



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

---

**FACULTAD DE LENGUAS**

**“An ESP needs analysis for T-systems costumer service specialists”**

**A thesis submitted for the degree of:**

**LICENCIATURA EN LENGUAS MODERNAS**

**Presented by:**

**Liliana Vargas Cano**

**Thesis director:**

**Yonatan Puón Castro**



**Puebla, Pue.**

**November, 2015.**

**“An ESP needs analysis for T-systems costumer service  
specialists”**

**This thesis has been read by the members**

**of the committee of**

Liliana Vargas Cano

**And is considered worthy of approval in partial fulfillment of the requirement for the  
degree of**

**LICENCIATURA EN LENGUAS MODERNAS**

---

**Thesis director**

Mtro. Yonatan Puón Castro

---

**Committee Member**

Mtra. Vicky Ariza Pinzón

---

**Committee Member**

Mtra. Leticia Araceli Salas Serrano

**Benemérita Universidad Autónoma de Puebla  
Puebla. November, 2015**

## TABLE OF CONTENTS

Acknowledgements	.....	i
Dedications	.....	ii

### Chapter 1: Introduction

1.1	Introduction to the problem	.....	1
1.2	Research Content	.....	2
1.3	Justification	.....	2
1.4	Aims	.....	3
1.5	Research Questions	.....	4

### Chapter 2: Literature Review

2.1	Introduction	.....	5
2.2	Language Competence	.....	5
2.3	Communicative Competences	.....	5
2.3.1	Sociolinguistic competence	.....	6
2.3.2	Strategic Competence	.....	7
2.3.3	Discourse Competence	.....	7
2.3.4	Pragmatic Competence	.....	8
2.3.5	Functional Competence	.....	8
2.4	ESP	.....	9
2.4.1	Defining ESP	.....	9
2.4.2	ESP Characteristics	.....	11
2.4.3	Classification of ESP	.....	11
2.4.4	English for Business Purposes	.....	13
2.5	Needs Analysis	.....	14
2.6	Course Design	.....	15
2.6.1	Intensive/ Extensive Course	.....	15
2.6.2	Assessed or non Assessed	.....	16
2.6.3	Immediate or delayed news	.....	16
2.6.4	Teacher	.....	17
2.6.5	Broad or Narrow Focus	.....	17
2.6.6	Common- core or specific material	.....	18
2.6.7	Homogeneous or heterogeneous groups and motivation	.....	18
2.6.8	Fixed course design or flexible negotiated course design	.....	19

### Chapter 3: Methodology

3.1	Chapter overview	.....	20
3.2	Research design	.....	20
3.3	Data Collection	.....	21

<b>3.4</b>	Instruments	.....	21
<b>3.5</b>	Research context	.....	22
<b>3.6</b>	Participants	.....	22
<b>3.7</b>	Procedure	.....	23

## **Chapter 4 Results**

<b>4.1</b>	Chapter Overview	.....	24
<b>4.2</b>	Results	.....	25
<b>4.3</b>	Characteristics of the participants	.....	25
<b>4.3.1</b>	Table 1 Participant Business Operator.....		26
<b>4.3.2</b>	Table 2: Participant SD Manager .....		29
<b>4.3.3</b>	Table 3 Participant: CCO'S Lead .....		33
<b>4.3.4</b>	Table 4 Participant: Finance team participant .....		37

## **Chapter 5 Results**

<b>5.1</b>	Conclusions	.....	40
<b>5.2</b>	Implications	.....	41
<b>5.3</b>	Limitations of the study	.....	42
<b>5.4</b>	Directions for further research	.....	43

<b>REFERENCES</b>	.....	44
-------------------	-------	----

## **APPENDICES**

## Aknowledgments

To my Teacher Yonatan Puon, for all your patience, support, advices and help to finish this project, this would have been impossible without you.

To everyone in T-Systems, for believing in me and give me the opportunity to discover a new world.

To my LEMO Colleagues working in T-Systems, for your help and kindly participation in this project.

## Dedication

To God. I still remember that rainy day.

To my dad, who suggested me to study Modern Languages, I am here because of you.

To my family and my beloved ones, who always encouraged me and believed in me, even when I did not.

Für Meinem Geliebten Juan. Ich liebe dich.

To my beautiful mother. Angela. All my love to her for guiding me to the light, whenever I was far away. [Until we meet again.]

Lily

## CHAPTER 1: INTRODUCTION

### 1.1 Introduction to the problem.

According to the Association of Departments of Foreign Languages, learning a new language always gives students a wide opportunity to get a better and, in some cases, well-paid job. This research is about LEI Students who have decided to explore new and different opportunities in another field of work rather than teaching a language or translation. This research focused on Facultad de Lenguas alumni who have found a different job opportunity out of the field of teaching because they are well prepared both linguistic and pedagogically. Their field of work is that of customer service assistant or manager.

This research is based on a personal work experience. I work as customer specialists in a company called T-systems giving support in different areas such as Service Desk, Finance Team, CCO (Servers specialists) and as part of the BO (Business operator)

At the beginning, it was difficult to perform activities in these areas because, even when we are able to perform linguistically, there were activities related to technology and customer services of IT, that we did not know and we had to be trained. However, we were asked to do these activities because we spoke English. I never had problems regarding language skills with the different customers I am working with, and this is the main reason why we are given growth opportunities on the enterprise. This has been the same situation with a group of students from Lenguas Modernas who are now my colleagues. We work in a German enterprise;

even though this enterprise is located in México, the customers are all foreigners and they require people with a good level of English, but according to the areas, technical language differs.

The motivation that employees have to work on T-systems, make them want to improve their English (mainly) level. Employees are highly driven to reach an advanced level of communicative language competence, in order to have the opportunity to work with foreign and be understandable to them.

## **1.2 Research Context**

T-systems is a German global IT services enterprise headed in Frankfurt, subsidiary of Deutsche Telekom AG. This company works around the world in more than 202 countries including Mexico. T-Systems operates information and communication technology (ICT) systems for multinational corporations and public sector institutions. IT services are delivered to many customers all around the world, which make Tsystems an international enterprise that needs to requires people able to speak several languages and interact directly to the customer, understanding their needs and solving problems. Recently, several students from LEI started working for this enterprise finding some interesting issues related to English for business.

## **1.3 Justification**

Although Facultad de Lenguas LEMO and LEI students are not necessarily formed to perform costumer service jobs, at least 20% students and alumni

graduated from 2007-2008 generations, are currently exploring that area as alternative job market. Therefore, the contribution of this research relies on the fact that by exploring the specific linguistic skills needed to perform alternative jobs, ESP courses, for both current Facultad de Lenguas students and alumni, can be developed. Also, the institution can benefit from this study by restructuring and designing a wider variety of elective courses based on the information obtained from this study. Besides, T-systems can also benefit from this study because they would no longer have to invest time and money developing training courses for new employees.

#### **1.4 Aims**

To conduct a needs analysis of the specific English language competence needed to perform customer service tasks successfully.

To improve language skills and vocabulary to perform alternative jobs not only Teaching or Translation of English.

To know important and specific language skills used for customer service in order to improve them in future workers of these areas.

## 1.5 Research questions

- What are the specific language tasks that customer service workers need to perform at T-Systems?
- What are the specific language skills that customer service assistants need to develop at T-Systems?
- What are the strategic competences needed to perform customer service at T-Systems?
- What are the pragmatic competences needed to perform customer service at T-Systems?

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents a discussion on the difference between Communicative competence and Language competence in order to know each one and develop them in our four skills; besides, a description of sub categories of competences is described. In the last two sections, a description of ESP and the needs analysis process are presented.

### **2.2 Language Competence**

Language competence is a term related to grammatical as Manitoba (2009. P.19) describes “The specific learning outcomes under “Language Competence” deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.” In addition, according to Chomsky’s definition (1960) defines, “‘communicative language ability’ ought to be applied to speakers’ ability to use a language”. As can be observed in previous definitions, Manitoba defines language competence as the ability to produce meaning in an appropriate situation, similar to the Chomsky’s definition referring to the user’s ability to communicate, with meaning.

### **2.3 Communicative Competence**

As the phrase itself refers, this is the ability to be competent to communicate. Widowson (1983) made an interpretation which says “he defined

competence, i.e. communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions.” On the other hand, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. Communicative competence refers not only to have language input but to understand the meaning and to be understood when communicating to others.

There are several uses in language and abilities as well. Knowing a language does not mean, a person is able to communicate, interact or use grammar perfectly. Canale and Swain (1980) defined communicative competence as: “a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse”.

**2.3.1 Sociolinguistic competence** refers to the use of context in a cultural situation. Then, Canale and Swain (1980) referred as “the knowledge of contextually appropriate language use”. Additionally to what Yano (2003, p.77) described this as “They are the context and topic of discourse, the participants’ social status, sex, and age, and other factors which influence styles and registers of speech”. Therefore, it refers to know different expressions essential to be used in a social speech.

**2.3.2 Strategic competence** is based mainly on spoken resources that speakers adapt to communicate ideas when language input is not enough on their vocabulary yet. Based on what Manitoba (2009, p.19) explained as “ways to compensate for low proficiency in the early stages of learning if they are to use language for authentic communication from the beginning.” In addition to what Granville (2011) exemplifies with “by paraphrases, avoiding, gestures, varying intonation, speed or rhythm, repeating, feedback, turn taking and topic switching.” Since it is a strategy, speakers get self confidence and motivate them to take risks while speaking.

**2.3.3 Discourse Competence** is the ability to use coherence when producing texts and give them meaningful not only at writing but to be well interpreted in a spoken form. Canale (1983, 1984) described discourse competence as mastery of rule that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts. As well as Manitoba (2009, p.50) explained "is the ability to interpret a series of concepts in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context." Also, strongly confirmed by Niezgoda and Röver (2001, p.64) “The knowledge of achieving coherence and cohesion in spoken or written communication. Seeing that, it is determined that Discourse competence implies the union of coherence to cohesion reaching meaning, spoken and written.

**2.3.4 Pragmatic Competence** is the ability to communicate language with no failures, to be able of explain something in certain language or in every context and succeed. As mentioned by Thomas (1983) “Pragmatic competence is defined as the ability to communicate effectively and involves knowledge beyond the level of grammar”. On the other hand, an important point to be taken into consideration is stated by Fraser (2010, p.15) “When non-native speakers fail to hedge appropriately, they may be perceived as impolite, offensive, arrogant, or simply inappropriate. Failing to recognize a hedged utterance, they may misunderstand a native speaker’s meaning”. Therefore, this competence results from the ability to be completely understood, beyond language rules and to be well interpreted, however its risks are to fail when producing language, when is not considered the limits of the native language. Pragmatic competence is clearly described as “how more gets communicated than [is actually] said” (Yule, 1996, p. 3).

**2.3.5 Functional competence** refers to the ability speakers have in order to get the purposes in communication. As Celce-Murcia (1995, p.9) refers to “the knowledge of the "relationships between utterances and the intentions, or communicative purposes of language users" (MS. p. 3/14).” In addition to Erton (2007), mentions, “involves the ability to establish the tie between the question and its equivalence in particular real life situation.” We can conclude, on this competence, is the ability to develop coherence and in different situations.

We know we develop our communicative competence, when we are able to interpret messages from customers and we give meanings to their specific

requests. Sociocultural language is important for our enterprise, when we are having formal conversations with VIP Customers and we should be friendly and appropriate, with courtesy and respect which is completely different to when we are talking among colleagues. Another important strategic we improve everyday is Strategic competence, when we misunderstood a request made by customers and we have to make all request clear and understandable, so we assure no future errors, we learn to recognize and repair communicative breakdowns. The main point is to be clear when we are attending customer's requests and also when giving explanations during meetings or presentations, otherwise we will lose meaning and confidence from our colleagues or customers.

## **2.4 ESP**

### **2.4.1 Defining ESP**

English is always intended to be learned because of a specific purpose on mid. This is why, ESP increases demand since it was related to complement needs of a profession due to, it is defined to provide specific language instruction according to the learner's needs; Even though, ESP is mainly directed to specific purposes, it is also, directed to adult learners. According to Hutchinson and Waters (1998, pp.3) ESP is based on designing courses to meet learners' needs.

It is important to mention the three main definitions of ESP by Evans and St. John (1998 Pp.2) and relate them to the research of this investigation.

As a first one, Hutchinson and Waters (1987) suggest ESP as “an approach rather than a product by which they mean ESP does not involve a particular kind of language, teaching material or methodology.” They referred that it is learner centered, resources to learn a new language could vary and methodology to learn and practice, should be different to fit on learner’s needs. Hutchinson (1987, pp.16) also defines “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reasons for learning”. As mentioned before, it is important to be learner-centered and their needs to learn a new language.

Robinson’s (1991, p.3) definition of ESP is divided in a simple phrase and a second definition: “ESP is normally ‘goal-directed’” and “ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English.”

Besides, Stevens (in Dudley Evans 1998, Pp. 2) defines ESP as “designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities.” Then, theories and definitions are based on learner’s main purpose which is why and for what reason is it important to learn a new language and the path to reach their purposes successfully.

As we can see, ESP is centered on specific purposes to get certain level on language, it involves, certain motivation that help workers from T-Systems to grow

into the language learning, to achieve a higher language level and to improve their main skills, so in a future, all employees from T-Systems will have the same level as the participants from this research have.

#### **2.4.2 ESP Characteristics**

According to Evans and St. John (1998, Pp. 4), the general characteristics are the following:

- “ESP is designed to meet specific needs of the learner.
- ESP makes use of the underlying methodology and activities of the discipline it serves.”

#### **Variable Characteristics**

- “ESP may be used to or designed for specific disciplines.
- ESP may use in specific teaching situations.
- ESP is likely to be designed for adult learners.
- It is generally designed for intermediate or advanced students.”

#### **2.4. 3 Classification of ESP**

ESP is divided into different branches; the most important and relevant to this project will be mentioned in the following paragraph. As it can be seen, ESP

has grown importance on language learning. Dudley Evans and St. John (1998) divided into two main types of ESP, English for academic purposes (EAP) and English for Occupational purposes (EOP). As this research refers to how students are able to get job in enterprises areas, An EOP needs analysis will be developed. EOP is not intended to academic purposes but professional. It will be conducted to specific needs for work. Because of the reason, that it is Job-Related, professional workers, have always on mind to expand their knowledge abilities or improve language skills. As a result of the expansion of English as an international business, learners are truly motivated and will make big efforts on their learning.

After this classification, it appears English for Business Process (EBP), as it is for occupational purposes, depends on EOP.

In addition, Dudley Evans (1998, p.7) mentioned two important sub-classifications for EOP:

English for Vocational Purposes (EVP) related to language training for specific jobs and Pre Vocational English related to the pre-activities before a specific job or when an interview will be made and language skills should be prepared. EVP suits better for T-Systems because Technical English is often used and requisite to work. The more it is known about computing vocabulary, the easier will be to learn T-Systems processes.

#### **2.4.4 English for Business Purposes**

Since English has become the most international spoken language, it has been learned around the world, besides it is the main conduct to accomplish business agreements. For this reason, English learners are highly motivated to improve their language skills and take courses to develop these abilities. EBP is further divided into two categories, the first, as Dudley Evans (year and page) proposes: English for General Business (EGBP) “many learners attend these courses at a language school and groups will usually be formed on the basis of a language level rather than a job.” These kinds of students are just focused on learning the basis of the foreign language, mainly beginners that are motivated to have basic vocabulary. On the other hand, there is English for Specific Business Purposes (ESBP) defined by Dudley Evans (1998, p.56) as “for job-experienced learners who bring business knowledge and skills to the language-learning situation.” ESBP is oriented to intermediate or advanced learners who intend to improve accuracy, fluency and language that will be useful to be communicative on business context.

Another important point, about learning a new language in a context of business is interaction. Learners are trying to improve their language levels in order to become more effective in communication for their own business, the majority of them are always unable to understand or communicate easily, as Evans and St. John (1998, pp.54) say “International English is about effective communication; We come from different cultures and ways of thinking, if my

language sounds too good, people won't remember that". Thus, non-native learners are brave enough to take risks and have professional communication and relationships in business language.

## **2.5 Needs Analysis**

To know and measure what is the student about to learn, an analysis of the needs the learner might have must be conducted. According to Iwai (1999), needs analysis refers to the "activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students". Needs analysis refers to activities that help to collect information which will be useful to meet student's needs. In words of Asadi (2007) needs analysis has often been associated with the notion of 'learner-centeredness'. In addition to what Hutchinson and Waters (1987, p. 53) say "What distinguishes ESP from General English....is an awareness of the need." Thus, it is important to find out since the beginning, why is it important and needed to learn English language and that ESP courses should be based on learner's needs. For this reason, Hutchinson and Waters (1987, pp. 54) suggest that we should make distinctions between target needs (what the learner needs to do in a target situation) and learning needs (what learner needs to do in order to learn)

Target needs are divided by Hutchinson (1987, pp. 55) into necessities, lacks and wants. Necessities is defined as what the learner need to know in order

to function effectively ; Lacks, as what the learner already know and which input lacks and Wants as what they really need to learn.

## **2.6 Course design**

Course design will be developed after having collected all information from needs analysis of the learners; Hutchinson (1987 pp.65) defines it as “the process by which the raw data about the learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of learning”. For this reason, once needs analysis of learners is gathered, it is not enough to collect it, so data must be interpreted in order to verify what the learner actually knows, what truly needs and to know which will be the steps to be taken to reach language knowledge. In the following section some important points to be taken into account in order to accomplish course design successfully will be described.

**2.6.1 Intensive/ extensive course:** These kinds of courses are based on the urgency of the learner to acquire the language. An intensive course should be developed if students are urgent to learn. Extensive ones are made for a long time of study. As Dudley and St. John (1998, pp. 146) mentioned, both have advantages and disadvantages, “in intensive course learner’s time is totally committed to that ESP course. Extensive ESP course occupies only a small part of a student’s timetable or a professional person’s work schedule.” Among the

several differences between intensive/extensive, needs analysis should be the basis of them. If a learner needs to acquire language input in a short time period, then, it must be focused only on the interest of the learner, followed by an intensive course. On the other hand, if learner needs are mixed with their jobs and other activities, then an extensive course should be taken. This topic is relevant for my project because I intend to develop an ESP course for customer service staff that might need an intensive course given their time constraints. Therefore, my needs analysis will be very useful to determine this aspect.

**2.6.2 Assessed or non-assessed:** When a course will be assessed academically, students tend to take more interest to accomplish the course and acquire language. In addition, Dudley and St. John (1998, pp. 146) mentioned that it raises the status of the subject and should ensure that is take seriously; it bring responsibilities. On the other hand, in short time courses are not developed to assess student's knowledge but to help them to improve language. An assessed course for theses student's research is a good option, because as, said before, students take course serious and also, they are able to know and measure their advance.

**2.6.3 Immediate or delayed needs:** As course design referred to student's needs, immediate needs are the ones that students have while taking the course, delayed needs are related to needs that will be important for students at the end or later in course. When students have known very well their needs, they will be more

motivated to learn and improve language; this is a case of immediate needs. For this research, students should already know their needs or have an idea of their immediate needs that are relevant and make them acquire language.

**2.6.4 Teacher:** The role of the teacher will determine the development of students, whether teacher is a facilitator, providing them material for course but letting them to construct their own knowledge and guiding them or might be consultant. As Dudley and St. John (1998, pp. 150) describe “A good ESP teacher will have certain information to impart to the students”. Some students might find this appropriate, due to; teacher will make them learn by themselves, some students might take it unusual, because teacher is always taken as authority and the only that have knowledge. Although, some of this research’s students are already workers, they need to have a figure of authority to take course serious and to have a guide to solve doubts.

**2.6.5 Broad or narrow focus:** Broad focus refers to a different situation or events when students will learn in a general manner. Even though, skills will be taught in a specific way and focus is set, course will cover several and different topics to improve skills randomly. On the other hand, Narrow refers to concentrate on specific skills using general topics or materials to improve them. As Dudley and St. John (1998, pp. 150) mentioned “Narrow focus is appropriate where the needs are limited and the learners are convinced of the importance of concentrating just

on these needs.” To have a narrow focus is important for this research, due to, students want to learn mainly, what is related to their work areas or job-related.

**2.6.6 Common- core or specific material:** By common-core, Dudley and St. John (1998, pp. 150) refers to “use carrier content which is either of a general academic nature or of a general professional nature”. As a result, specific material will be designed mainly by students, using their own topics, so they will meet their specific needs using that specific material. To use Specific material will be useful for students, when students are at least, kind of experienced, so they will try to understand more and more and will be satisfying their own needs of learning. This, on the other hand could be dangerous if students are still so competent on language, however is also recommendable to start taking risks. Students should learn with specific material, especially when these materials are sensitive and also, it should be related to work and have a relation with their needs.

**2.6.7 Homogeneous or heterogeneous groups and motivation:** Another important factor for a group to succeed is to consider among different disciplines, professions or levels in a group of students, due to, their motivation, needs and interest to learn would become different. When a group results to be heterogeneous, risks could appear, as having different interests of developing skills that could be more important for certain groups and not for other group. Homogeneous students could agree on do certain activities to improve their common needs. However, Dudley and St. John (1998, pp. 150) suggests that,

although all these factors, motivation is the key for students to take interests in all activities and sessions, they also consider important to separate sometimes the group to make homogeneous groups and try to use specific materials for each group in order to work with their common-cores. Heterogeneous group is the best option for this research because of the relations that exist on their work place.

**2.6.8 Fixed course design or flexible negotiated course design:** As it was said before, student's needs might vary among them, for this reason, they either needs to follow a fixed course, also assessed or they will be motivated when learning thorough different topics, materials and sessions. It might depend on students, what they want and need to learn, the material to be used, which are appropriate for certain students and which of them will be useful, how long will use them and also, to consider that their knowledge should be assessed and be willing to do that.

## CHAPTER 3: METHODOLOGY

### 3.1 Chapter overview

In chapter three, I will present the methodology adopted for this research. First, the research design will be presented, data collection and the steps taken to gather this information. After this, I will present the instruments used to collect data, research context and an overview of the participants that will contribute to the realization of this research.

### 3.2 Research design

In order to do a research, the most important traditional methods used to investigate will be presented:

**Quantitative:** Related to quantify things. As MacDonald and Headlam (1986, p.8) explain “Quantitative methods look to quantify data and generalize results from a sample of the population of interest

**Qualitative:** Related with understanding, comprehension and get results from certain investigation. MacDonald and Headlam (1986, p.8) mentioned that “Qualitative methods provide insights into the setting of a problem, generating ideas and/or hypotheses.” It measures opinions and information from participants.

From these definitions, it can be concluded that Qualitative method is a good option to develop this research due to it would be applied when trying to measure the importance of the language performance of participants when using

English at the enterprise and with the customers, what are some lacks and goals when using English, and how it is performed.

### **3.3 Data Collection**

In order to gather data from participants, an instrument (Appendix A) will be developed and applied to the participants.

First, a pilot group was selected in order to assess the questionnaire's validity and reliability. 2 customer service people answered the questionnaire and

Another instrument to be used will be Interviews, that are useful to interact with the respondent and also, to have meaningful and relevant information from respondent, Interviews are measured as formal and informal interviews.

- 1. Pilot**
- 2. target group**
- 3. audience**

### **3.4 Instruments**

In this section the instrument to be used on this research to gather information will be explained. Questionnaires and interviews are mainly used. Questionnaires are one of the most used instruments to gather information and collect data in research.

As Godfred (2015, pp.1) explains “This is a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or research informants for the purpose of collecting data or information.” There are two types of questionnaires, closed when questions are short and answers tend to be “yes” and “no” also when are multiple option, which limits respondent’s answers and open, when the respondent expresses ideas and has certain space to make own comments.

This research is designed to apply open questionnaires to know experiences from participants and have personal comments according to their different areas of work and their different opinions about working on the enterprise.

### **3.5 Research context**

The study is conducted at T-Systems, a German enterprise in Puebla City. T-Systems work with international customers and IT applications, for this reason, this enterprise needs people with English knowledge and skills to interact and communicate to customers through writing and speaking skills

### **3.6 Participants**

Participants required for this research were graduated students from Facultad de Lenguas who are already working for T-systems; all of them are placed in areas where English is fully spoken.

**Specialist 1.** - Working as TI engineer, monitoring data bases for foreign enterprises. In case something about the systems goes wrong, specialist must

inform customer and inform second level specialist to fix the problem. English required.

**Specialist 2.** - Monitoring systems and servers from customers.

**Specialist 3.** - Review of travel expenses from T-Systems North America and administrative reports.

**Specialist 4.** - Customer Service at first level, support end-users to fix common problems related to hardware and software.

### **3.7 Procedure**

In order to have a broader idea of how the analysis was conducted, a narrative will be presented.

First, open interviews were made. These interviews were made to the participants, which are also, graduated students from LEI; these interviews were related to their English performance in T-Systems.

Second, a questionnaire was applied to know their lacks and abilities related to English language communication regarding their functions with the enterprise and how it has been important to know English language and being from LEI major.

Third, a qualitative method was applied in order to measure data collected from interviews and questionnaire in order to know what are the lacks and advantaged they have faced during their permanency in T-Systems, also, what they recommend to be taught since colleague in order to avoid low performance in job and how to improve our technical language.

## CHAPTER 4: RESULTS

### 4.1 Chapter Overview

In this chapter, the results drawn from the data is presented. The data were collected and processed in a table detail shown below, in response of the problems mentioned in previous chapter 1. This chapter discusses the results of the main advantages and disadvantages that a graduated from Lenguas Modernas Faculty have faced since they do not belong to this technology area and also, the skills that have been useful to improve their jobs. The objective is to provide ideas and proposals to encourage students not to focus on one area related to English but to promote new job ideas that could be useful for next generations that might be interested in working besides teaching area.

The findings presented in this chapter demonstrate the needs that Lenguas Modernas students have to successfully develop in workplaces and scenarios different from they are supposed to be after graduate.

First, It has been made a research with T-systems staff who were also students from Lenguas Modernas graduated, in order to know their main skills, some disadvantages and advantages related to the major they faced when start working in this enterprise and finally to propose which one should be improved. In order to simplify the findings, it is provided tables and graphs that summarize the collective reactions of the participants.

The participants interviewed for this research are employees of T-systems, is a German global IT services enterprise headed in Frankfurt, subsidiary of Deutsche Telekom AG. All of them work in different areas from the enterprise, developing different functions and working with different abilities that should be performed in a different manner every day.

## **4.2 Results**

This study is trying to show which skills that employees from T-systems tend to use the most, in which activities, what kind of functions and why, this also, in order to know their needs and lacks in English performance. The results below are organized according to responses to the questionnaire applied to the participants. Each question is presented and it is followed by a graph with data collected from the participants of the study.

## **4.3 Characteristics of the participants**

4 participants were interviewed; all of them are graduated from Lenguas Modernas.

**Business Operator.** - Working as TI engineer, monitoring data bases for foreign enterprises.

**CCO's lead** - Monitoring systems and servers from customers.

**Finance team participant** - Review of travel expenses from T-Systems North America and administrative reports.

**Service Desk manager.** - Customer Service at first level, support end-users to fix common problems related to hardware and software.

It was applied a questionnaire to the participants and it will be described in the following chart:

QUESTION
What is your function in the enterprise?
What are the main language skills you use on work?
Do you use very often the language while working? Is it a requisite to work?
During a normal work day, what percentage are using English and for what reason?
Do you have a job - relationship with foreign people? From where and how often is the communication?
What are the main topics spoken if you have to communicate ( <b>meetings</b> ) something?
Are there other people, you support with your language skills and in which way?
From this skills and your function, what are the specifics functions in which you have to use English to work? (For example, I <b>inform</b> status of the tickets on the service on my <b>e-mails</b> and sometimes I give it through <b>calls with the customer</b> , all <b>informative</b> )

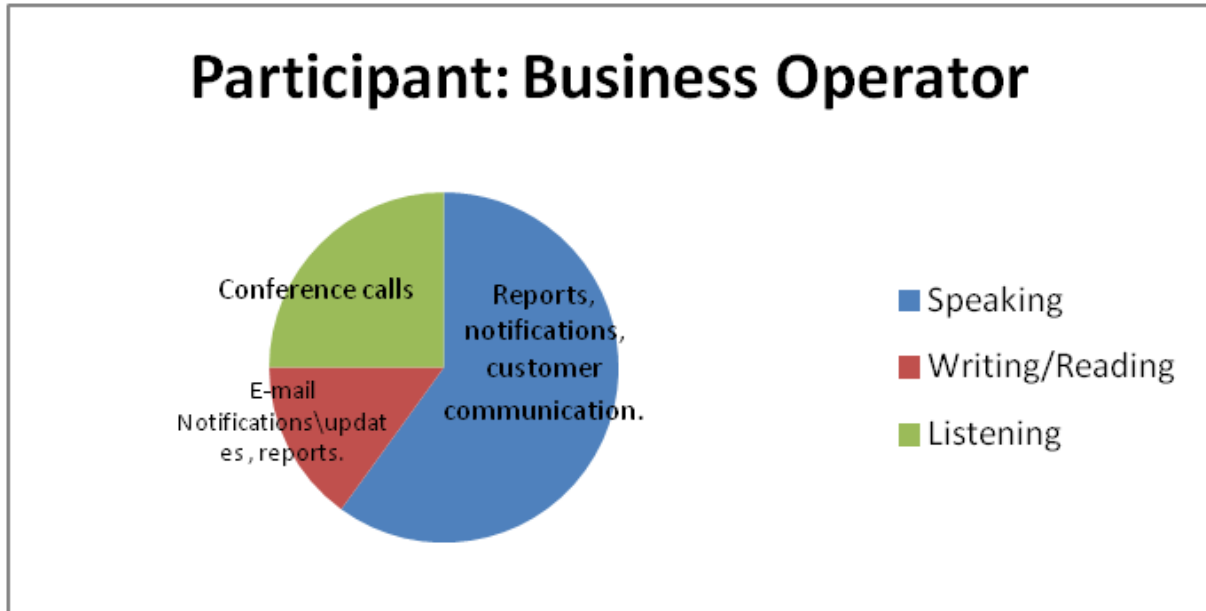
#### 4.3.1 Table 1 Participant Business Operator.

The participant that works in area for Business operations is required to develop the following skills that are shown in the graphics; as we can see, it is presented 4 main skills in the use of language in order to know which is required to use more often. The main function to do in this area, is to verify that all problems sent from customer to T-systems, gets resolved on time and successfully; This

issues are received by T-systems via e-mail with its documentation, in case something gets out of control or if specialists wants just to inform about status or success in solving issues, specialists from this area should get in contact with customer via e-mail which should be written in the most specific way and clear, to avoid any misunderstanding that would cause problems.

QUESTION	PARTICIPANT 1
What is your function in the enterprise?	Business Operations and Quality
What are the main language skills you use on work?	Speaking and Writing
Do you use very often the language while working? Is it a requisite to work?	It is a request, I used every time we have High Priority Incidents and that occurs 24/7.
During a normal work day, what percentage are using English and for what reason?	About 97% of my shift I use English, to have conference calls and also to send notifications about the incidents.
Do you have a job - relationship with foreign people? From where and how often is the communication?	I have communication with people from US, Slovakia. Communication is always open.
What are the main topics spoken if you have to communicate (meetings) something?	Incidents, changes, or for a problem that can cause an effect on one of our customers.
Are there other people, you support with your language skills and in which way?	Not really because most of the people that we work with speaks English.
From this skills and your function, what are the specifics functions in which you have to use English to work? (For example, I inform status of the tickets on the service on my e-mails and sometimes I give it through calls with the customer, all informative)	Well, I have to notify people from US, SK about a HPI (High Priority Incident), send notifications and updates of the HPI, and at the end of my shift I have to send a Shift Report for next shift to be informed.

As we can see in the image below, there are 4 main skills that are frequently used and with activities to be performed in each one.



**Speaking** is often used in:

**Reports\Notifications\ customer communication:** Specialist should have meetings with his team in order to know advances, make agreements, present reports, notify any issue about job and also, he should make conference calls to customer in order to know new requests, update about last problems, etc.

**Listening** is used when:

Specialist tend to use listening skill during phone conferences, as T-systems works with foreign customers, English is the language that should be used to

communicate among each other, for this reason, communication through customer- specialist, should be specific and both should pay attention when a request is made or clarified.

**Writing\ Reading** used when:

As it was said before, specialists, should document everything they say, make or teach. In this case, **e-mail** is the official communication, if an e-mail is wrong written, there could be a misunderstanding with recipient, which would cause bigger problems, and both, reading and writing are essentials skills. At the end of the shift, people in charge of this shift should inform his colleagues about activities executed during the day in order to know any pending or related activity, this is all documented in English and should be clear.

**4.3.2 Table 2: Participant SD Manager.**

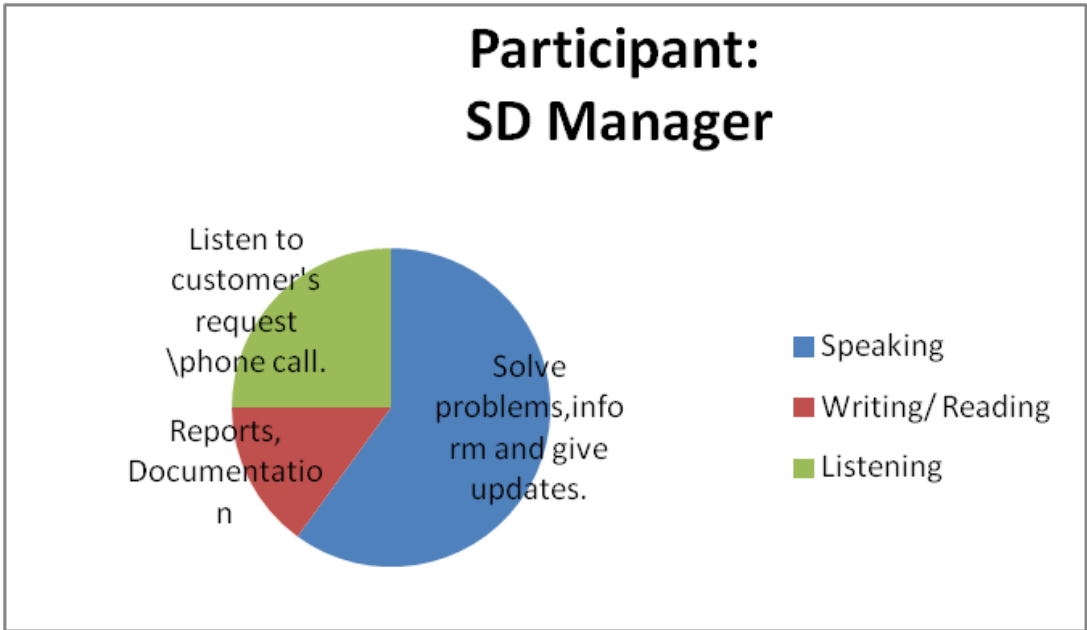
For second case, specialist from Service Desk area is required to help customers from all over the world. Customer calls to Service Desk in order to require help or assistance related to computer systems, software, hardware and different issues related to computing. Below are presented the questions answered of the specialist:

QUESTION	PARTICIPANT 2
What is your function in the enterprise?	I am a Service Desk manager of the McKesson company, my function is to <b>addressing and resolving incidents</b> and requests in SAP as Agent 1.5 level support for the McKesson Company, providing <b>solutions to incidents</b>

	regarding travel and expenses, password resets, SAP configurations and SAP accesses request.
What are the main language skills you use on work?	Oral and Listening and the most important the reading comprehension, which allow us to understand the customer.
Do you use very often the language while working? Is it a requisite to work?	The use of the English language is daily in our shifts in order to provide the service to the company and is one of the most important skills we need to develop our tasks.
During a normal work day, what percentage are using English and for what reason?	100% of the time because if we do not use it we create a language barrier with a huge lack of communication.
Do you have a job - relationship with foreign people? From where and how often is the communication?	Yes I do, I have friends from the USA, Canada, Hungary, Russia, Netherlands, South Korea and more, we communicate pretty much every week to keep us update about our job and personal life
What are the main topics spoken if you have to communicate (meetings) something?	At job everything related with the McKesson's account, SAP relations between customers, employees and contractors, expense reports and reports of the job and tasks we develop.
Are there other people, you support with your language skills and in which way?	Two co-workers who are from Belgium and Netherlands and I try to teach them the most common processes in the account.
From this skills and your function, what are the specifics functions in which	Informing – Status of tickets, the assignment group who is working with them and updating according with the customer or the company.

<p>you have to use English to work? (For example, I <b>inform</b> status of the tickets on the service on my <b>e-mails</b> and sometimes I give it through <b>calls with the customer</b>, all <b>informative</b>)</p>	<p>Calling – <b>Receiving calls</b> and <b>comprehend the request of the user</b> in order to <b>evaluate</b> if is something we can perform or something that needs to be escalated.</p> <p><b>Communicating</b> – Having touch with all the groups from the second and third level providing <b>information</b> and <b>updates</b> from the users or the company.</p>
---	---

For this case, there are certain skills used as the most, as is **Speaking**, some of them are barely used like **reading**, it is important to mention, that all skills are used, but people are required to develop some of them the most, as we will discuss below:



These are the most used skills for specialist from Service Desk:

**Speaking** is the most used skill:

Workers in Service Desk area are trained to help final users when a problem with programs, applications or software in general, also to assist users with installation, requests, doubts about use of a program. Final user should call to Service Desk and ask for assistance, the whole interaction, should be in the call, worker from SD should help final user by explaining and solving final user's request. As you can see, in this case, SD assistance should have a wide interaction and full vocabulary to explain, guide and solve final user's requests.

**Listening** as second most used skill:

As said before, the main job to do in Service Desk area is to solve issues through phone calls, which means Listening is truly important. As T-systems works with international customers as COPART (USA), McKesson (USA), T-mobile (USA), Unify (Germany) etc. Service Desk workers must speak and comprehend English almost at 90%. Listening is an essential part of this interaction, because worker must understand the request from user and help him to accomplish what is being requested, otherwise, there will be an "escalation" which means a complaint from final user to the enterprise because the request was not solved.

## Writing/ Reading:

Even when, the most used skills are speaking and listening, it is also used Writing skills to document how the solution was given and/ or the problem was send to another level in order to ask for help or if the worker should give updates about a request or inform. Sometimes, final users have no time to call to Service Desk and they request help through e-mail, this is when Reading skill is used, while trying to understand written requests or maybe to read manuals or Work Instructions where solutions to certain recurrent problems are already documented.

### 4.3.3 Table 3 Participant: CCO'S Lead. .

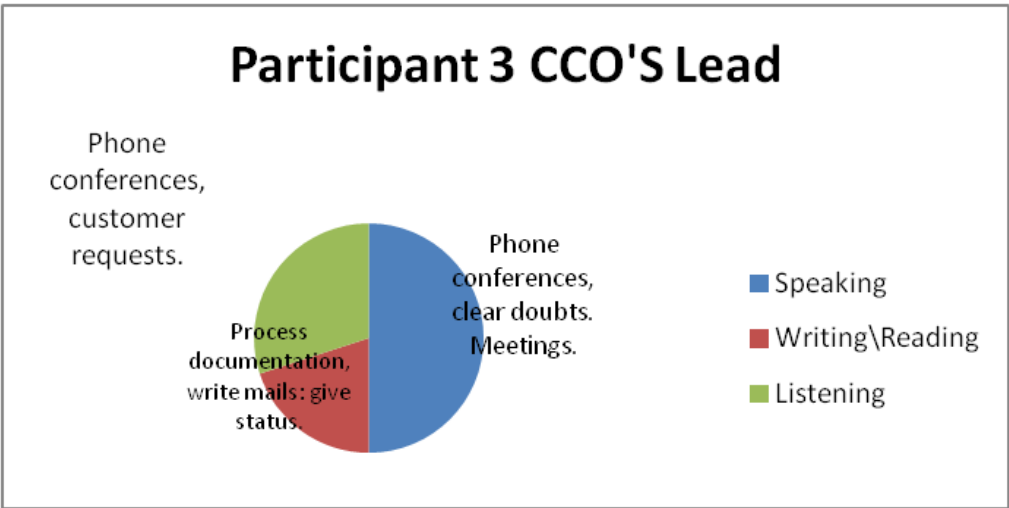
A CCO's Lead is a person who is constantly checking computer servers from customers. If a server fails, CCO's consultant must know work-around, notify third level support and inform to the customer in order to avoid any other high risk, all of this, should be made in the minimum time. This is summary of the answers made by the participant.

QUESTION	PARTICIPANT 3
What is your function in the enterprise?	Right now, I am one of the CCO's shift lead; I am in charge of 8 people who know what to do in their daily basis but in case of something goes wrong my duty is to <b>support them by escalating with the appropriate people</b> . If they have any doubt I have to get those doubts clear. I am also in charge of the <b>documentation and processes (work instructions)</b> as we are PoP Area all our <b>processes need to be documented in English</b> . So, I have to validate every document coming from the second level teams which means <b>document understanding, accesses, users and trainings</b> if required before the release of the document.
What are the main language skills you use on work?	As a CCO Shift Lead I have to use the 4 language skills. <b>Listening when I have to join phone conferences</b> I have at least 1 per day so, I need to be really paying attention due to sometimes <b>customer requests status, asks</b> and so on. <b>Speaking</b>

	<p>is involved in the first point as I already mentioned thru the phone conferences. Talking about Writing and Reading skills I use them when I <b>validate and verify the Work Instructions</b>, these documents have to be as clear as possible for my operators that is why is very important the revision. If not clear it is possible that operators are not going to understand the activities to do, which probably may cause a high impact to the customer.</p>
<p>Do you use very often the <b>language</b> while working? Is it a requisite to work?</p>	<p>Of course it is requisite for the daily basis work; the <b>communication</b> with our customers is made thru English language. However, I have to mention that between us (colleagues) there is no communication thru English language. Some months ago we had a kind of experiment in which during one hour we had to speak English between us if someone said something in Spanish he/she had to pay sodas, candies or whatever for everybody on duty</p>
<p>During a normal work day, what percentage are using English and for what reason?</p>	<p>As I said in the previous question <b>communication with customer</b> and other MX second level teams is 100% in English but between us is only Spanish so, I would say 70% during a work day.</p>
<p>Do you have a job - relationship with foreign people? From where and how often is the communication?</p>	<p>Yes, we support customers from Slovakia, The USA, Portugal, Brazil, Canada, South Africa, India, Germany, and Hungary so; there is <b>communication</b> with all of them during the whole day.</p>
<p>What are the main topics spoken if you have to communicate (<b>meetings</b>) something?</p>	<p>Incidents (Why it was generated? Who was <b>notified</b>? What did the responsible do? <b>How was it solved?</b>). Some other times the topics are about changes, in specific task that CCO has to implement like server disable monitoring/server re enabling monitoring.</p>
<p>Are there other people, you support with your language skills and in which way?</p>	<p>Well, actually as almost all CCO colleagues know I studied a bachelor in languages I help them when they need to <b>write something up</b> (mails for example) and sometimes before and during a call <b>I help them with what they have to say.</b></p>
<p>From this skills and your function, what</p>	<p><b>Writing mails</b> up, any kind. <b>Give statuses, confirming and approving changes</b> all related to <b>Writing skills</b> <b>Listening to calls</b> <b>conferences</b>, <b>meetings</b> and so on, here is</p>

<p>are the specifics functions in which you have to use English to work? (For example, I <b>inform</b> status of the tickets on the service on my <b>e-mails</b> and sometimes I give it through <b>calls with the customer</b>, all <b>informative</b>)</p>	<p>where I involve <b>speaking</b> skill by <b>replying in those calls</b>.</p>
--	---

In this case, all of the skills are used; however, Speaking is also the most used skill for this participant. For this area, when a server fails, worker should have sense of emergency; a computer server is essential for systems of customers, participant should be prepared to be in an extended phone conferences and ready to explain what is happening.



For this participant, **Speaking** is the most important skill to use, as said before, when a server is down, workers from CCO'S Team should be ready to solve any issue that must be caused this failure and to inform all progress to all people involved, (customer, specialist, colleagues), but besides this issue, worker from CCO'S should be constantly checking servers and applications from customers and also, to give status to notify everything is in order.

### **Listening:**

A CCO's leader frequently recurs to have phone conferences in order to report status of new projects, to take courses or to inform to the customer issues related to the business. For this reason, specialists should be able to listen to the customer's needs or requests via telephone. T-systems assist enterprises from all over the world and even when customer might be from a place where English is not spoken, English is the official language to be used among customer- specialist.

### **Writing- Reading**

These skills are often used when informing a new issue; As in T-systems E-mailing is the best way to document important events, this is considered truly important to be clear when explaining an issue, to be concise, to detail errors, so for this reason Writing skill should be correctly done. Reading is used when learning new process and a WI (Work instruction) is received and also, when reading a new manual about how to perform a new process, which is already documented.

#### 4.3.4 Table 4 Participant: Finance team participant

For this participant, part of the team that should be aware of the reports regarding financial issues from T-Systems North America (TS-NA) is required to speak English in order to clarify issues regarding Travel expenses and also so be able to explain and request for explanations to the people who have used and spent Enterprises money resource.

QUESTION	PARTICIPANT 4
What is your function in the enterprise?	I'm working in the finance team of TSNA. I'm a <b>travel expense auditor</b> and part of a project of cleaning up the <b>Telco account for TSNA.</b>
What are the main language skills you use on work?	<b>Writing</b> skills
Do you use very often the <b>language</b> while working? Is it a requisite to work?	Yes, it is a requisite because I work directly with <b>finance team of TSNA.</b>
During a normal work day, what percentage are using English and for what reason?	80% of the day I have to use it. I use it to communicate with TSNA team, <b>present reports</b> , <b>solve questions</b> and <b>speaking</b> with other TSNA employees.
Do you have a job - relationship with foreign people? From where and how often is the communication?	Yes, From USA and the <b>communication</b> is daily
What are the main topics spoken if you have to communicate ( <b>meetings</b> ) something?	Finance topics
Are there other people, you support with your language skills and in which way?	Sometimes I help my Mexican colleagues checking if their reports <b>make sense</b> and if they are correctly <b>written</b> .
From this skills and your function, what are the specifics functions in which you have to use English to work? (For	I revise <b>travel expense reports</b> and approve them if they are correctly according with the company policies, if not, I have to reach out the employee and <b>explain</b> why the report is not approved. I

example, I **inform** status of the tickets on the service on my **e-mails** and sometimes I give it through **calls with the customer**, all **informative**)

**contact TSNA financial team** for Telco cleaning up. (Each week new tasks are assigned).

This participant is requested to perform Speaking skill due to all clarifications that have to be made with users of Travel expenses from USA. Also, it is important to report all the money issues related to the money accounts from TS-NA, in a specific way and why that money was spent, how and when.

As we can see in this graphic, the most important skill is **speaking**; however, as mentioned before, it is important to use Writing skill to clarify diverse events regarding TS-NA Money and travel expenses.



**Speaking** is often used when a clarification between a group that has used money resources and Financial Team should take part. Both groups should be

clear when talking about financial issues and how that resources are spent. Another situation when a person uses this skill is when a Report in a meeting should be presented, these reports are taking part every week by the team and as certain part of USA Team is required, it must be presented in English.

**Listening** requires attention when these meetings are taking place, due to clarifications with the customer and to pay attention when a request is made. Also, when a clarification or doubt is required by the Financial team and it should be contacted a person, it requires special attention, this is mainly because Financial Team from T-systems México works only for USA, there are no Spanish speakers.

**Writing**, as said before is taking importance due to communication via E-mail, especially when a report is sent or when information related to financial teams is required and sent through files. Reading is also taking importance when a customer sends a request and is specific way to require specific details

## **CHAPTER 5: CONCLUSION**

The present chapter will deal with conclusions found in this research. First, brief answers of research questions will be given, besides of the limitations that were found during this research and suggestions from participants to improve language skills for working.

### **5.1 Conclusions**

At the beginning of research, the purpose was to find limitations when performing a different job from Translation or Teaching area, to propose ideas for new students who want to try in a different job area and to develop a course based on ESP for these different jobs.

The first question was the specific language tasks related to customer service that have to be performed, which was an easy task because the main language allowed for communication among T-systems workers is English and the main tasks allowed are Speaking fluently and writing clear and concise. The second question was related to the Service Desk workers and their language skills that need to be developed at the enterprise, at once again, Speaking and Writing are mainly because of all communication between user- customer and among their Team that sometimes is integrated by foreign people, mainly those that are from superior levels. The third question is related to the strategic competences needed to perform customer service at T-systems, which are as the most important,

linguistic and grammatical competences because of the required tasks to be done at job, such as speaking which should be developed with extended vocabulary when making explanations and presenting reports or having Phone conferences.

On the other hand, grammatical competence is a strategic competence when writing a report, e-mail to a boss or sending an answer to the customer. Grammar is a very required competence; workers at T-systems must have a very accurate writing and clear enough to express ideas through e-mailing. Finally, last question was related to the pragmatics which consists of making use of language when we are required to use language appropriately in different contexts and situations, especially in a place where technology is a main topic and language should be used appropriate because of all the confusions a misunderstanding might cause several problems at making changes in a system.

## **5.2 Implications**

At the beginning of this thesis, some background was registered, however, even when it is a research related to ESP, there is little information to study about learners of a language intended to be teachers and technology language.

During my experience of developing this research about English in a different context from Teaching and Translation area, I faced several issues related to information about specific situations that my colleagues presented to me, such as, Technology language, socio-cultural language among foreigners speakers and

Mexican workers because communication was hard to be performed. However, my colleagues from Le.Mo that also works in T-systems helped me to know how they have faced problems during daily communication or doing daily job.

During need analysis I noticed that many people from T-systems needed to learn and improve their language skills and also, needed to learn English for the first time. By this time, I decided to help them to design a course with specific English language related to our daily activities in T-systems and also to gain confidence when speaking to other people who speaks English and to motivate them to keep on learning by themselves because it will worth to all workers that know little or nothing of English and for those workers who already know it but wanted to improve it.

### **5.3 Limitations of the study**

Research was done with the participation of workers from T-systems who also were students from Lenguas Modernas faculty. Even when, there are also people who work for the enterprise and speaks English and are asking for classes to improve language. However, this research was only focused on colleagues who were Lenguas Modernas students and are now working in this enterprise, in order to know their limitations even when they were already prepared to communicate. One of the difficulties to be faced during the realization of the research was to contact colleagues because of their work shifts, so everything was required by e-

mail, sometimes, time was not enough for them to answer or to be contacted, and however research material was delayed for some time, needs were the same for all of colleagues.

#### **5.4 Directions for further research.**

At the end of this research, my colleagues commented me, how important is for us, as students of languages, to know vocabulary not only for Teaching but for real life situations and also to develop courses for some other interest areas. In this case, Technology language was related and in some cases, hard to know, it might be thought that we, as students and learners, should know several vocabulary, not only related to school or teaching, but for daily activities, however, once we start working in a different job, we notice our lacks in vocabulary. On the other hand, there are also, workers from T-systems who know technological vocabulary but wants to learn how to communicate in daily life, however, to work in a place like T-systems makes days too fast and time is short.

Finally, it is important to mention that since first day, students should be aware that no matter what job they will choose at the end, they have to study hard to be good at it. For example, at T-systems all of my colleagues are the best on every area they have been assigned in and that they are working by now even when their major is not based on ICTs or administration. This does not mean that for Facultad de Lenguas alumni adapting to this kind of job was easy. On the contrary, in order to perform their tasks, they have had to learn new language functions, vocabulary and expressions.

## REFERENCES

- Grades 9 to 12 American Sign Language (ASL) and Deaf Culture (DC)* (2015.P.19)
- Dudley- Evans, T and St. John, M (1998). *Developments in English for specific purposes*  
UK: Cambridge University Press.
- Hymes, Dell (1972). *The ethnography of communication* New York: Holt, Rhinehart &  
Winston.
- Canale, M and Swain, M (1980). Theoretical Bases of Communicative Approaches of Second  
Language Teaching and Testing in *Applied Linguistics* Oxford: Oxford University  
Press
- Hymes, D. 1972 On communicative competence. J. B. Pride and J. Holmes, (eds.)  
*Sociolinguistics*. Harmondsworth, Middlesex: Penguin Education, 269- 93.
- Yasukata, Y. (2003) Communicative Competence and English as an International Language  
in *Intercultural Communication Studies* USA: University of Rhode Island
- Granville W. P. (2011) A Framework for Testing Communicative Competence Hungary:  
University College of Nyiregyháza
- Niezgoda, K. and C. Rover. (2001). Pragmatic and grammatical awareness in *Pragmatics in  
Language Teaching*. Cambridge: Cambridge University Press.
- Thomas, J. (1983) Cross-Cultural Pragmatic Failure in *Applied Linguistics* Oxford University  
Press
- Fraser, B. (2010) Pragmatic competence: The case of hedging in *New Approaches to  
Hedging* Bradford: Emerald Group Publishing Limited

**Yule, G. (1996) Pragmatics Oxford: Oxford University Press**

**Celce-Murcia, M. (1995) Communicative Competence: A Pedagogically Motivated Model with  
Content Specifications in *Issues in Applied Linguistics* Los Angeles: University of  
California**

**Hutchinson, T. and Waters, A. (1998) English for specific purposes *A learning centered  
approach* USA: Cambridge University Press.**

**Robinson, P.C. (1991) ESP Today: A practitioner's guide Phoenix: Hemel Hempstead.**



**From:** REYES JIMENEZ, PAMELA  
**Sent:** martes, 24 de marzo de 2015 10:26 a.m.  
**To:** VARGAS CANO, LILIANA  
**Subject:** RE: Ayuda !!

Creo que ya!

- What is your function in the enterprise?  
I'm working in the finance team of TSNA. I'm a travel expense auditor and part of a project of cleaning up the telco account for TSNA.
- What are the main language skills you use on work?  
Writing skills
- Do you use very often the language while working? Is it a requisite to work?  
Yes, it is a requisite because I work directly with finance team of TSNA.
- During a normal work day, what percentage are using English and for what reason?  
80% of the day I have to use it. I use it for communicate with TSNA team, present reports, solve questions and speaking with other TSNA employees.
- Do you have a job - relationship with foreign people? From where and how often is the communication?  
Yes, From USA and the communication is daily.
- What are the main topics spoken if you have to communicate (**meetings**) something?  
Finance topics
- Are there other people, you support with your language skills and in which way?  
Sometimes I help my Mexican colleagues checking if their reports make sense and are correctly written.
- From this skills and your function, what are the specifics functions in which you have to use English to work? (For example, I **inform** status of the tickets on the service on my **e-mails** and sometimes I give it through **calls with the customer**, all **informative**)  
I revise travel expense reports and approve them if they are correctly according with the company policies, if not, I have to reach out the employee and explain why the report is not approved. I contact TSNA financial team for telco cleaning up. (Each week new tasks are assigned).



**From:** CAMACHO DIAZ, CARLOS ANDRES  
**Sent:** martes, 07 de abril de 2015 02:55 p.m.  
**To:** VARGAS CANO, LILIANA  
**Subject:** RE: Ayuda Tesis Lily  
**Importance:** High

Lila, i want a pasta 6 quesos!!!! : P

- What is your function in the enterprise?  
Right now, I am one of the CCO's shift lead; I am in charge of 8 people who know what to do in their daily basis but in case of something goes wrong my duty is to support them by escalating with the appropriate people. If they have any doubt I have to get those doubts clear. I am also in charge of the documentation and processes (work instructions) as we are PoP Area all our processes need to be documented in English. So, I have to validate every document coming from the second level teams which means document understanding, accesses, users and trainings if required before the release of the document.
- What are the main language skills you use on work?  
As a CCO Shift Lead I have to use the 4 language skills. Listening when I have to join phone conferences I have at least 1 per day so, I need to be really paying attention due to sometimes customer requests status, asks and so on. Speaking is involved in the first point as I already mentioned thru the phone conferences. Talking about Writing and Reading skills I use them when I validate and verify the Work Instructions, these documents have to be as clear as possible for my operators that is why is very important the revision. If not clear it is possible that operators are not going to understand the activities to do which would probably may cause a high impact to the customer.
- Do you use very often the language while working ? Is it a requisite to work?  
Of course it is requisite for the daily basis work, the communication with our customers is made thru English language. However, I have to mention that between us (colleagues) there is no communication thru English language. Some months ago we had a kind of experiment in which during one hour we had to speak English between us if someone said something in Spanish he/she had to pay sodas, candies or whatever for everybody on duty.
- During a normal work day, what percentage are using English and for what reason?  
As I said in the previous question communication with customer and other MX second level teams is 100% in English but between us is only Spanish so, I would say 70% during a work day.
- Do you have a job - relationship with foreign people? From where and how often is the communication?  
Yes, we support customers from Slovakia, The USA, Portugal, Brazil, Canada, South Africa, India, Germany, Hungary so, there is communication with all of them during the whole day.
- What are the main topics spoken if you have to communicate (**meetings**) something?  
Incidents (Why it was generated? Who was notified? What did the responsible do? How was it solved?). Some other times the topics are about changes, in specific task that CCO has to implement like server disable monitoring/server re enabling monitoring.



- Are there other people, you support with your language skills and in which way?  
Well, actually as almost all CCO colleagues know I studied a bachelor in languages I help them when they need to write something up (mails for example) and sometimes before and during a call I help them with what they have to say.
- From this skills and your function, what are the specifics functions in which you have to use English to work? (For example, I **inform** status of the tickets on the service on my **e-mails** and sometimes I give it through **calls with the customer**, all **informative**)  
Writing mails up, any kind. Given statuses, confirming and approving changes all related to Writing skills  
Listening to calls conferences, meetings and so on, here is where I involve speaking skill by replying in those calls.

Hope this is helpful for you my dear Lila

**Regards,**  
**Carlos Andrés Camacho Díaz**  
*CCO PoP Shift Lead*

#### **T-Systems Mexico**

Desk Phone: +52 222 223 4142

[Carlos.Camacho@external.t-systems.com](mailto:Carlos.Camacho@external.t-systems.com)

[dl-tsmx-cco.pop.leads@t-systems.com](mailto:dl-tsmx-cco.pop.leads@t-systems.com)



Notice: This transmittal and/or attachments may be privileged or confidential. If you are not the intended recipient, you are hereby notified that you have received this transmittal in error; any review, dissemination, or copying is strictly prohibited. If you received this transmittal in error, please notify us immediately by reply and immediately delete this message and all its attachments. Thank you

---

Please be aware that all personal data is handled in compliance with the Mexican Federal Law for the Protection of Personal Data in Possession of Private Entities and with Deutsche Telekom's Privacy Code of Conduct (PCoC). Our Privacy Notice and PCoC are available in our website [www.t-systems.mx](http://www.t-systems.mx)



**From:** GARCIA MENDEZ, OMAR  
**Sent:** jueves, 02 de abril de 2015 09:26 p.m.  
**To:** VARGAS CANO, LILIANA  
**Subject:** Respuestas.

Lily,

Dice mi mama que más vale tarde que nunca, así que hay te van las respuestas y quiero una torta de milanesa de pollo del italiano sin jitomate (por la alergia) hehehehe es broma, espero y te sirva.

- What is your function in the enterprise?

**I am a Service Desk manager of the McKesson company, my function is to addressing and resolving incidents and requests in SAP as Agent 1.5 level support for the McKesson Company, providing solutions to incidents regarding travel and expenses, password resets, SAP configurations and SAP accesses request.**

- What are the main language skills you use on work?

**Oral and Listening and the most important the reading comprehension, which allow us to understand the customer.**

- Do you use very often the language while working ? Is it a requisite to work?

**The use of the English language is daily in our shifts in order to provide the service to the company and is one of the most important skills we need to develop our tasks.**

- During a normal work day, what percentage are using English and for what reason?

**100% of the time because if we do not use it we create a language barrier with a huge lack of communication.**

- Do you have a job - relationship with foreign people? From where and how often is the communication?

**Yes I do, I have friends from the USA, Canada, Hungary, Russia, Netherlands, South Korea and more, we communicate pretty much every week to keep us update about our job and personal life.**

- What are the main topics spoken if you have to communicate (**meetings**) something?

**At job everything related with the McKesson's account, SAP relations between customers, employees and contractors, expense reports and reports of the job and tasks we develop.**

- Are there other people, you support with your language skills and in which way?

**Two co-workers who are from Belgium and Netherlands and I try to teach them the most common processes in the account.**

- From this skills and your function, what are the specifics functions in which you have to use English to work? (For example, I **inform** status of the tickets on the service on my **e-mails** and sometimes I give it through **calls with the customer**, all **informative**)

**Informing** – Status of tickets, the assignment group who is working with them and updating according with the customer or the company.

**Calling** – Receiving calls and comprehend the request of the user in order to evaluate if is something we can perform or something that needs to be escalated.

**Communicating** – Having touch with all the groups from the second and third level providing information and updates from the users or the company.

For any further questions, feel free to contact us.

Regards

**Omar Garcia Mendez.**

SAP Service Center Support Analyst

**McKesson IT**

SAP Service Center – T-Systems  
Km.117 Autopista México-Puebla  
Parque Industrial FINSA Nave 1A  
C.P. 72710 Puebla, Pue. México

888.411.4357 option 4

[sapservicecenter@mckesson.com](mailto:sapservicecenter@mckesson.com)

**MCKESSON**



**From:** ALVARADO RESENDIZ, LUIS ENRIQUE  
**Sent:** viernes, 27 de marzo de 2015 09:33 p.m.  
**To:** VARGAS CANO, LILIANA  
**Subject:** FW: Ayuda Tesis Lily

Hola Lily,

- What is your function in the enterprise? **Business Operations and Quality**
- What are the main language skills you use on work? **Speaking and Writing**
- Do you use very often the language while working ? Is it a requisite to work? **It is a request, I used every time we have High Priority Incidents and that occurs 24/7.**
- During a normal work day, what percentage are using English and for what reason? **About 97% of my shift I use English, to have conference calls and also to send notifications about the incidents.**
- Do you have a job - relationship with foreign people? From where and how often is the communication? **I have communication with people from US, Slovakia. Communication is always open.**
- What are the main topics spoken if you have to communicate (**meetings**) something? **Incidents, changes, or for a problem that can cause an effect on one of our customers.**
- Are there other people, you support with your language skills and in which way? **Not really because most of the people that we work with speaks English.**
- From this skills and your function, what are the specifics functions in which you have to use English to work? (For example, **I inform** status of the tickets on the service on my **e-mails** and sometimes I give it through **calls with the customer, all informative**) **Well, I have to notify people from US, SK about a HPI (High Priority Incident), send notifications and updates of the HPI, and at the end of my shift I have to send a Shift Report for next shift to be informed.**

### **Luis Enrique Alvarado Resendiz**

TSNA Business Operations and Quality - IMOD

+1-630-874-3709 (Primary Phone)

Contact numbers in Mexico

+52-222-2234224

+52-222-2234648

+52-222-2234788

+52-222-2234006

**FMB TSNA IMOD**



**T-Systems North America**

 **Go Green. Please consider our Planet before printing your documents.** 