

CHAPTER IV

RESULTS

This chapter presents the results obtained from the study. These findings are described in details with tables presenting the rating of the participants in the form of frequency, percentage, mean, standard deviation and meaning of the rating. The findings are also presented in column graphs.

This chapter is organised as follows: Part 1 describes general information; general opinions are presented in Part 2; Part 3 reveals the English language needs of the GSB staff; and Part 4 highlights the problems encountered by the participants in using the English language in their job.

Part 1 General Information

This part presents the general information of the 350 participants who completed and returned the questionnaires. The general information of the Government Savings Bank Staff was divided into two sections. The first section is about the participants' personal information concerning gender, age, educational background, duration of work in the bank, and the working line they were working in respectively. The second section describes the subjects' information concerning the importance of English in their job and their English proficiency level.

Table 4.1 General information of the participants: their gender, age, educational background, duration of work in the bank, and working line

(n = 350)

General Information	Frequency	Percent
Gender		
Male	240	68.6
Female	110	31.4
Total	350	100
Age		
21- 30	50	14.3
31-40	165	47.1
41-50	123	35.2
51-60	12	3.4
Total	350	100
Educational background		
Lower than Bachelor's degree	21	6.0
Bachelor's degree	223	63.7
Master's degree	106	30.3
Ph.D.	0	0.0
Total	350	100.0
Duration of work in the bank		
Less than 1 year	14	6.0
1-5 years	63	63.7
6-10 years	39	30.3
More than 10 years	234	0.0
Total	350	100.0

Table 4.1 (Continued)

(n = 350)

General Information	Frequency	Percent
Working line		
Management	50	14.3
Corporate Policy and Strategy	26	7.4
Investment	15	4.3
Financial Management	11	3.1
Metropolitan Credit	11	3.1
Regional Credit	11	3.1
Community Affairs	22	6.4
Deposit and Banking Service	49	14.0
Information Technology	55	15.7
Finance	35	10.0
Credit Support	17	4.9
Operational Support	48	13.7
Total	350	100.0

Table 4.1 shows the frequency and percentage of the participants' personal information concerning their gender, age, educational background, duration of work in the bank, and the working line they were working in. As can be seen, a majority of the participants were female (68.6 %), whereas 31.4 % were male. 47.1 % of the participants belonged to the 31-40 year-old category and 51-60 year-old participants were the fewest (3.4 %). Regarding their educational background, while most of the participants (63.7 %) had a bachelor's degree, 30.3% held a master's degree, 6 % had finished their studies at a level lower than bachelor's degree, and none of them had a Ph.D. The majority of the participants (66.9 %) had worked for the bank for more than 10 years, while only 4 % had been employed for less than a year. The largest group of participants (15.7 %) worked in the deposit and banking service working line. On the other hand, the smallest group of participants was in financial management, metropolitan credit, and regional credit working line with only 3.1 %.

Table 4.2 General information about the importance of English in participants' job and their English proficiency level

(n = 350)

General Information	Frequency	Percent
Importance of English in their job		
Most	46	13.1
A lot	134	38.3
Moderate	87	24.9
A little	76	21.7
Least	7	2.0
Total	350	100.0
English proficiency level		
Beginner	56	16.0
Elementary	251	71.7
Good	22	6.3
Very good	21	6.0
Advanced	0	0.0
Total	350	100.0

Table 4.2 presents the importance of English in the participants' job and their English proficiency level. The majority (38.3 %) felt that English was very important in their job. 24.9 %, 21.7 %, 13.1 % thought that English was moderately important, a little, and the most respectively. Only 2 % rated the importance of English in their job as least. Concerning their proficiency, most of the staff (71.7 %) thought that their English level was elementary and 16 % felt that their English level was beginner. None of them thought they were advanced.

Part 2 General Opinions

This part consists of two sections: necessity and difficulty of the English language skills concerning listening, speaking, reading, writing, and interacting of the Government Savings Bank staff. The outcomes of this part are presented in two forms: 1) a table showing the mean (\bar{x}), standard deviation (S.D.), and meaning of each response; and 2) a column graph presenting the findings from the first table.

Necessity of the English Language Skills

The first section of Part 2 describes the participants' opinions about the necessity of English skills. All of them were asked to rate their feelings on a five-point Likert scales. The criteria used for scoring were as follows:

Scale	Necessity of the English skills	Mean range
5	Extremely necessary	4.21 – 5.00
4	Very necessary	3.41 – 4.20
3	Necessary	2.61 – 3.40
2	Rarely necessary	1.81 – 2.60
1	Not necessary	1.00 – 1.80

Table 4.3 The participants' opinions concerning the necessity of English language skills

(n = 350)

Necessity of English Language Skills	Mean	S.D.	Meaning
Listening	3.23	1.058	Necessary
Speaking	3.03	1.073	Necessary
Reading	3.27	1.065	Necessary

Table 4.3 (Continued)

(n = 350)

Necessity of English Language Skills	Mean	S.D.	Meaning
Writing	2.83	1.055	Necessary
Interacting	3.17	1.113	Necessary
Total	3.11	1.084	Necessary

As shown in Table 4.3, the English language is considered as necessary for the bank staff as the total mean (\bar{x}) is 3.11. All the skills were rated necessary particularly listening with a mean of 3.23. Writing has the lowest mean (2.83) but it was also considered as necessary. (See Figure 4.1 for the results in a column graph)

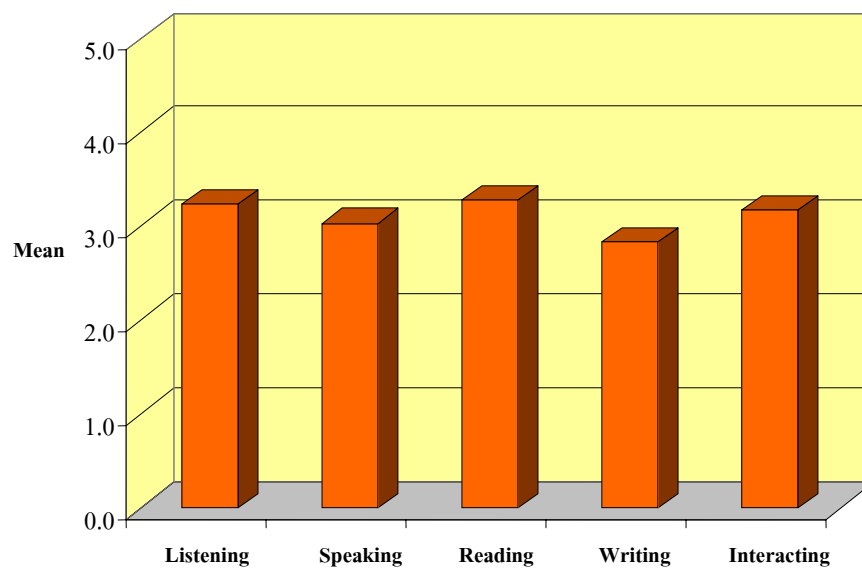


Figure 4.1 The participants' opinions concerning the necessity of English language skills

Difficulty of the English Language Skills

The second section of Part 2 illustrates the participants' opinions about the difficulty of English skills. All of them were asked to rate their feelings on a five-point Likert scales. The criteria used for scoring were as follows:

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

Table 4.4 The participants' opinions concerning the difficulty of English language skills

(n = 350)

Difficulty of English Language Skills	Mean	S.D.	Meaning
Listening	3.53	0.947	Very difficult
Speaking	3.61	0.897	Very difficult
Reading	2.93	0.970	Difficult
Writing	3.50	1.147	Very difficult
Interacting	3.61	0.939	Very difficult
Total	3.43	1.016	Very difficult

Table 4.4 shows that the bank staff thought that English language skills were very difficult as the total mean (x̄) is 3.43. Only reading was perceived as difficult (x̄ = 2.93) whereas the rest of the skills were rated as very difficult. The results are also presented in the form of a column graph (See Figure 4.2).

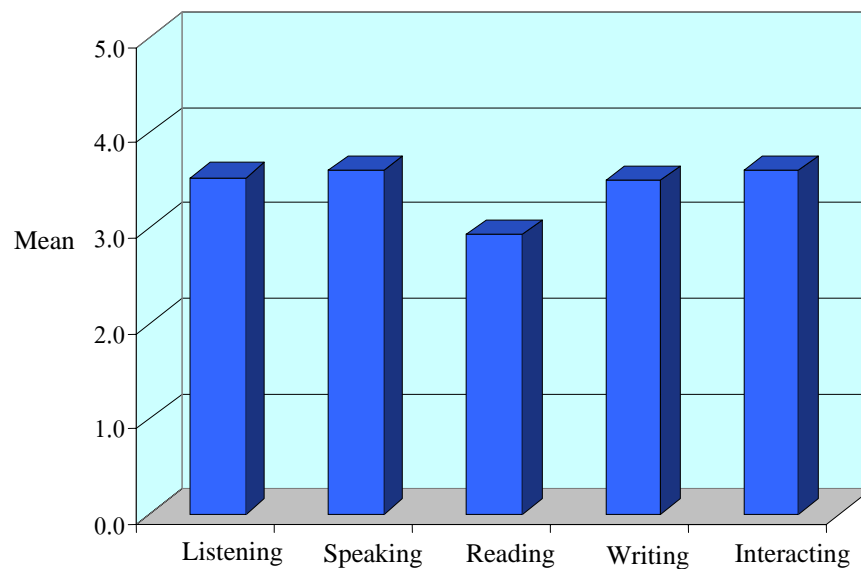


Figure 4.2 The participants' opinions concerning the difficulty of English language skills

Part 3 English Language Needs of the GSB Staff

This part of the questionnaire results responds to the first research question: *To what extent do the Government Savings Bank staff need to use English in their work?* This part concerned the present English language needs of the GSB staff in their job. The questions were divided into five main domains of language skills: listening, speaking, reading, writing, and interacting. Each of these domains included sub-items dealing with various business functions. The respondents had to indicate their answers on the five Likert scales as follows:

Scale	Needs of the English skills	Mean range
5	Most	4.21 – 5.00
4	A lot	3.41 – 4.20
3	Moderate	2.61 – 3.40
2	A little	1.81 – 2.60
1	Least	1.00 – 1.80

1. Listening

Table 4.5 The GSB staff's needs of English listening skills in their job

(n = 350)

Needs of Listening	Mean	S.D.	Meaning
Following presentations, lectures or talks	2.98	1.182	Moderate
Following instructions	2.88	1.139	Moderate
Following descriptions and explanations	3.01	1.149	Moderate
Following training sessions	3.09	1.149	Moderate
Total	2.99	1.156	Moderate

As the results presented in Table 4.5 suggest, the participants moderately needed English listening skills as the total mean (\bar{x}) is 2.99. Considering sub-skills, following training sessions was needed with the highest mean (3.09). The informants also moderately needed the skill of following descriptions and explanations (\bar{x} = 3.01), following presentations, lectures or talks (\bar{x} = 2.98), and following instructions (\bar{x} = 2.88). (See Figure 4.3 for the results in a column graph)

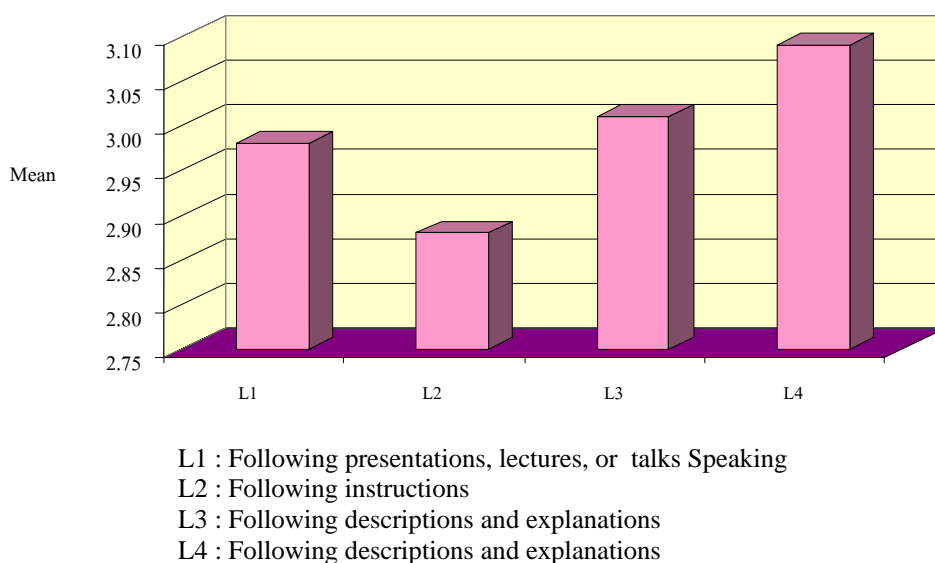


Figure 4.3 The GSB staff's needs of English listening skills in their job

2. Speaking

Table 4.6 The GSB staff's needs of English speaking skills in their job

(n = 350)

Needs of Speaking	Mean	S.D.	Meaning
Giving a formal presentation	2.64	1.136	Moderate
Giving an informal presentation	2.57	1.060	A little
Giving instructions or demonstrating a task	2.57	1.057	A little
Giving descriptions and explanations	2.62	1.105	Moderate
Total	2.60	1.089	A little

Table 4.6 illustrates the needs of English speaking skills of the GSB staff. As can be seen, the total mean of speaking skill ($\bar{x} = 2.60$) indicates that the bank staff needed to use English speaking skills a little. However, the subjects moderately needed to give a formal presentation ($\bar{x} = 2.64$) and to give descriptions and explanations ($\bar{x} = 2.62$). Moreover, the staff considered giving an informal presentation and giving instruction or demonstrating a task as a little needed with an equal mean ($\bar{x} = 2.57$). (See Figure 4.4 for the results in a column graph)

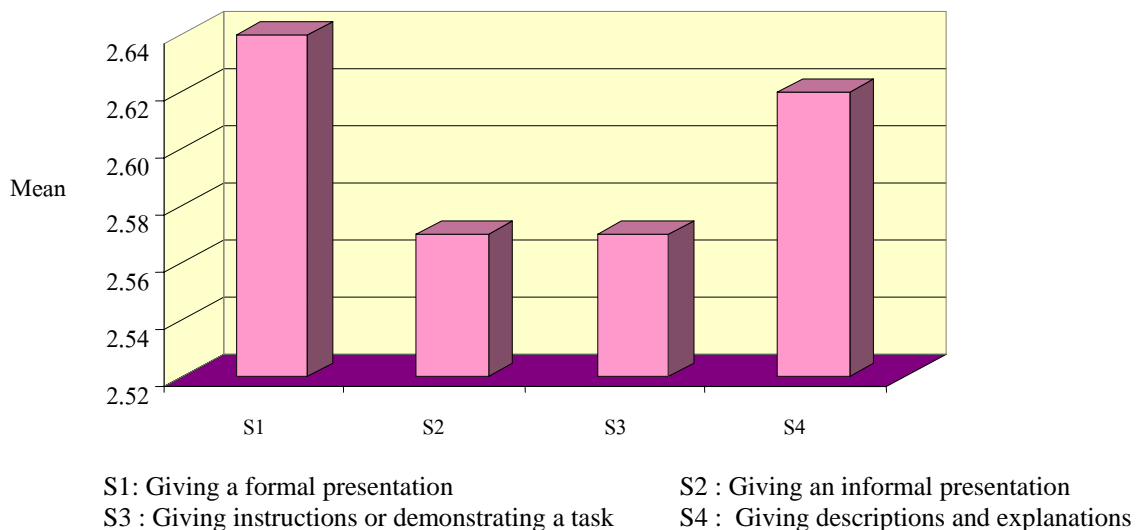


Figure 4.4 The GSB staff's needs of English speaking skills in their job

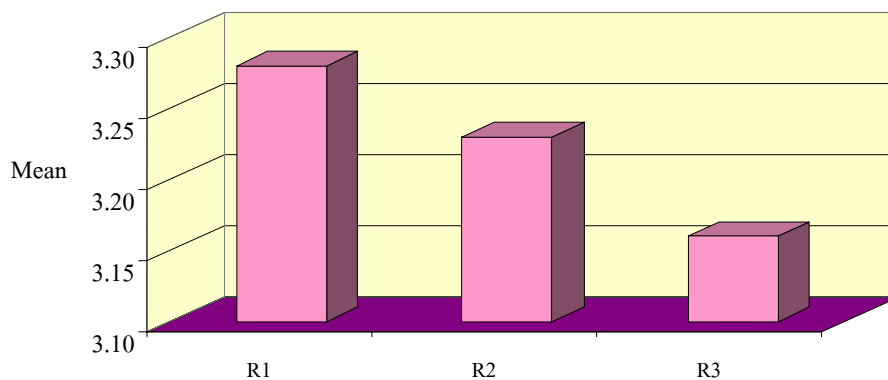
3. Reading

Table 4.7 The GSB staff's needs of English reading skills in their job

(n = 350)

Needs of Reading	Mean	S.D.	Meaning
Reading for detail in e-mails, letters, faxes, memos, and short reports	3.28	1.214	Moderate
Reading quickly for general information in professional journals and textbooks	3.23	1.153	Moderate
Scanning for specific points in long reports, contracts and legal documents, and technical specifications and manuals	3.16	1.283	Moderate
Total	3.22	1.218	Moderate

It can be noted that the subjects moderately needed reading skills which consist of reading for detail in e-mails, letters, faxes, memos, and short reports ($\bar{x} = 3.28$); reading quickly for general information in professional journals and textbooks ($\bar{x} = 3.23$); and scanning for specific points in long reports, contracts and legal documents, and technical specifications and manuals ($\bar{x} = 3.16$). (See Figure 4.5 for the results in a column graph)



R1 : Reading for detail in e-mails, letters, faxes, memos, and short reports
 R2 : Reading quickly for general information in professional journals and textbooks
 R3 : Scanning for specific points in long reports, contracts and legal documents, and technical specifications and manuals

Figure 4.5 The GSB staff's needs of English reading skills in their job

4. Writing

Table 4.8 The GSB staff's needs of English writing skills in their job

(n = 350)

Needs of Writing	Mean	S.D.	Meaning
Writing e-mails	2.90	1.190	Moderate
Writing letters and faxes	2.67	1.132	Moderate
Writing long reports and articles	2.63	1.173	Moderate
Editing letters or reports of others	2.60	1.117	A little
Total	2.70	1.158	Moderate

As revealed by Table 4.8, needs of writing skills were considered by the staff as moderate. Writing e-mails was considered with the highest mean ($\bar{x} = 2.90$). Writing letters and faxes and writing long reports and articles were assessed with slightly different value of mean of 2.67 and 2.63 respectively. Editing letters or reports of others was the only skill that was rated as a little needed ($\bar{x} = 2.60$) as illustrated in Figure 4.6.

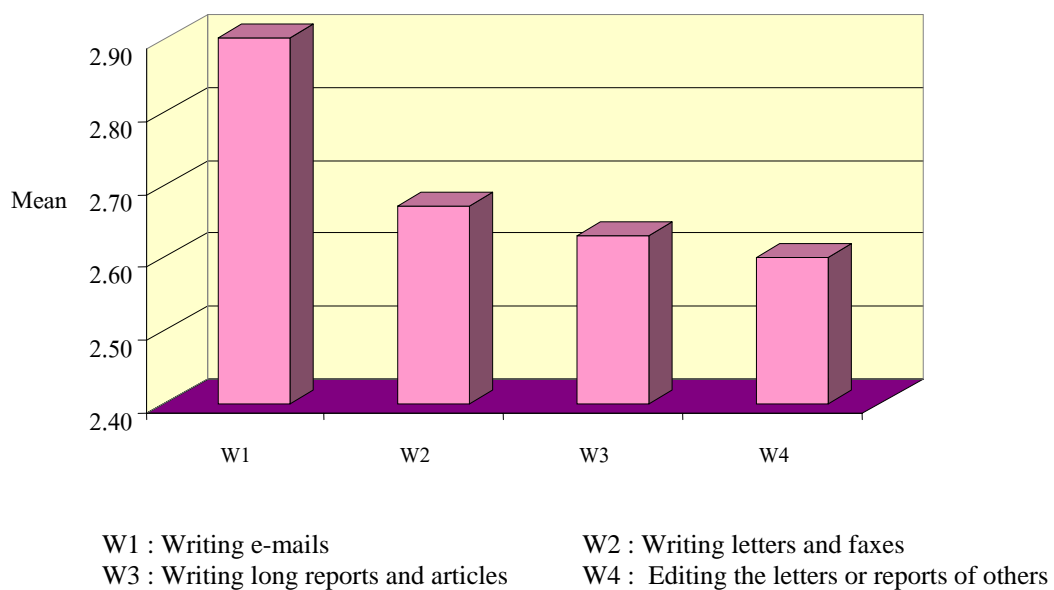


Figure 4.6 The GSB staff's needs of English writing skills in their job

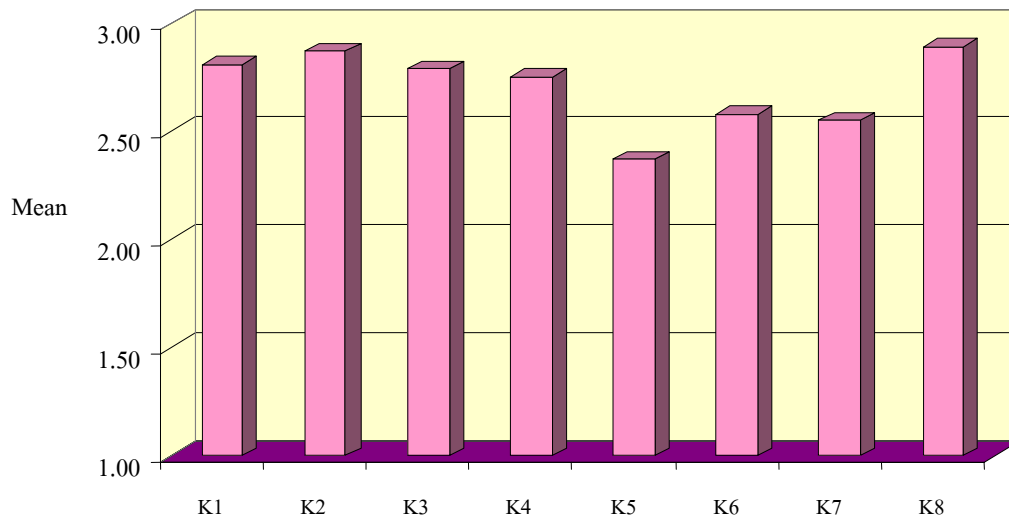
5. Interacting

Table 4.9 The GSB staff's needs of English interacting skills in their job

(n = 350)

Needs of Interacting	Mean	S.D.	Meaning
Receiving visitors	2.81	1.309	Moderate
Visiting a company	2.87	1.244	Moderate
Participating in discussions and informal meetings	2.79	1.220	Moderate
Participating in formal meetings	2.75	1.257	Moderate
Chairing meetings	2.37	1.155	A little
Interviewing	2.58	1.241	A little
Negotiating	2.55	1.270	A little
Telephoning	2.89	1.280	Moderate
Total	2.70	1.258	Moderate

Table 4.9 displays the needs of English interacting skills of the GSB staff. The total mean of interacting skills suggests that the participants moderately needed interacting skills. Considering the functions of interacting, five functions including telephoning ($\bar{x} = 2.89$), visiting a company ($\bar{x} = 2.87$), receiving visitors ($\bar{x} = 2.81$), participating in discussions and informal meetings ($\bar{x} = 2.79$), and participating in formal meetings ($\bar{x} = 2.75$) were considered as moderately needed. On the other hands, interviewing ($\bar{x} = 2.58$), negotiating ($\bar{x} = 2.55$), and chairing meetings ($\bar{x} = 2.37$) were rated as a little needed. (See Figure 4.7 for the results in a column graph)



K1 : Receiving visitors K2 : Visiting a company K3 : Participating in discussions and informal meetings
 K4 : Participating in formal meeting K5 : Participating in formal meetings
 K6 : Interviewing K7 : Negotiating K8 : Telephoning

Figure 4.7 The GSB staff's needs of English interacting skills in their job

Part 4 Problems in Using English while Working

This part of the questionnaire results responds to the second research question: *What problems in using English do these staff encounter during their work?* The questions were divided into five main domains of language skills: listening, speaking, reading, writing, and interacting. Each of these domains included sub-items concerning various business functions. The subjects had to indicate their answers on the five Likert scales as follows:

Scale	Problems in using English skills	Mean range
5	Most	4.21 – 5.00
4	A lot	3.41 – 4.20
3	Moderate	2.61 – 3.40
2	A little	1.81 – 2.60
1	Least	1.00 – 1.80

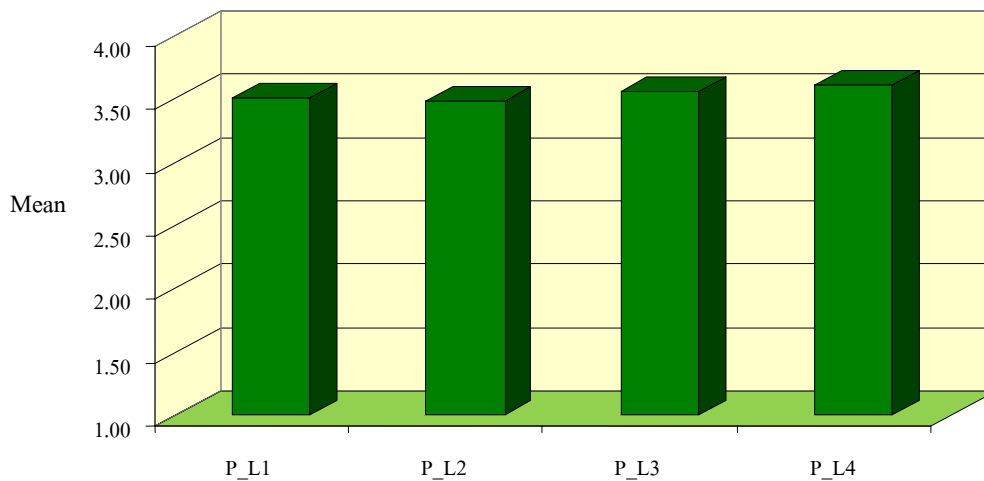
1. Listening

Table 4.10 Problems in using English listening skills of the GSB staff

(n = 350)

Problems of Listening	Mean	S.D.	Meaning
Following presentations, lectures, or talks	3.51	1.122	A lot
Following instructions	3.49	1.075	A lot
Following descriptions and explanations	3.56	1.052	A lot
Following training sessions	3.61	1.065	A lot
Total	3.54	1.079	A lot

Table 4.10 shows that the problems in using English listening skills of the GSB staff are significant as the total mean (\bar{x}) = 3.54. Means of the four skills which are following presentations, lectures, or talks (\bar{x} = 3.51), following instructions (\bar{x} = 3.49), following descriptions and explanations (\bar{x} = 3.56), and following training sessions (\bar{x} = 3.61) are in the same range as also highlighted in Figure 4.8



P_L1 : Following presentations, lectures, or talks Speaking

P_L2 : Following instructions

P_L3 : Following descriptions and explanations

P_L4 : Following descriptions and explanations

Figure 4.8 Problems in using English listening skills of the GSB staff

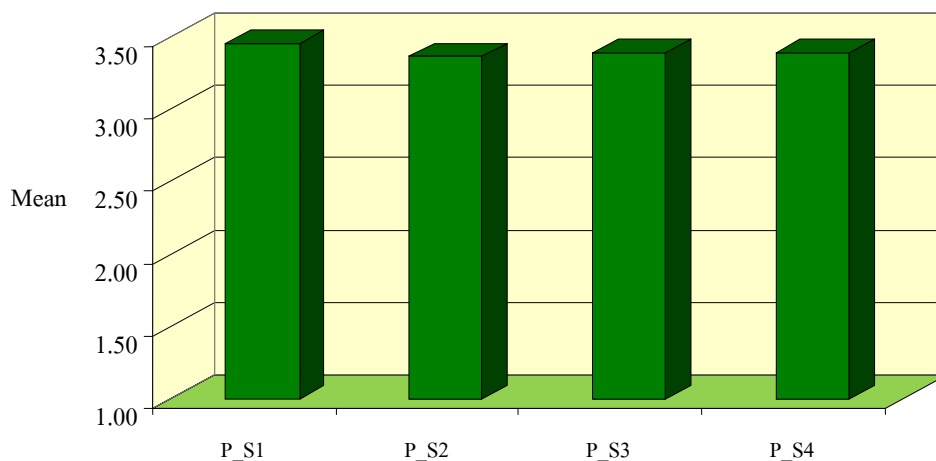
2. Speaking

Table 4.11 Problems in using English speaking skills of the GSB staff

(n = 350)

Problems of Speaking	Mean	S.D.	Meaning
Giving a formal presentation	3.45	1.240	A lot
Giving an informal presentation	3.36	1.226	Moderate
Giving instructions or demonstrating a task	3.39	1.248	Moderate
Giving descriptions and explanations	3.39	1.245	Moderate
Total	3.40	1.239	Moderate

Table 4.11 presents the problems encountered by the GSB staff when using English speaking skills. The participants considered difficulties of using English speaking skills as moderate. Giving a formal presentation was considered as very difficult with the highest mean ($\bar{x} = 3.45$) whereas giving an informal presentation ($\bar{x} = 3.36$), giving instructions or demonstrating a task ($\bar{x} = 3.39$), and giving descriptions and explanations ($\bar{x} = 3.39$) were rated as moderately difficult as shown in Figure 4.9.



P_S1: Giving a formal presentation

P_S2 : Giving an informal presentation

P_S3 : Giving instructions or demonstrating a task

P_S4 : Giving descriptions and explanations

Figure 4.9 Problems in using English speaking skills of the GSB staff

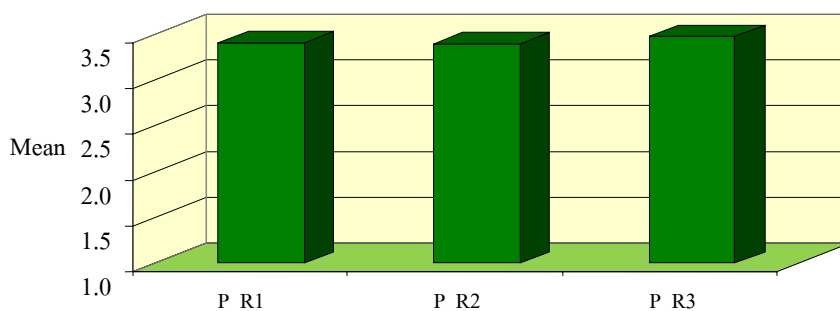
3. Reading

Table 4.12 Problems in using English reading skills of the GSB staff

(n = 350)

Needs of Reading	Mean	S.D.	Meaning
Reading for detail in e-mails, letters, faxes, memos, and short reports	3.41	1.056	A lot
Reading quickly for general information in professional journals and textbooks	3.40	1.032	Moderate
Scanning for specific points in long reports, contracts and legal documents, and technical specifications and manuals	3.48	1.109	A lot
Total	3.43	1.066	A lot

According to Table 4.12, we can interpret that the GSB staff have a lot of problems in using English reading skills notably scanning for specific points in long reports, contracts and legal documents, and technical specifications and manuals with the highest mean ($\bar{x} = 3.48$). Reading for detail in e-mails, letters, faxes, memos, and short reports was also judged as very difficult ($\bar{x} = 3.41$). Only reading quickly professional journals and textbooks for general information was moderately difficult ($\bar{x} = 3.40$) as illustrated by Figure 4.10.



P_R1 : Reading for detail in e-mails, letters, faxes, memos, and short reports

P_R2 : Reading quickly for general information in professional journals and textbooks

P_R3 : Scanning for specific points in long reports, contracts and legal documents, and technical specifications and manuals

Figure 4.10 Problems in using English reading skills of the GSB staff

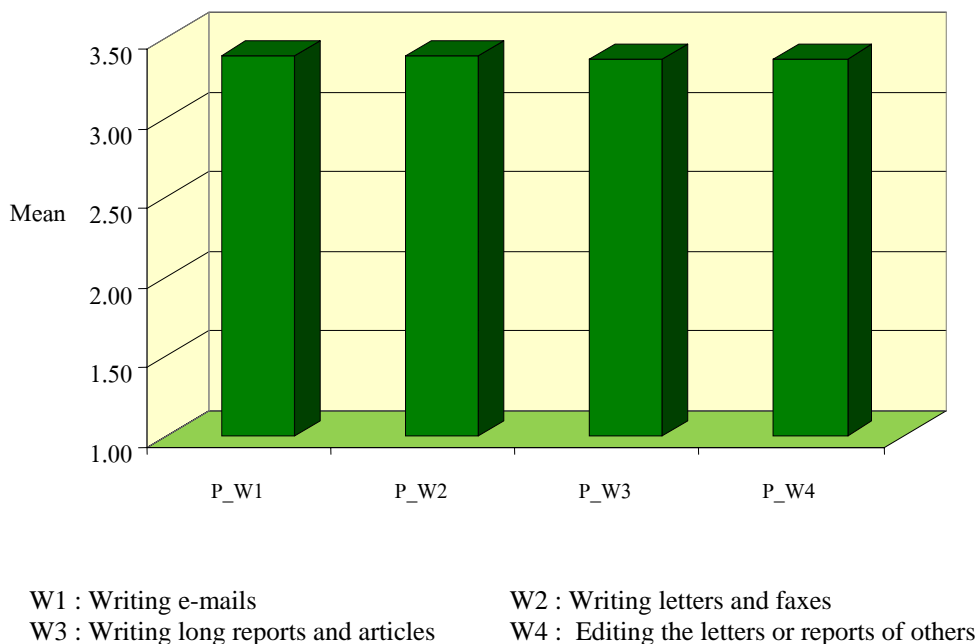
4. Writing

Table 4.13 Problems in using English writing skills of the GSB staff

(n = 350)

Problems of Writing	Mean	S.D.	Meaning
Writing e-mails	3.39	1.208	Moderate
Writing letters and faxes	3.39	1.243	Moderate
Writing long reports and articles	3.37	1.275	Moderate
Editing the letters or reports of others	3.37	1.26	Moderate
Total	3.38	1.245	Moderate

From Table 4.13, the staff had moderate difficulties in using English writing skills as the total mean (\bar{x}) = 3.38. All writing skills, writing e-mails (3.39); writing letters and faxes (3.39); writing long reports and articles (3.37); and editing the letters or reports of others, are considered as moderately difficult at a very similar mean. Figure 4.11 reveals the problems in using English writing skills of the GSB staff.

**Figure 4.11** Problems in using English writing skills of the GSB staff

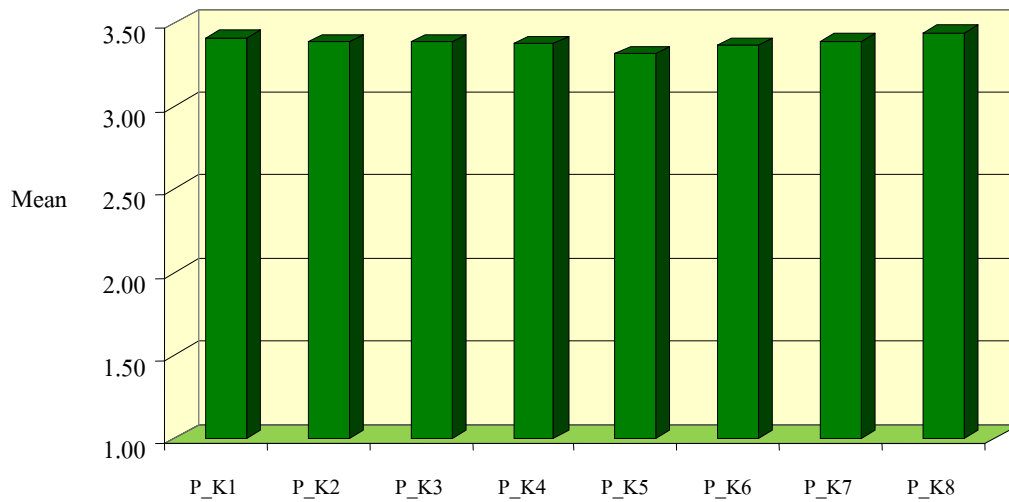
5. Interacting

Table 4.14 Problems in using English interacting skills of the GSB staff

(n = 350)

Problems of Interacting	Mean	S.D.	Meaning
Receiving visitors	3.41	1.200	A lot
Visiting a company	3.38	1.197	Moderate
Participating in discussions and informal meetings	3.38	1.219	Moderate
Participating in formal meetings	3.37	1.297	Moderate
Chairing meetings	3.31	1.308	Moderate
Interviewing	3.36	1.240	Moderate
Negotiating	3.39	1.312	Moderate
Telephoning	3.44	1.232	A lot
Total	3.38	1.251	Moderate

Table 4.14 displays difficulties in using English for the GSB staff concerning interaction skills. The total mean ($\bar{x} = 3.38$) implies that the subjects have moderate difficulties in using English interacting skills. Only receiving visitors ($\bar{x} = 3.41$) and telephoning ($\bar{x} = 3.44$) were regarded as very difficult whereas the rest of the skills: visiting a company ($\bar{x} = 3.38$); participating in discussions and informal meetings ($\bar{x} = 3.38$); participating in formal meetings ($\bar{x} = 3.37$); chairing meetings ($\bar{x} = 3.31$); interviewing ($\bar{x} = 3.36$); negotiating ($\bar{x} = 3.39$), were perceived as moderately difficult. (See Figure 4.12 for the results in a column graph)



P_K1 : Receiving visitors K2 : Visiting a company P_K3 : Participating in discussions and informal meetings
 P_K4 : Participating in formal meetings P_K5 : Sharing meetings
 P_K6 : Interviewing P_K7 : Negotiating P_K8 : Telephoning

Figure 4.12 Problems in using English interacting skills of the GSB staff

List of Problems

1. The level of the courses the bank provided was not adapted to all the employees.
2. The courses were provided irregularly.
3. There was a lack of information concerning the English classes.
4. The content of the courses provided was not related to the employees' working tasks.
5. The staff could not apply the English they learnt to their job.
6. The courses were mostly for management level staff.
7. Some employees that had already studied English were not able to use the language.
8. The length of the courses was too short.

List of Suggestions

1. The courses should be continuously provided.
2. Employees at all levels of the hierarchy should be allowed to study.
3. The courses should be provided by a reputable institute.
4. More courses should be provided to meet the need of the staff.
5. The bank should set up an English day once a week in order to allow the staff to practice English regularly.
6. The bank should test the English proficiency level of the staff providing the courses.
7. The courses should be designed to suit the needs of the employees working in different departments.
8. There should be more sound-lab rooms for the staff to study English.

This chapter has displayed the results of the study. In the first part, general information was shown in the form of tables of frequency and percentages. The Government Savings Bank staff moderately needed the English language. Concerning all the skills, listening, reading, writing, and interacting were moderately needed. Only speaking was a little needed. In the second part, general opinions were revealed in the form of mean, standard deviation and column graphs. The participants faced a lot of problems in using English, especially concerning listening and reading skills while speaking, writing, and interacting were considered as moderately difficult. The English language needs of the GSB staff and the problems experienced in using English were illustrated in the form of mean, standard deviation and column graphs in part three and four respectively. The next chapter will discuss the findings of the study, implications, limitations, recommendations, and conclusion of the study.