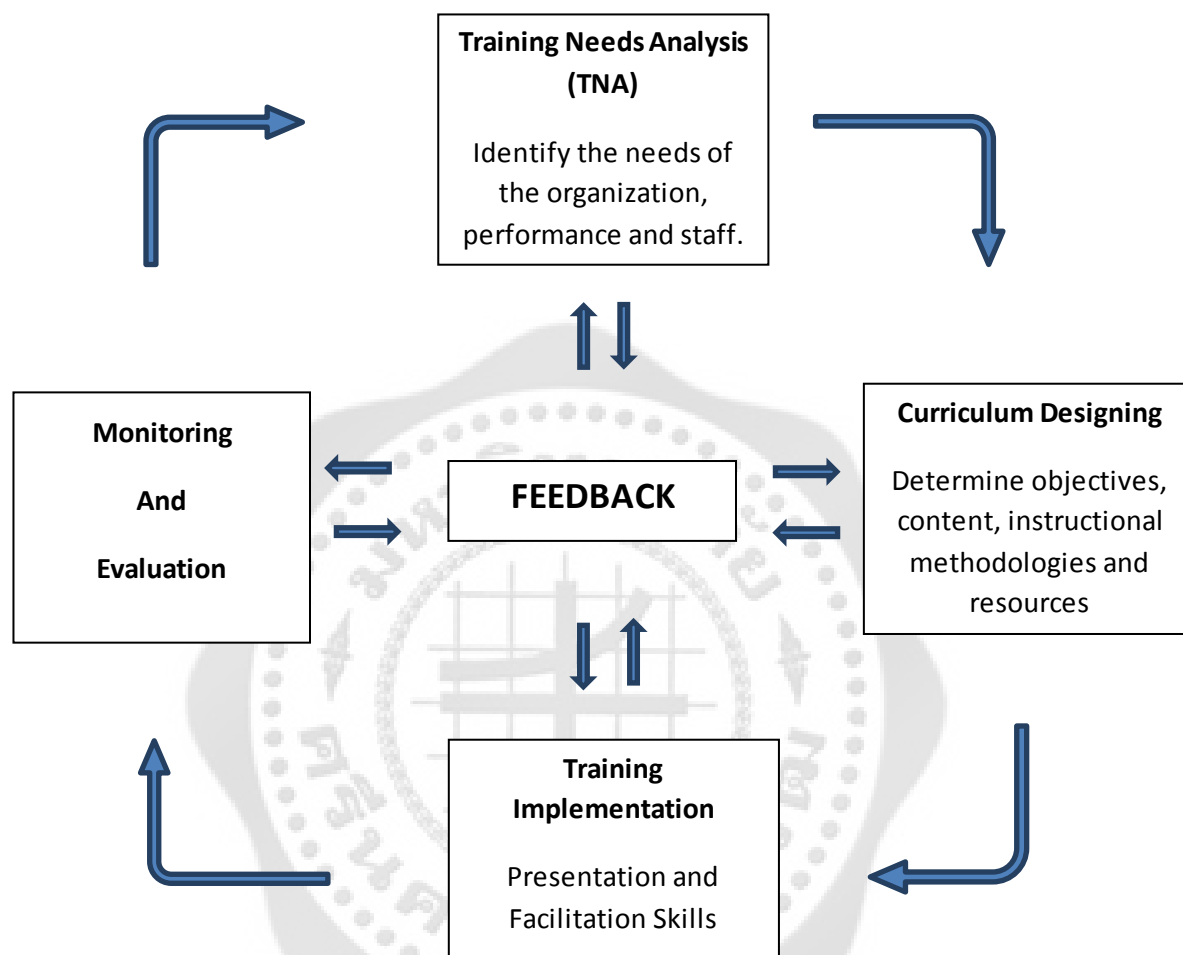


Figure 1: The Training Cycle

The first task in providing training is to analyse the learners’ training needs. It is to identify what is required (or not required) by an individual or a group of learners to complete their goals. Furthermore, the differences in learning styles must be considered in order to find the appropriate curriculum and method or instrument of training that is most suitable for each group of learners. The next important step is to deliver the training by presenting clear and consistent contents and ensure that the learner’s expectations are addressed in

the training. Then, keep progress monitoring the overall training and learning process.

Moreover, it is important to give useful and constructive feedbacks to the learners and also observe or ask the learners for training's feedbacks in order to evaluate the training. This information is very useful and may be used to improve the future training.

### **English for Specific Purposes (ESP)**

English for Specific Purposes or ESP is defined as English for a specific goal rather than general purposes. It aims to meet specific needs of the learners and likely to be designed for adult learners and/or for the particular and professional work situation.

Hutchinson and Waters (1987) stated that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". It is the development of Educational psychology that emphasized on each learner's different learning attitudes, needs and interests which have an important influence on their motivation and the effectiveness of their learning. Normally, each ESP course may differ from another in its contents, topics, situation in order to meet the needs of each group of learners, for instance, English for medical professional, English for Tourism and Business English. According to Robinson (1991), ESP training program intended at the successful performance. The ESP teacher often involves in designing, setting up and administering the course.

## **English as a Foreign Language (EFL) and Adult Education**

English as a foreign language or EFL refers to the teaching of English to student whose first language is not English or live in non-English-speaking regions. According to the important of English language, studying English usually occur in the non-English-speaking student's home country, as a part of school curriculum or privately. Generally, EFL is learned to pass examinations which is a necessary part of student's education and/or for career advancement and progression while they work for international organizations. Because of the differences of English and the EFL learner's mother language, some difficulties and problems for learners usually occur.

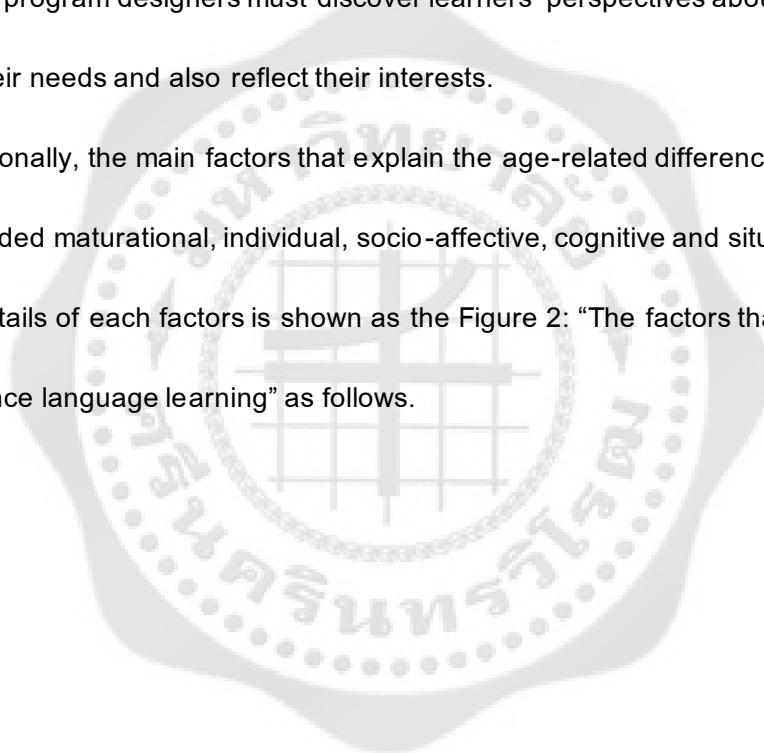
Beside the generally of English and Thai languages are different in pronunciation, grammar, word and cultural notions, the age of language learners are also affect the capacity of EFL learners. From the research, the differences between adult learners and learners under the age of eighteenth play the significant role to give adults access to a powerful stimulus to learning.

Since English is a global language, most of companies need to develop their employees' English communication skills and capacities to meet the international standard and increase competitiveness among other international companies. However, language acquisition by children and language learning by adults are strikingly different phenomena. Therefore, employers must consider about these differences. For example, unlike younger language learners who enrolled English language in primary and secondary school, adults are mature, competent, experienced, and multitalented in order to fulfill a variety of different roles. They usually require immediate value and relevance from their studies for career

advancement, follow world business opportunities, or simply for being successful users of language.

According to “Adult learning and instructor competencies” (2004), in order to design the effective learning program for adult learners, the program designers must understanding how adult learn best and it is important to make these assumptions; adult are goal-oriented, relevancy-oriented and adults are practical. Moreover, as mentioned in TNA part the instructors or program designers must discover learners’ perspectives about the curriculum that cover their needs and also reflect their interests.

Additionally, the main factors that explain the age-related differences in language learning included maturational, individual, socio-affective, cognitive and situational. Moreover, details of each factors is shown as the Figure 2: “The factors that interact with age to influence language learning” as follows.



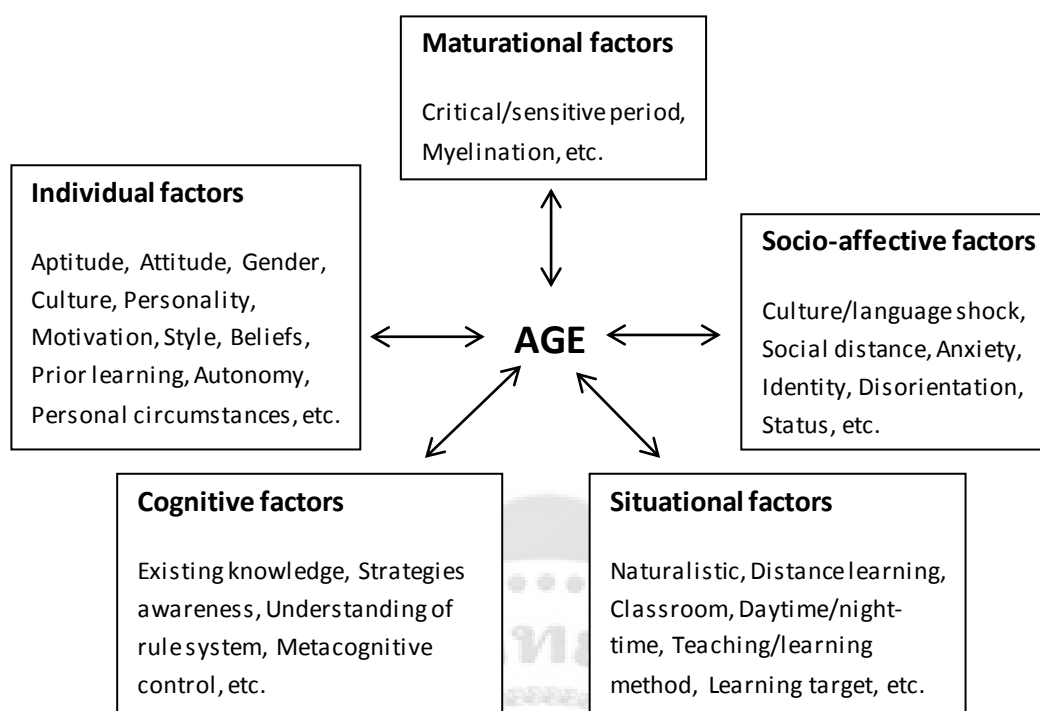


Figure 2: “The factors that interact with age to influence language learning”

Source: Age and good language learners (Griffiths, C., 2008)

## Related studies

Khamkaew, S. (2009) explored the needs and problems in English listening and speaking skills: A Case Study of the Metropolitan Police Officers at Counter Service at Chana Songkram Police Station. The researcher used questionnaire and interview as the methodology of the study. He found that most of 30 officers need to improve their English listening and speaking skills especially for greeting, offering help, give information and directions and give advices or instruction in safety travel in involved area. In addition, the main English listening and speaking problems of the attendances were also studied. For

example, variety of English accents is their listening problem and for speaking problems, they felt difficulty in saying basic expressions and pronouncing English vowel sounds.

According to “Needs Analysis for English Communication Skills of Thai Airways International Cabin Crew” by Chenaksara, P., (2005), the general characteristics, working routine English communication and training needs for English improvement of Thai Airways’ cabin crew were analyzed. The result revealed the cause of listening and speaking problems. The researcher found that the various English accents especially Australian and Indian are one of the listening problems and English being their second language was found as the main cause of their speaking problem. Moreover, the study also identified the respondents’ needs of their English class. For example, the suitable time for each English training course should be every 6 months and they prefer to have 7-12 trainees in each class.

In the field of adult education which lead the learning problem, “The Effects of Age Factor on Learning English: A Case Study of Learning English in Saudi School, Saudi Arabia” by Elsadiq Mohamed Khalifa Gawi (2012) is very informative. The researcher studied about the effect of age on learning English in Saudi Arabia. He aims at encouraging the learning English at an early age in KSA, Kingdom of Saudi Arabia, because its students started learning English in the age of 13 up to 18 which he believed that it caused the learners’ weak performances. In order to find a significant difference between students who start learning English at age 5-6 and who do it at age 12-13, the researcher used questionnaire for English teachers’ opinion and English test for two groups

of student with different starting age of learning English. As a result, the study found that the performance of foreign language was better in students who started learning English at earlier age. It supported the established studies of “the younger—the better” in the field of second or foreign language learning. Finally, the researcher considered that this finding can help the Ministry of Education in KSA to improve English instructions in public education in the future.

“Factor Structure of Deterrent to Adult Participation in Higher Education” by Malhotra, N., Shapero, M. et Al., (2007) identified adult perception of deterrent and analyst the factor structure that caused deterrents. The factors were categorized into the situational, institutional and dispositional category of deterrents. The authors used the ‘Learning Interests and Experiences of Adult American’s’ survey by Carp, Peterson, and Roelfs,(1973) as the research instrument and distributed to 500 potential students who attended an informational session about the program and had an individual conference. The finding showed the detail of six factors with no extraneous items; bad experience, institutional reasons, lack of resources, course offering, cost and benefits ratio and childcare that affected the adult learner’s class participation. Finally, the authors claimed that the findings fit with three barriers mentioned in the literature part of the study. They can be used by program developers to create supportive educational environments, enhance learners’ enrollment and programs’ retention.

## CHAPTER 3

### RESEARCH METHODOLOGY

The researcher aims to investigate the English development program that porters from Bumrungrad International Hospital need in order to improve their English conversation skill and overcome their listening and speaking English problems. This chapter presents the methodology and the procedures used in the study include population, research instruments, data collection and data analysis.

#### **Population**

The total population in Concierge, Porter Unit is 91 persons which consist of two Concierge supervisors, 26 senior porters and 63 porters.

All staffs (84 males and seven females) in the department were selected as the participants to fill in the questionnaires to indicate the needs of English development programs to solve their communication problems especially in the areas of listening and speaking.

## **Research Instrument**

In this study, a questionnaire was used as the main research instrument to identify the needs of English development program of the target group.

To design a questionnaire that was employed in this study, the researcher randomly conducted a preliminary interview with porters to clarify the job description and the department's scope of service.

Furthermore, porter's job description and required core competencies, related articles, books and research studies concerning training needs analysis, adult education and the difficulty of listening and speaking for EFL were studied in detail as guidelines for drafting a questionnaire.

The questionnaire was prepared in Thai and randomly pre-tested to four porters to ensure that the participants understand every single point of the questions. Moreover, the researcher also consulted with Concierge manager about the appropriate language used in the questionnaire. It was composed of close-ended and open-ended questions which divided into four parts as follows:

### **Part 1: General Information**

Participants' background information were asked to identify their gender, age, length of time working at BIH, educational background and English learning experience in Part 1 of the questionnaire.

### **Part 2: Needs for English development program**

The second part of the questionnaire identified the needs of the types of English development program that will help them to overcome their communication

problems related to their working routine. A Five-point Likert scale was used to determine the level of their needs in each type of English development program as the following detail;

<u>Level of Needs</u>	<u>Scale</u>
Very strong need	5
Strong need	4
Moderate need	3
Fair need	2
Rare need	1

### **Part 3: Suitable delivery methods**

The set of questions was provided in a checklist form. It will focus on the referred learning and teaching methods in order to eliminate or overcome the respondents' English communication problems in their daily tasks.

### **Part 4: Comments and Suggestions**

An open-ended question was used in the last part for the respondents to give comments or suggestions.

## **Data Collection**

The letter of questionnaire distribution permission was sent to Concierge manager for his approval and acknowledgment. All 91 questionnaires were distributed to the respondents in the Concierge Monthly Meeting of February 2015. Additionally, the

respondents were asked to complete and submit the questionnaires before leaving the meeting room.

## Data Analysis

The data in Part 1: General Information and Part 3: Suitable delivery methods were analyzed by frequency and percentage. While mean and standard deviation were used to analyze the porter's level of development needs in Part 2 of the questionnaire. The mean ratings of scores were interpreted as follow;

<u>Level of Needs</u>	<u>Scale</u>	<u>Mean Range</u>
Very strong need	5	4.50-5.00
Strong need	4	3.50-4.49
Moderate need	3	2.50-3.49
Fairly need	2	1.50-2.49
Rarely need	1	1.00-1.49

(Base on Saiyot, L. & Saiyot, A. 1997: 18)

Moreover, comments and suggestions in Part 4 were summarized and the results were discussed in Chapter four and five.

## CHAPTER 4

### RESULTS

This chapter presents the finding of the porters' needs for English development program study. The results were based on the data obtained from the returned questionnaires. Results are presented into four parts as follows:

Part 1: General Information

Part 2: Needs for English development program

Part 3: Suitable delivery methods

Part 4: Comments and Suggestions

#### **Part 1: General Information**

The participants' background information was asked to identify their gender, age, length of time working at BIH, educational background and English learning experience .

The findings were presented in Tables 3-4.

Table 3 General characteristics

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	63	90%
Female	7	10%
<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 20-20 years old	5	7%
21-30 years old	28	40%
31-40 years old	29	41%
Over 40 years old	8	11%
<b>Working Experiences in BIH</b>	<b>Frequency</b>	<b>Percentage</b>
0-3 year(s)	30	43%
4-6 years	14	20%
Over 6 years	26	37%
<b>Educational Background</b>	<b>Frequency</b>	<b>Percentage</b>
Secondary Education	9	13%
High School Education / Vocational Education	12	17%
Diploma / High Vocational Certificate	46	66%
Bachelor's degree	3	4%

As shown in Table 3, 90% of porters were male and the rest 10% were female.

The age range of porters was from 31-40 years old (41%), followed by 21-30 years old (40%), over 40 years old (11%) and less than 20-20 years old (7%) respectively. The great number at 43% had been working with BIH from 0-3 years, 37% for over 6 years and the 20% of participants had been working as porter in BIH for 4-6 years old. Moreover, most porters at 66% graduated with Diploma or High Vocational Certificates.

Table 4 Participant's English learning experiences

<b>Experience in extra English training</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 year	35	50%
1-3 year(s)	9	13%
More than 3 years	10	14%
Never	16	23%
<b>English skill that you have trained from BI Academy</b>		
<b>(can choose more than 1 answer)</b>	<b>Frequency</b>	<b>Percentage</b>
Listening Comprehension	35	19%
Work related sentences	52	28%
Pronunciation	35	19%
Grammar	10	5%
Vocabulary	34	19%
Writing	17	9%

Table 4 (Continue)

<b>From your experience, what are the factors why English learning is not effective (can choose more than 1 answer)</b>		
	<b>Frequency</b>	<b>Percentage</b>
Contents are not related to your working routine	7	6%
Lack of motivation	14	11%
Difficulty of English pronunciation	17	14%
Not realize the importance of English	0	0%
Lack of learning skill or not ready to learn other language	25	20%
Unsuitable time and places	11	9%
Lack of self-practice	50	40%
<b>What are the main reasons why you choose to take extra English classes? (can choose more than 1 answer)</b>		
	<b>Frequency</b>	<b>Percentage</b>
To develop your own English competency	56	32%
To increase service quality and working performance	56	32%
To pass TOEIC exam for an English allowance	22	13%
To complete the hospital's mandatory courses	39	23%

Table 4 showed that 50% of participants had an extra English training provided by the hospital or other language institutes for less than 1 year and followed by never had any extra English training at 23%. The majority of the participants (28%) had been trained English sentences that related to their working routine, followed by listening comprehension,

pronunciation, vocabulary (at the same percentage of 19%) then writing (9%) and English grammar (5%) followed respectively.

In addition, the factor that play the most significant role in influencing an unsuccessful English learning for porters was lacking of the leaners practice (40%). In the meantime, lacking of learning skill or being not ready to learn other languages (20%), difficulty of English pronunciation (14%) and Lacking of learner's motivation (11%) were also the great factors. However, according to the result, none of them were not realize the importance of English (0%).

For the last part in the Table 4, the result illustrated that majority of porters at 32% took extra English classes because they want to develop their own English competency and to increase service quality and working performance, followed by to complete the hospital's mandatory courses (23%) and to pass TOEIC exam for an English allowance (13%) respectively.

## **Part 2: Needs for English development program**

The participants were asked to indicate their level of needs for English development program in Part 2. The scale for these data had levels from 5 to 1; very strong level of need to the rarely need. The mean ratings of scores were interpreted as follows:

<u>Level of Needs</u>	<u>Scale</u>	<u>Mean Range</u>
Very strong need	5	4.50-5.00
Strong need	4	3.50-4.49
Moderate need	3	2.50-3.49
Fair need	2	1.50-2.49
Rare need	1	1.00-1.49

The results from the returned questionnaires were presented in Tables 5-7.

Table 5 Level of Needs for English development program by listening skill

<b>Listening Skill</b>	$\bar{x}$	<b>SD</b>	<b>Level of Need</b>
Common conversation such as customer's requirement	3.70	0.94	Strong
General vocabulary	3.53	0.97	Strong
Basic medical terms such as Orthopaedic, Pathology	3.39	0.97	Moderate
Slang, Idiom	3.13	1.01	Moderate
Differences of English accent among various nationalities (Asian, Middle East patients)	3.43	1.04	Moderate
Ambiguous words, sentences or vocabulary	3.49	1.16	Moderate
<b>Total</b>	<b>3.44</b>	<b>0.85</b>	<b>Moderate</b>

According to Table 5, the porters' needs for English development program in listening skill showed that "Common conversation" such as customers' requirement were at the strongest level of needs ( $\bar{x} = 3.70$ ) and "General vocabulary" came after at  $\bar{x} = 3.53$  while the rest of them such as basic medical terms, slang/idiom and ambiguous words were moderate level of needed by the participants. Moreover, the average result of listening skills needed by porter were at the moderate level of needs or  $\bar{x} = 3.44$ .

Table 6 Level of Needs for English development program by speaking skill

Speaking Skill	$\bar{X}$	SD	Level of Need
Common conversation such as asking the customer's requirement	3.73	0.98	Strong
Self-introduction	3.36	0.90	Moderate
Provide hospital information; places, other services	3.61	0.98	Strong
Daily conversation; Greeting, farewell, etc.	3.57	0.89	Strong
Sentence for asking permission from patients (to provide service)	3.54	0.90	Strong
Correct pronunciation and accent	3.49	1.02	Moderate
Correct and complete sentences (based on English grammar)	3.24	1.23	Moderate
<b>Total</b>	<b>3.51</b>	<b>0.85</b>	<b>Strong</b>

From the level of needs for English development program by speaking skill in Table 6, they have the strongest level at  $x = 3.73$  for “Common conversation” such as asking the customer’s requirement followed by “Provide hospital information” ( $x = 3.61$ ), “Daily conversation” ( $x = 3.57$ ) and “Sentence for asking permission from patient (to provide service)” ( $x = 3.54$ ) respectively. The results illustrated that the average needs of speaking skill of porters were at the strong level of needs or  $x = 3.51$

Table 7 Level of Needs for English development program by related psychological skills

Related psychological skills	$\bar{x}$	SD	Level of Need
Understanding of the importance of English	3.87	0.96	Strong
Building self-confidence to speak English	3.70	1.03	Strong
Encouragement to learn new things	3.73	1.06	Strong
<b>Total</b>	<b>3.77</b>	<b>0.93</b>	<b>Strong</b>

Table 7 indicated the level of needs for English development program by related psychological trainings that porters have the strongest level of needs in “Understanding of the importance of English” with  $x = 3.87$ . Moreover, it was also found that the needs in other items; building self-confident to speak English and encouragement to learn new things were also at a strong level.

Table 8 Level of Needs for an overall English development program

Programs	$\bar{x}$	Level of Need
Listening	3.44	Moderate
Speaking	3.51	Strong
Related psychological skills	3.77	Strong

In summary, the results in Table 8 illustrated that an overall for the English development programs the porters mostly need were other related psychological training programs ( $\bar{x} = 3.77$ ) which included an understanding of the importance of English, building self-confident to speak English and encouragement to learn new things. Then, it followed by speaking with  $\bar{x} = 3.51$  and listening with  $\bar{x} = 3.44$  respectively.

### Part 3: Suitable delivery methods

In Part 3, the set of question focused on the referred learning and teaching methods to eliminate or overcome the porters' listening and speaking problems in their daily tasks.

The results were shown in Table 9-13 as follows:

Table 9 Suitable learning strategy or activity for an effective English class

<b>Learning strategy or activity</b> <b>(can choose more than 1 answer)</b>	<b>Frequency</b>	<b>Percentage</b>
Role-play	28	22%
English games	17	13%
Dialogue practice	43	34%
Group presentation	7	6%
On the job training	32	25%

According to Table 9, the majority of participants prefer to have dialogue practice in English class (34%), followed by learning English on the job training (25%), role play (22%), playing games in English (13%) and the less interesting learning activity was a group presentation (6%).

Table 10 Teaching tools for effective English classes

<b>Kind of the teaching tools (can choose more than 1 answer)</b>	<b>Frequency</b>	<b>Percentage</b>
English textbook	26	21%
English newspapers or websites	19	16%
English movies / songs	33	27%
Necessary English conversations guide book	43	36%

Table 10 showed the teaching tools or instruments that the porters prefer. It was found that they need the necessary English conversation guide book at 36%, followed by English movies/songs (27%) and English textbooks (21%) respectively.

Table 11 Suitable time and duration for an effective English class

<b>Suitable time</b>	<b>Frequency</b>	<b>Percentage</b>
After work	55	83%
On day off	11	17%
<b>Duration for the course</b>	<b>Frequency</b>	<b>Percentage</b>
1 month	26	39%
More than 3 months	9	13%
2-3 months	32	48%

Table 11 (Continue)

<b>How often does the class take (per week)?</b>	<b>Frequency</b>	<b>Percentage</b>
Once	16	28%
Twice	29	50%
Three times	13	22%
<b>How long does it take (per day)?</b>	<b>Frequency</b>	<b>Percentage</b>
1 Hour	27	51%
1.5 Hours	12	23%
2 Hours	8	15%
3 Hours	6	11%

As shown in Table 11, majority of the participants (83%) preferred to study English after their working hour more than on their day off (17%). The appropriate duration for the whole course was 2-3 months (48%), twice a week (50%) and one hour per day (51%).

Table 12 English Instructor

<b>Instructor team</b>	<b>Frequency</b>	<b>Percentage</b>
Instructor from your department; manager, supervisor, coordinator	10	14%
Thai Instructor from BI academy	12	17%
Native speaker Instructor from BI academy	15	21%
Both Thai and Native speaker from BI academy	33	47%

Table 12 indicated that most of participants at 47% preferred both Thai and native speaker from BI Academy as their instructors for their best result of studying English.

Table 13 Number of students per class for an effective English class

<b>Number of students per class</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 5	4	6%
5-10 students	25	38%
11-15 students	30	45%
More than 16 students	7	11%

The appropriate number of students in English class was 11-15 students (45%), followed by 5-10 students (38%), more than 16 students (11%) and less than 5 students per class (6%) respectively.

#### **Part 4: Comments and Suggestions**

Additionally, around 27% of the participants gave further comments and suggestions about their needs for English development program which can be categorized in two main topics as follows;

##### **1. Curriculum development**

The curriculum should contain suitable contents that the most related to their working routine includes daily conversation and common and/or basic medical terms. The contents should be easy to understand and flexible. Moreover, porters need more English speaking practicing especially with the native speakers in order to correct their pronunciations. Finally, there should be a follow-up process to evaluate how effective the current curriculum.

##### **2. Teaching and learning process**

According to the participants' suggestion, the hospital should give priority on English conversation training earnestly and constantly. The atmosphere of the class should be fun and interesting to motivate them to learn English. Moreover, the instructors should have a good transformative knowledge and a good teaching expertise to convince the students to feel comfortable to speak English. They should encourage the student to keep practicing vocabulary drilling seriously.

## CHAPTER 5

### DISCUSSIONS

This chapter presents a summary of the study and discussion of the results with answers of the research question. Following this, recommendations for further studies for improving English course for porters are also provided.

#### **Summary of the study**

As Thailand has set out a strategic policy to become the “Medical Hub of Asia” since 2004, the number of foreign patients in Thailand has dramatically grown from years to years. However, in order to support international patients who headed to Thailand for wide variety of medical treatment and to increase competitiveness among international hospitals in Asia such as Singapore and Malaysia, Thai international hospitals must provide the best medical care as well as an outstanding of world class service quality. For example, in order to meet the patients’ expectations and avoid communication barriers between patients and Thai service providers, the hospital offers multilingual staff (interpreters) and ensures that all frontline staff must have a basically good command of English, as it is the global language.

Bumrungrad International Hospital or BIH, one of the most famous private international hospitals in Asia, motivates and reinforces its staff to improve their English skills proficiency through special English allowance but staffs still have difficulty in communicating with foreign patients from time to time. This leads to communication error that can cause patients’ unsafety risk, untimely services and unsatisfying service behaviors.

The researcher focused on English communication needs of “Porter” position which is one of the first contacted persons in the hospital. In order to identify their needs of English development program in order to overcome English communication problems, the 91 questionnaires were distributed. Porters returned 77% of 91 questionnaires distributed with the result as follows;

- Most of porters are males (90%).
- They have age between 31-40 years old with Diploma or High Vocational Certificates.
- 100% of them realized the importance of English as a global language but most of them accept that they lack of self-practice that lead to the ineffective English learning.
- The level of other related psychological training was the strongest level of need followed by speaking and listening skill respectively.

### **Discussion of the results**

The researcher aimed to investigate needs of English development program for Porters to overcome their listening and speaking English problems. The results based on the questionnaire which presented in Chapter 4 are discussed as follows:

The results showed that the overall of the development programs the porters need were other related skills, speaking and listening respectively. In fact, it is quite not as the researcher expected because from the researcher’s experience, porters seem to have serious speaking problems. This may be because of their age (as adult learners), some

psychological trainings include “An understanding of the importance of English”, “Building self-confidence to speak English” and “Encouragement to learn new things” may be needed to stimulate porters to be more earnestly in learning English for their individual goals. As mentioned in “Adult Learning and Instructor Competencies (2004)”, it stated that adult learners have different aptitudes, attitudes, and personalities. These factors lead some of them return to learn new things for different goals like professional reasons as well as various internal intensives such as curiosity, desire to achieve, career advancement and satisfaction of accomplishment. For example, BIH encourage their staff to improve their English skill continuously by including more special and mandatory English development classes in the staffs’ yearly individual development plan (IDP). Accordingly, the achievement of each IDP will affect their working performance evaluations in the end of the year. This project familiarizes staffs to English language and makes them feel more confident to communicate with foreign patients. Furthermore, it can also lead greater patient’s satisfaction and strengthens the company’s world class service quality and reputation.

Nevertheless, being maturity, adult learners have different educational background, self-esteem, less open-minded and resistant of the change or learning new things which can be the obstacle of an individual learning performance. Thus, the result of the study identified that the training program developers should provide more psychological training for adult learners to accommodate the differences, encourage and provide a rational reasons how the program will help them attain their career goals.

Besides other related skills, the result shows that porters also have a strong level of needs in developing their speaking skill while they have a moderate need for listening

skill. It might be because of Thai traditional class room that does not emphasize more in speaking practicing and may not provide enough or limited opportunity for student to have proper speaking activity in class. This educational background might influence adult learners to feel unfamiliar with speaking English, coping with making mistakes, leading to nervousness and lacking of confidence to ask question and give opinion/suggestion in English. As a result, oral language skill becomes one of the four skills in English which could be the most difficult learning process for Thai students. In order to improve English speaking skills, instructors or course developers should emphasize more in speaking activities by creating the student-centered class and active learning class that instructors become participants and co-learners in discussion. Moreover, instructors in student-centered class will always ask open-ended questions that require learners to reflect and synthesize what they have learned instead of focusing on lecturing like in traditional school classes.

Additionally, the strong level of needs in speaking developing supports the result of the related study by Khamkaew, S. (2009), that adult learners need to develop their speaking skill especially in the content that most related to their job. They expected to be taught about things that will be useful to their work and have immediate result. Therefore, the program should emphasize more in speaking activities that concerned to their daily working routine and ensure that all students have ample chances to practice. For instance, designing real situation based activities and providing some common and easy dialogues that are relevant to their routine work for porters to practice such as what sentences porters can use in order to greet customers or offer assistants. The researcher believes that this practicing will make porters feel more familiar with using English and some related

psychological trainings or activities such as “Building self-confidence to speak English” will build them to feel more confidence to ask or speak with foreign customers to fulfil their requirement in face-to-face situation.

In the field of adult education, the situational factors such as daytime/night-time, learning periods and teaching/learning methods play the significant role by effecting the learners' participation and learning performance (Malhotra, et al., 2007). These factors shows in the result presented in Chapter 4 that they prefer to have just only an hour for training after their working rather than spending time on their day off. It illustrates that porters, as adult learners, prefer to have extra training programs that do not affect their daily life. Since “Adult Learning and Instructor Competencies (2004)” revealed that adult learners have many responsibilities which they must balance against the demands of learning. Thus, “time” can be the important factor of their barriers that produce difficulties in learning participant and performance. As a result, an extra English class should be in flexibility that allows porters to choose their convenient time to attend the classes which do not affect their working hours and their holidays. For instance, one class could be repeated within a week; the topic of “The empathy way to greet and farewell patients” will be taught on Monday and Wednesday and “How to give patients directions” will be held on Tuesday and Friday.

Furthermore, porters mentioned that learning atmosphere should be fun and relaxing to encourage them to join the class after their busy working hours. The curriculum should be well-organized and contain an easy and flexible content or work-related dialogue. This is consistent with “Factor Structure of Deterrents to Adult participation in Higher Education” (Malhotra, N. et al., 2007) about adult learners that they seek for a course that

will be worthwhile and not be wasted of their time or money. In other words, the content or dialogue that they need to be trained should be inclusive, covering the wide range of porters' daily job in face-to-face scenarios such as providing them an alternative of vocabulary that they think it is shorter or easier to remember instead of providing only formal dialogues; "How may I help you, sir?", they need to be taught and explained about the formality level of language that they can also use "What can I do for you, sir?" or "May I help you?" in order to reduce their stressful of trying to memorize the unfamiliar or long sentences.

Finally, the finding supports the idea that the role of instructor the porters need should be ones who act as facilitators. They are unlike the traditional teachers who expertise in particular field and supplying their knowledge to their students. On the other hand, the major task of facilitators is "to assist in the development of a group culture in which adult can feel to challenge one another and feel comfortable with being challenged", Adult Learning and Instructor Competencies (2004). Facilitators might not be subject area experts like a teacher but they have special training in group dynamics, using processes such as conflict resolution, strategic planning and team building. Thus, it is important for instructors or facilitators to develop methods of sharing their expertise to encourage and build on porters' strengths to help them reach their language learning goals.

In conclusion, from the research question of the study, "What English development programs do the porters need to overcome their English listening and speaking difficulties?", the findings presented the answer that other related psychological program like "an understanding of the importance of English" ( $\bar{x}=3.87$ ) is the training

program that porters mostly need to attend. As a result, the program designers or developers should consider in adding more psychological program by providing them intensive and rational reasons of the importance of English, for example, how English competency clearly affects their working routine and their working performance. They must realize that English competency is not only about the increment of language allowance that they will gain if they reach the hospital language competency standard (based on TOEIC score), but it is also significant to fulfill their core responsibility in serving and taking the best care of both Thai and foreign patients as well as to bring out their self-esteem in being successful learners. In other words, porters required an extreme and constant encouragement to make them willing to learn English without company's policy or regulation which the researcher believe that it will influence the best porters' learning performances and the effectiveness of the development program.

### **Recommendations for further studies**

The following recommendations derive from this study:

1. Further study of the English development program needs of porters should be conducted in other job positions in the hospital such as nurse aids and clinic officers who are the patient directed care. It is because each position has different needs of English development programs which depend on their job descriptions. In other words, TNA or adult education should be reviewed before conducting training program in order to ensure that the programs meet the actual needs of learners.

2. The research instrument of the further study should include observation methodology in order to learn and generate more complete understanding about the

activities of the participants in natural setting. As an observation method, the participants' behaviors and reaction during the time they provide service for foreign patients will be collected. It will be easier for the researchers to observe the participants' face to face situations and English communication problems with foreign patients that will be useful for further studies.



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## แบบสอบถาม

การศึกษาความต้องการในการพัฒนาทักษะภาษาอังกฤษของเจ้าหน้าที่เคลื่อนย้ายผู้ป่วย

แผนกคอนเซียมส์ โรงพยาบาลบำรุงราษฎร์ อินเตอร์เนชั่นแนล

### คำชี้แจง

แบบสอบถามมีจำนวน 6 หน้า แบ่งออกเป็น 4 ตอน ดังนี้

- ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับพนักงาน
- ตอนที่ 2 ประเภทของหลักสูตรภาษาอังกฤษที่ท่านต้องการพัฒนา
- ตอนที่ 3 วิธีการและรูปแบบการฝึกอบรมทักษะการพูดและการฟังภาษาอังกฤษ
- ตอนที่ 4 ข้อเสนอแนะในการฝึกอบรมทักษะภาษาอังกฤษ

### ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน  หน้าข้อความที่ตรงกับความเป็นจริงมากที่สุด

#### 1. ข้อมูลทั่วไป

1.1 เพศ  ชาย  หญิง

1.2 อายุ  น้อยกว่า หรือเท่ากับ 20 ปี  21-30 ปี  
 31-40 ปี  มากกว่า 40 ปีขึ้นไป

1.3 ประสบการณ์การทำงานที่โรงพยาบาลบำรุงราษฎร์

0-3 ปี  4-6 ปี  6 ปีขึ้นไป

1.4 วุฒิการศึกษา  มัธยมศึกษาตอนต้น  มัธยมศึกษาตอนปลาย/ ปวช.

อนุปริญญา/ ปวส.  ปริญญาตรี

2. ประสบการณ์ด้านการพัฒนาทักษะภาษาอังกฤษ

2.1 ท่านเคยมีประสบการณ์ในการเรียน หรือ รับการฝึกอบรมด้านทักษะภาษาอังกฤษที่จัดขึ้นภายในโรงพยาบาล หรือจากสถาบันสอนภาษาอื่นๆ หรือไม่

เคยเรียน น้อยกว่า 1 ปีที่แล้ว

เคยเรียน 1-3 ปีที่แล้ว

เคยเรียน มากกว่า 3 ปีขึ้นไป

ไม่เคยเรียนหรืออบรมด้านทักษะ

ภาษาอังกฤษมาก่อนเลย

2.2 ทักษะภาษาอังกฤษในด้านใดที่ท่านได้รับการเรียนรู้ และฝึกอบรมจากทางแผนก หรือทางโรงพยาบาล (ตอบได้มากกว่า 1 ข้อ)

ฟังการฟังเพื่อจับใจความ

หลักไวยากรณ์

สำคัญ

คำศัพท์ต่างๆ

ข้อความหรือประโยคที่ใช้ใน

ฟังการเขียนประโยค

การสื่อสารในการทำงาน

อื่นๆ (โปรดระบุ) .....

ฟังการออกเสียง

2.3 หลังจาก หรือ ระหว่างรับการอบรม ข้อใดคือปัจจัยหลักที่มีส่งผลให้ท่านยังเกิดปัญหาในการฟังและการพูดภาษาอังกฤษในระหว่างที่ท่านปฏิบัติงานจริง (ตอบได้มากกว่า 1 ข้อ)

เนื้อหาในการอบรมไม่สอดคล้อง

ขาดทักษะ หรือ ไม่มีความพร้อม

กับการปฏิบัติงานจริง

ด้านการเรียนรู้

ไม่มีแรงจูงใจในการอบรม

เวลา / สถานที่ในการอบรมไม่

ความยากในการออกเสียง

เหมาะสม

ไม่เห็นความสำคัญในการอบรม

ขาดการฝึกฝนอย่างต่อเนื่อง

2.4 สาเหตุหลักที่ท่านเข้ารับการศึกษาอบรมด้านทักษะภาษาอังกฤษ (ตอบได้มากกว่า 1 ข้อ)

- เพื่อพัฒนาความรู้ และ ความสามารถในการใช้ทักษะภาษาอังกฤษของตนเอง
- เพื่อเพิ่มประสิทธิภาพในการให้บริการ และการทำงาน
- เพื่อสอบ TOEIC หรือ W-Belt ให้ได้ตามเกณฑ์สวัสดิการจ่ายค่าภาษาพิเศษ  
ตามที่โรงพยาบาลกำหนด เพื่อความก้าวหน้าในหน้าที่และตำแหน่งงาน
- เพื่อให้ความร่วมมือกับแผนกและองค์กร
- อื่นๆ (โปรดระบุ)
- .....

**ตอนที่ 2 ประเภทของหลักสูตรภาษาอังกฤษที่ท่านต้องการพัฒนา เพื่อกำจัด**

**ปัญหาในการฟังและการพูดภาษาอังกฤษกับคนไข้หรือลูกค้าชาวต่างชาติ**

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน  หน้าข้อความที่ตรงกับความเป็นจริงมากที่สุด

ลำดับที่	รายละเอียด	ระดับความต้องการในการพัฒนา				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
<b><u>ทักษะการฟัง</u></b>						
1	บทสนทนาทั่วไป เช่น คำถามและความต้องการของจากคนไข้และลูกค้า					
2	คำศัพท์ทั่วไป					
3	คำศัพท์เฉพาะ เช่น Orthopedic, Pathology					

ลำดับที่	รายละเอียด	ระดับความต้องการในการพัฒนา				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
4	สำนวน คำแสดง					
5	ความแตกต่างของสำเนียงการใช้ภาษาอังกฤษของชาติต่างๆ เช่น คนไขชาวจีน / เอเชีย					
6	การเชื่อมเสียงของคำ หรือ คำพ้องเสียงที่อาจทำให้เข้าใจผิดความหมายหรือสับสน					
<b>ทักษะการพูด</b>						
7	บทสนทนาทั่วไป เช่น การสอบถามความต้องการ หรืออาการเจ็บป่วยของคนไข้และลูกค้ำ					
8	การกล่าวคำแนะนำตนเอง และ แนะนำผู้อื่น					
9	การกล่าวแนะนำสถานที่, ข้อมูล และบริการทั่วไปของโรงพยาบาล					
10	สำนวนใน การอวยพร กล่าวลา ขอโทษ ขอบคุณ					
11	การบอกกล่าวหรือขออนุญาตคนไข้เมื่อต้องการให้บริการ					
12	ทักษะการออกเสียง และสำเนียงที่ถูกต้อง					
13	การพูดถูกต้องตามหลักไวยากรณ์ เช่น การเรียงเรียงประโยคให้ถูกต้อง หรือ การใช้ประโยคที่สมบูรณ์					

ลำดับ ที่	รายละเอียด	ระดับความต้องการในการพัฒนา				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
<u>หัวข้ออื่นๆที่เกี่ยวข้อง</u>						
14	ความสำคัญและความจำเป็นในการใช้พัฒนาภาษาอังกฤษ					
15	การสร้างความมั่นใจในการใช้ภาษาอังกฤษ					
16	การสร้างความกล้าที่จะสอบถามและเรียนรู้สิ่งใหม่ๆ					

### ตอนที่ 3 วิธีการและรูปแบบการฝึกอบรมทักษะการฟังและการพูดภาษาอังกฤษที่

#### เหมาะสมกับการปฏิบัติงาน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน  หน้าข้อความที่ตรงกับความเป็นจริงมากที่สุด

1. รูปแบบการถ่ายทอดความรู้แบบใด ที่ท่านคิดว่ามีประสิทธิภาพสำหรับเพิ่มทักษะการฟังและการพูดภาษาอังกฤษที่เหมาะสมต่อการใช้งานของท่าน (ตอบได้มากกว่า 1 ข้อ)

- |   |  |
|---|--|
| <input type="checkbox"/> บทบาทสมมุติ                | <input type="checkbox"/> จัดให้มีการนำเสนองานเป็นกลุ่ม |
| <input type="checkbox"/> เล่นเกมเกี่ยวกับภาษาอังกฤษ | <input type="checkbox"/> ลงพื้นที่ปฏิบัติงานจริง       |
| <input type="checkbox"/> ฝึกบทสนทนา                 |  |

2. สื่อการเรียนการสอนที่ท่านคิดว่าสามารถช่วยในการพัฒนาภาษาอังกฤษให้มีประสิทธิภาพมากยิ่งขึ้น (ตอบได้มากกว่า 1 ข้อ)

- |   |   |
|---|---|
| <input type="checkbox"/> หนังสือเรียนภาษาอังกฤษ                           | <input type="checkbox"/> ภาพยนต์ / เพลง ภาษาอังกฤษ        |
| <input type="checkbox"/> หนังสือพิมพ์ / สื่ออื่นๆ เช่น ข่าวสารใน Internet | <input type="checkbox"/> คู่มือบทสนทนาภาษาอังกฤษที่จำเป็น |

3. เวลาการจัดอบรมที่ท่านคิดว่าเหมาะสมที่สุด

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| <input type="checkbox"/> หลังเลิกงาน | <input type="checkbox"/> วันหยุด |
|--------------------------------------|----------------------------------|

4. ระยะเวลาในการฝึกอบรมที่ท่านคิดว่าเหมาะสมที่สุด

จำนวน.....ครั้ง/สัปดาห์                      ครั้งละ ..... ชั่วโมง

5. ระยะเวลาในการจัดอบรมภาษาอังกฤษที่เหมาะสมต่อ 1 คอร์ส

- |  |   |
|--|---|
| <input type="checkbox"/> 1 เดือน       | <input type="checkbox"/> 2-3 เดือน        |
| <input type="checkbox"/> 3 เดือนขึ้นไป | <input type="checkbox"/> อื่นๆ (โปรดระบุ) |

6. ท่านต้องการผู้สอนประเภทใด เพื่อให้ท่านสามารถพัฒนาทักษะภาษาอังกฤษได้ดีที่สุด

- บุคคลในแผนก
- บุคคลต่างแผนก ครูชาวไทย
- บุคคลต่างแผนก ครูเจ้าของภาษา
- บุคคลต่างแผนก ทั้งครูชาวไทย และครูเจ้าของภาษา

7. จำนวนผู้เรียนในแต่ละคอร์สที่ท่านคิดว่าเหมาะสมที่สุด

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> น้อยกว่า 5 คน | <input type="checkbox"/> 16 คนขึ้นไป |
| <input type="checkbox"/> 5-10 คน       |                                      |
| <input type="checkbox"/> 11-15 คน      |                                      |

ตอนที่ 4 ข้อเสนอแนะเพิ่มเติมในการจัดฝึกอบรมทักษะภาษาอังกฤษให้เหมาะสมกับ  
ความต้องการของท่าน

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ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้

## VITAE

**Name:** Miss Vichuda Poopatwiboon

**Date of Birth:** 8 February 1985

**Place of Birth:** Bangkok, Thailand

**Address:** 6/135 Chuenkamol 7, Praya Surain Rd., Bangchan,  
Khlongsamwa, Bangkok 10510

**Present Position:** Concierge Coordinator, Customer Service Division

**Office:** Bumrungrad International Hospital

**Educational Background:**

2007 Bachelor of Arts (English), Bangkok University.

2015 Master of Arts (Business English for International  
Communication), Srinakharinwirot University

