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THESIS

ENGLISH LANGUAGE NEEDS FOR THAI RESTUARANTS' IMMIGRANT
WORKERS IN SEATTLE

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the Requirements for the Degree of
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Workers of Thai restaurants in English speaking country may encounter an enforcement of English-only policies at the workplace, as a result they would be expected to use English at all time in their jobs. Therefore, English played a significant role in their survival abroad and working routines. The Thai immigrant workers needed to prepare for future changes in workplace communication rules.

This research aims to investigate the needs and problems of the front line Thai immigrant staff of the Thai restaurants in Seattle, Washington in using English in their routine jobs. This study employed a quantitative method using a questionnaire. The respondents of the study consisted of 188 Thai immigrants working as the frontline staff workers in all of 85 Thai restaurants in Seattle, Washington. The data were analyzed based on Statistical procedure using the Statistical Package for Social Science (SPSS).

The study results revealed that the listening was the greatest need of English skills for the Thai frontline workers in their job at the Thai restaurants in Seattle, followed by speaking; vocabulary in foodservice, writing, and reading was the least needed skills. The respondents encountered slightly problems in using English language for their works. All five skills were rated in a similar way as not so serious, which ranged in the various degrees. Listening was the most problematic of all skills. The findings obtained from the study provided useful information for the employers in designing the course of English for Thai restaurants workers with the appropriate content and materials, therefore the workers will enable to use English professionally in their works.

Student's signature

Thesis Advisor's signature

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CHAPTER I

INTRODUCTION

This chapter is an introduction to the present study which consists of seven sections: the rationale of the study, the background of the study, the objectives of the study and research questions, the significance of the study; the scope of the study, terminology used in the study and abbreviations, and the outline of the thesis.

Rationale of the Study

Thai food is one of many popular ethnic foods in America and there are more than 5,000 Thai restaurants across the country. Workers of Thai restaurants are mostly immigrants who may have plenty of skills in food service, but not necessary in English literacy and proficiency. The enforcement of English-only rules in the workplace legislation creates the tougher working situations for many workers who use English as their second language. With an increase enforcement of English-only policies at the workplace in many states throughout the U.S., workers of Thai restaurants in Seattle will be affected, if Washington state government imposes these rules to the food service community. Restaurant workers will be expected to use English at all time at their work even if their co-workers speak the same language other than English. Consequently, workers will be required to improve English language skills if English becomes the only means of communication.

Most Thai restaurants, about 90%, are owned by Thais and most workers are also Thai immigrants. English is deemed necessary as a communicative tool with customers, but not restricted as the primary language among immigrant workers. For this reason, workers in Thai restaurants barely have motivation to use and to improve their English skills necessary for their advancement in jobs. That English skills allow them to work in an advanced position such as a manager in the same or different workplace where fluency in English is required in dealing with English-speaking customers, co-workers, or government agencies.

The English-only rules in the workplace give the right to the employers to demand their workers use only English at work when justified by the business necessity and safety for the workplace and the workers themselves. The researcher is therefore interested in exploring the English language needs of Thai immigrant frontline workers for their work in Thai restaurants in Seattle and in finding out to what extent the workers encounter problems in using English with their customers, co-workers, suppliers, landlords, health inspectors, and liquor board inspectors. English proficiency of immigrant workers, who learn English as a second language or as a foreign language, is significant for their survival in the US. Groget (1997) points out as follows:

...To survive on a job, second language learners need to follow oral and written directions; understand and use safety language; ask for clarification; make small talk; and request reasons. If there are any manuals and job aids involved, they need to locate written information; find facts or specifications in text materials; determine the meaning of technical vocabulary and those enabling words attached to them like twist, stir, and pour; and cross-reference text information with charts, diagrams, and illustrations...

Groget explains that second language learners need to master their target language skills to be able to function effectively in a specific workplace. Thus, Thai workers in the US must have certain English language proficiency to be able to work in an English-speaking country and to know the specific English for foodservice to perform their job tasks effectively and professionally. Moreover, if English becomes restricted as the only mean of communication in the workplace, second language learners need to seek English language training to achieve the target level of English proficiency required by the workplace or institution.

Background of the Study

America is “a nation of immigrants” from all over the world. The immigrants bring with them their native languages while acquiring English as a process of adaptation and of gaining citizenship. Though English, in practice, is used in day-to-day as a primary language, it has never been the only language spoken in this country. According to 2006 U.S. Census data (most recent), over 37 million residents which is 12 percent of the total population, are foreign-born and the number increases every year. The foreign born residents are legal residents who were born in foreign countries and reside permanently in the U.S. The U.S. Department of Homeland Security estimated that up to year 2005 at least 10 millions unauthorized immigrants entered the country during 1980 to 2004 and overstayed when they were required to leave. The number of illegal immigrants is predicted to be in significant number and unknown. The movement in the language policies, from attempting to legalize English as an official language of the US to enforcing English-only in the workplace laws, is seen as the influence of the influx of immigrants. The controversy in making English as an official language and English-only law at the workplace has been widely criticized. On one hand, the policies are crucial for the national security and unity in diversity. On the other hand, critics say the laws are hostile reaction to the ongoing influx of the immigrants. Because language is closely correlated to race and national origin, the language policy is used as a proxy for race and national origin discrimination. As of the 2006 US Census data revealed that as low as 8.7 percent of the whole population speaks English less than “very well”. The language policies are criticized to target the aliens: legal immigrants and illegal immigrants. The language policy movements are noticeable since the 9/11- tragic incidence was blamed to the immigrants.

Immigrants come to the U.S. for different reasons and the main reason was the poor home countries’ economy. They adapt to speak and acquire English quickly for their survival. They, however, comfortably use their language of origin in their ethnic community. Among immigrants from different ethnic backgrounds, English is usually spoken a primary language, but not always if they share more than one language.

They would use their shared language or the mixed language in the conversations, which is a phenomenon of bilingual communication. These behaviors could be perceived negatively by monolinguals because they can not understand them and feel offended by them. Many research articles claim that an increase of immigrant's population (who prefer to speak languages other than English) and the hazardous 911 incident blamed to the immigrants have threatened the homogenous quality and the security of the country. English-only policy is the result of this.

Gibson (2004) pointed that many businesses have imposed English-only policies at the workplace in over 28 states in the US as a way of managing and monitoring their employees. Employers have enforced English-only policies at the workplace; mistakenly it is mandated by the state. Although the mandatory use of English in government is legal in states where such legislation has been passed, the workplace is under no such mandate. The Equal Employment Opportunity Commission (EEOC) created the guidelines in 1980 to aid businesses in application of Title VII legislation of the 1964 Civil Rights Act in which prohibits discrimination based on nation or origin. The EEOC is the federal agency responsible for enforcing Title VII, however, its guidelines also address that English-Only rules are permissible when: a) speaking a common language is imperative for safety, and b) a matter of business necessity. Therefore, the EEOC makes allowances for English-Only policies under such circumstances. The workplace that implements these rules must address clearly the specific use of when and where the rules are applied. In order for Thai immigrant workers to be prepared for the language challenge or the restrictions of English in the workplace, for advancement of their job opportunities, and for their survival in the case of illegal workers, English language training for the workplace is deemed essential. Thai immigrant workers are commonly the employees of most Thai restaurants in Seattle. There are approximately 85 Thai restaurants which are still owned by Thai immigrants in Seattle of Washington State (last updated in August 2008). The Washington State government has not enforced English as an official state language, but it currently positions the language policy as "English-plus". The state government promotes greater acceptance of language diversity. To achieve that, the state encourages education in English as well as other languages for immigrants and

its citizens. This remains unchanged as long as the federal government is unable to pass the amendment bill to make English an official language. Statistically, WA is ranked 10th in the US in number of foreign-born residences of which a quarter are Asian. I, therefore, have decided to study the English language needs and problems of Thai immigrant workers in Thai restaurants in the city of Seattle of Washington State.

Objectives of the Study and Research Questions

This study aims to explore the English language needs of Thai immigrant frontline workers in Thai restaurants in Seattle, Washington state, USA and to examine the problems the restaurant workers encounter when using English in the workplace. The hope is to gain insightful information from immigrant workers as guidelines for pursuing necessary future trainings or creating the suitable English curriculum for restaurant workers, by attempting to answer these research questions:

1. What are the English language needs of immigrant workers for their work Thai restaurants in Seattle?
2. What are the problems or to what extent of the problems of Thai immigrant workers encounter when using English language at their work?

Significance of the Study

The researcher hopes that the findings will raise the immigrant workers' awareness to prepare them to improve the English language skills needed in order to survive on their jobs, to keep their jobs, and to better perform their tasks. Moreover, it is hoped that employers may consider providing proper training to advance the English language skills for Thai immigrant workers. This would be beneficial to the workers as individuals and to the business owners to guarantee workplace safety and effective communication of staff's delivering services. The findings may be used as the guidelines for creating English language curriculum for students in foodservice.

The current Thai restaurant workers who wish to work in English-speaking countries such as America may adopt from the findings as their guidelines to advance professionally.

Scope of the study

The study will explore the needs of English language for immigrant workers of Thai restaurants in Seattle, regardless of their legal status; therefore, legal status and working permits will not be investigated. The English language skills which will be explored are listening, speaking, reading, and writing skills as well as some aspect of English language namely vocabulary knowledge in food services. Pronunciation and grammar will not be explored in this study, because these language components are not focused and neither related to the rules of English at the workplace. The study is conducted of Thai restaurant immigrant workers in Seattle. The findings may not be directly applicable to other restaurants, nor to Thai restaurants in other cities or states in the US. However, the outcomes of this study may reflect situations in other restaurants with similar social factors and circumstances.

Terminology Used in this Study and Abbreviations

Needs: what an individual desires to fulfill before the future call to have of the Thai restaurant workers in Seattle

Target needs: necessities that demand for the workers to pursue language training in order to function effectively in the target situations

Needs analysis: a method or an instrument used to find English language skills that the workers need

The restaurant: Thai restaurants in Seattle of Washington State, USA

Workers: immigrant Thais, non-native speakers of English who work in frontline position, such as waiters, waitresses, hosts, bussers, and cashiers in Thai restaurants in Seattle, both legal and illegal aliens

English Language Skills: listening, speaking, reading, and writing skills, and vocabulary knowledge in food services

English-Only Laws at the Workplace: refers to oral communication in English at the workplace, foreign accent and English dialect are excluded.

EEOC: the Equal Employment Opportunities Commission

Outline of the Thesis

This present study consists of five chapters. The present chapter introduces the study. Chapter Two reviews definitions, related theories or conceptual frameworks for this study and previous studies. Chapter Three discusses the research design. Chapter Four presents the results of the study. The last chapter provides a discussion of the results, the implication, the limitations of the study, recommendations for the future research, and the conclusion of the thesis.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

This chapter presents a review of related literature on needs analysis in the field of English for Specific Purposes (ESP). This chapter is divided into five sections which are the basis for conducting this research. The first section is a review of definitions of key terms relevant to the study. Then, needs analysis and conceptual frameworks are elaborated. The significance of English- only rules in the workplace to immigrants is also discussed in the third section. Next, types of food service, organization of restaurants, and the features of English language skills for restaurant workers are presented. Previous related studies including the topic of needs analysis and the research method in needs analysis are reviewed in the final section.

Definitions of Key Terms

Definitions of Needs

Berwick (cited in Johnson 1989) states in the essential principles to conduct needs assessment that “the definition of need is the basis of any needs assessment”. Need has been defined in various ways by different scholars. In order to successfully carry out a need analysis research, the important term ‘need’ is to be clarified.

First, the term of needs is defined as human needs. According to Maslow (1954), there is a hierarchy of human needs based on two groupings: *deficiency needs* or *basic needs* and *growth needs* or *meta needs* (See Figure 2.1). Each of the *deficiency needs* or *basic needs* (psychological, safety, belongingness and love, and esteem) must be met before moving to the next level, the *growth needs* or *meta needs*. The *growth needs* include cognitive, esthetic, self-actualization and self-transcendence needs. In this study, needs refers to cognitive needs that are the needs to know, to learn, and to explore information, which are English language skills for immigrants working for Thai restaurants in Seattle.

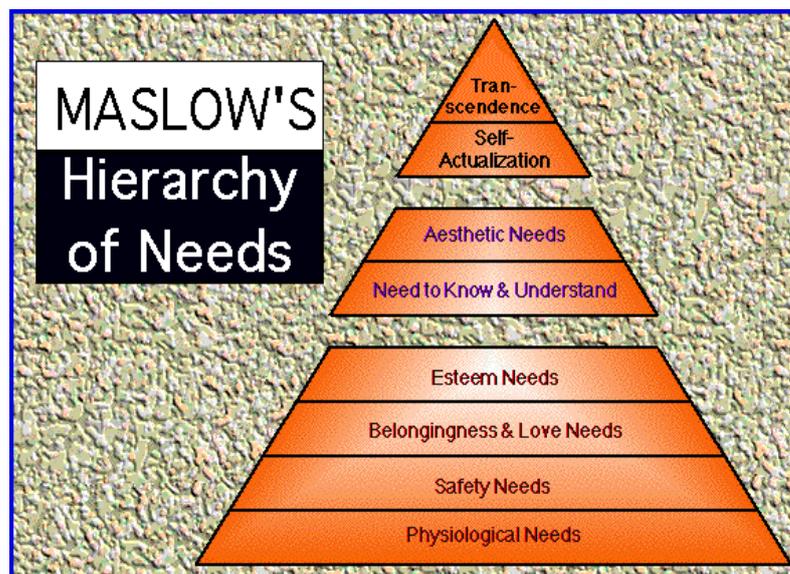


Figure 2.1 Hierachy of Needs

Source: Maslow (1954)

Secondly, needs are described as “*objective needs*” and “*subjective needs*” (Brindley, 1984; Quinn, 1985 cited in Johnson, 1989). *Objective needs* refer to needs deriving from different kinds of factual information about learners, their use of language in real life communicative situations, their language proficiency, and their language difficulties. *Subjective needs* refer to the cognitive and affective needs of learners in the learning situation, comprised of personality, confidence, attitudes, wants, and expectation from learning.

Next, Hutchinson and Waters (1987: 54) consider needs as the ability to produce linguistic features of the target situation in language-centered approach. Hutchinson and Waters (1993) extend the meaning of needs by categorizing needs as “*target needs*” and “*learning needs*”. They classify target needs into “*necessities*”, “*wants*”, and “*lacks*”. “*Necessities*” is the needs determined by the demand of the target situations, i.e., what the learner needs to know in order to function effectively in the target situation). “*Wants*” refers to the learners’ view of what they would like to know and to gain from the language training which sometimes conflicts with the perceptions of teacher or sponsors. “*Lacks*” is defined as what knowledge the learner

needs to know or has already known in order to master the language functions needed in the target situation. Learning needs is defined as the process of the learner being able to move from lacks (the initial point) to necessities (the destination). They claim that knowledge, skills, strategies, and motivation in learning are primary importance for learners. In this study, needs refer to target needs, specifically defined as “*necessities*”, the demand to use English in the target situation.

Fourthly, Brindley (1989: 65) defines needs in second language learning as “the gap between what is and what should be”. This gap is explained as a measurable discrepancy between a current state of affairs and a desired future state (Berwick, 1989:52)

Another interpretation of needs is explained by Berwick (1989). He provides the distinction of needs into ‘felt’ needs and ‘perceived’ needs. He claims that it is a useful distinction that the source of needs can be located and provides the balance between learner-centered and teacher-centered inputs into the planning process. ‘Felt’ needs refer to the needs of learners, an individual’s desired future state that can be viewed as ‘wants’ or ‘desires’. ‘Perceived’ needs derive from the judgments of the certified experts in education. This type of needs is expressed as a range from sensitive consideration of learners’ statements about themselves to largely insensitive prescriptions about learners who are under control of an educational despot.

Lastly, needs are divided into *academic needs* and *jobs needs* (MacKay, 1978). *Academic needs* emphasize English as a requirement for further academic study, e.g., engineering students require English in order to understand their lectures and read books in English. In *job needs*, English is required to perform particular functions, e.g., pilots are required to use English for reading flying manuals and communicating in their jobs. In this study, needs for workers are defined as *job needs*, where English language skills are required to perform their food service functions at Thai restaurants in America.

In conclusion, the meanings of needs in this study are cognitive needs: needs to know English language for their restaurant job, subjective needs: needs derive from learners and their factors around them, target needs: necessities that are demand by their job functions, ‘felt’ needs: the desires for ability to perform their task in English language in the future, and job needs: needs for food service workers to perform their task in English language in the English speaking country.

Definitions of Needs Analysis

In a linguistics context, the term “needs analysis” or “needs assessment” is defined in various ways from different viewpoints by many practitioners.

Brumfit and Roberts (1987) claim that needs analysis is an investigation, in the light of specification of the tasks. A learner and a group of learners are required to perform in the target language that needs to be learned in order to bring about proficiency in these particular tasks.

Nunan (1988) defines needs analysis as a set of procedures for specifying the parameters of a course of study. The parameters include the criteria and rationale of grouping learners, the selection and sequencing of the course content, methodology and course length, intensity, and duration.

Brindley (1989) states that needs and needs analysis can be seen in a narrow or broad interpretation. In a narrow interpretation, learner needs is seen in terms of the language they have to use in a particular language situation; therefore, needs analysis is the process of finding out as much as possible before learning begins about the learners’ future language use. From a broader view, needs analysis means the process of trying to identify and take into account a multiplicity of affective and cognitive variables which affect learning, e.g., attitudes, motivation, wants, expectations, and learning styles.

In another definition of needs analysis, Richard and Platt (1992: 242) describe needs analysis as the process of determining the needs for which a learner or a group of learners requires a language and arranging the needs according to priorities.

According to various interpretations of needs analysis, all scholars focus on similar reasons that learners need to learn a foreign language and language teaching professionals would cater for the specific needs of the learners. In this study, needs analysis is a method or an instrument used to find English language skills that the immigrant workers need for their job tasks in the Thai restaurants in Seattle.

Needs Analysis Frameworks

There has been much development of the communicative approach using needs analysis to assess the needs of a language for the learners or a group of learners. Many ESP practitioners have used needs analysis as a tool for designing language curriculum and for planning the industrial training for many years. The objective of an ESP course is the successful performance in the occupation or the education that learners are required to function using specific English language skills. The analysis of the learners needs is the basis for establishing a language course, for example, an initial pre-course analysis for establishing the course structure and content. Hutchison and Waters (1987) indicate that the purpose of an ESP course is to enable the learners to function adequately in a situation, that the learners would use the language that they learn. In order to lead to the goals, the outcomes, and the instructions of the course, needs analysis is the most important first stage in designing any ESP course.

Richterich (1972) introduces an approach for establishing the learners' communicative requirements for their future use of language. The approach is based on a set of categories to sort information from setting, from participants, and from the language components in order to define the content and objectives of the learners' program. Trim (1980, cited in Berwick 1989) affirms that the extraordinary number of possible combinations of information-gathering categories and subcategories in Richerich's early model. They help guiding practitioners of needs analysis to organize

data-collection into three basic information categories: 1) identification by the learner of his needs, 2) identification of the learner's needs by the teaching establishment, and 3) identification of the learners' needs by the user-institution. Chamber (1980), farther, discusses about "Target Situational Analysis" (TSA) for identifying Language for Specific Purpose (LSP) in response to the educational and the occupational demands. TSA emphasizes on the nature and effect of target language communication in particular situations. Moreover, it focuses needs as 'objectives' for learners in which needs are described by the learners who face instruction. The most influential model in TSA is Munby's Communicative Needs Processor which includes the evidence from the factors surround the learners and from researcher resources, such as observation and interviews. (See Figure 2.2)

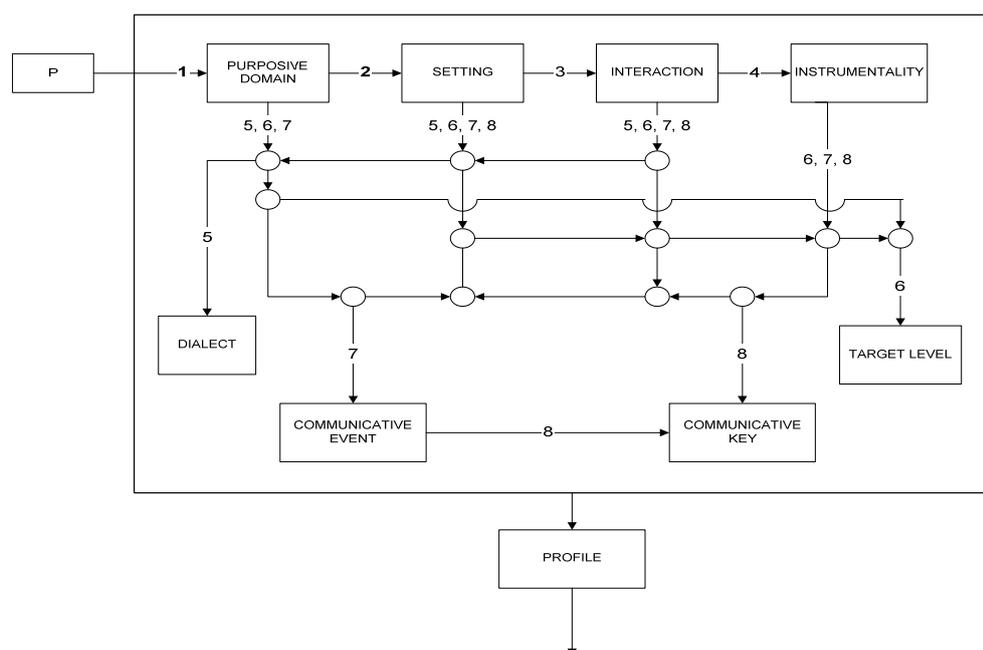


Figure 2.2 Communicative Needs Processor (CNP)

Source: Munby's (1978)

Munby explains that the selection of instructional materials is based on a systematic analysis of the learners' needs for the target language as different people learn a foreign language for different purposes to do different things. Munby's model

offers the question checklists for carrying out a needs analysis. It serves as an analytical tool for creating the accurate profiles of the learners' need in order to form the specific course syllabus. Nunan (1988) suggests that this model developed by Munby providing the most sophisticated application in a needs analysis. It is a mechanism for the interpretation of specific language learning needs which is the most practical problem any need analysis researcher encounter (Berwick, 1989). There are nine elements needed to be collected in order to design the course for language learners as follows.

1. Participants – the person taking part in an act of communication involving a foreign language and the relevant base-line data on the person can be obtained under the following headings:

1.1) *Identity*: learner's age, sex, nationality, and place of residence.

1.2) *Language*: mother tongue (L1), target language (L2), present level of target language, other known language (L2), extent command (in broad term) of L2.

2. Purposive Domain- the parameter to classify the type of ESP whether the required target language is for occupational or for educational purpose.

2.1) If *occupational*, will it be pre-experience or post-experience ESP?

2.2) If *educational*, will it be discipline-based or a school subject ESP?

2.2.1 If discipline-based, will it be pre-study or in-study ESP?

2.2.2 If school subject, will it be independent or integrated ESP?

3. Setting – the situation variable that refers to the time and place of the communication. This parameter is categorized as physical and psychosocial setting:

3.1) *Physical setting*: spatial (where participant needs to use English)

3.1.1 Location e.g. country, town, en route

3.1.2 Place of work (occupational) e.g. restaurant, shop, school, hospital, police station, night club

3.1.3 Place of study and study setting e.g. university, lecture room, seminar

3.1.4 Other places

3.1.5 Size of institution e.g. small, medium, large

3.1.6 Scale of use e.g. internationally, nationally, locally

3.2) *Physical setting*: temporal

3.2.1 Point of time – When is English required most?

3.2.2 Duration – How many hours per day/ week is English required?

3.2.3 Frequency – Is English required regularly/ often / occasionally/ seldom?

3.3) *Psychosocial setting*: the different types of environment in which the target language will be used e.g. culturally similar or different, intellectual or non-intellectual, urban or rural, demanding or undemanding.

4. Interaction: the situational variable that identifies the other participants with whom the input communicates in the target language and the social relationships between participants. The instructions for processing the required information are as following components:

4.1) *Position*: state the position of participants by reference to educational or occupational purpose e.g. university lecturer/ teacher

4.2) *Role set*: identify the target language role-set by taking account of the physical setting, especially location and place of work/ study.

4.3) *Roles-set identity*: identify particulars for each member of the target language role-set in terms of following: number, age-group, sex, nationality

4.4) *Social relationships*: determine the role relationships by taking into account of identity domain, and setting. E.g. adult- adult (teacher-student), professional- professional (teacher- other teachers/ visitors), native – non-native (teacher- other teachers/ visitors)

5. Instrumentality: this parameter concerns with identifying constraints on the input of medium, mode, and channel of communication that particular participant requires.

5.1) *Medium of communication (verbal)*: the distinction of participant's communication in the target language between the spoken or the written medium or the communication taking place in both medium. The type of command and required medium is selected from the following: spoken: receptive, spoken: productive, written: receptive, and written: productive

5.2) *Mode of communication*: the distinctions concerning the nature of the participants between the parties to the communication that can be specified by either 'monologue' or 'dialogue'. The distinctions are sub-categorized as following: monologue, spoken to be heard, monologue, spoken to be written, monologue, written to be read, monologue, written to be read as if heard, monologue, written to be spoken, monologue, written to be spoken as if not written, dialogue, spoken to be heard, dialogue, written to be read, dialogue, written to be read as if heard, dialogue, written to be spoken, dialogue, written to be spoken as if not written

5.3) *Channel of communication*: the channel through which the communication in the target language will take place that may be bilateral or unilateral, simultaneous or at a time, and live or recorded. The subcategories of channel are specified as follows: face-to-face (bilateral), telephone, radio contact, print (bilateral), face-to-face (unilateral), public address system, radio (live relay), television (live relay), disc, tape (audio/video), film, and print (unilateral)

6. Dialect: this parameter concerns the dialect of the target language as part of a participant's communicative requirements which he/she will have to command receptively and productively. There are three dimensions of dialect as follows:

6.1) *Regional dialect:* (geographical dialect) the largest dimension that affects all participants e.g. British English, American English , New Zealand English

6.2) *Social-class dialect:* the relevant input information is derived from purposive domain and interaction e.g. upper class English, middle class English, working-class English

6.3) *Temporal dialect:* this dialect is significant to participants needing English to study English literature or history texts, or to act in plays. This dialect is classified into old, middle, and modern English.

7. Target Level: the function of target level is to act as reference points in the development of learning programs for specific categories of learners. The participant's target level of command should be stated in terms that will guide the subsequent processing of that particular profile of needs into the communicative competence specification. The characteristics of target level that related to verbal medium may be postulated in six dimensions level and five conditions on these dimensions.

7.1) *Dimensions:* the size and complexity of the utterance or text, the range and delicacy of the forms, micro-functions and macro-skills, and the speed and flexibility of communication.

7.2) *Conditions:* Tolerance of error (linguistic), stylistic failure, reference (to dictionary/ addressee), repetition (re-read/ ask for repeat), and hesitancy (lack of fluency).

8. Communicative Event: what the participant has to be able to do, receptively or productively. The derivational sources for events are from the following variables: the nature of the participant's work (occupational purpose or

educational purpose), physical setting, role-set, and instrumentality (medium, mode and channel of communication. The main and other communicative events that participant required to do is stated, then each events is specified for its activities and subject matter.

9. Communicative Key: It is how participant does the activities comprising an event (what participant does). The communicative key is the list of activities which the participant needs to handle, to be able to produce, recognize, and understand. The derivational sources of communicative key are as followings: the participant's identity, role-set identity, social relationships, the psychosocial setting, and the nature and size of the participation.

The needs in English skills vary by the type of language required by the learners' needs for the specific purposes and their proficiency. In order to design an effective language course for an occupational purpose, it is necessary to undergo research on what circumstances the learners are going to use their skills. Moreover, the effective research is best conducted with an involvement of personnel in the workplace, in real life situations. In other words, English language needs for the workplace such as Thai restaurants are viewed as necessities (target needs) dealing with what the Thai immigrant workers need to do to function effectively in the real target situations (the real workplace situations or at the restaurants).

This study is conducted according to the interpretation of needs as "cognitive needs" in Maslow (1954) that is the workers' need to learn the required skills and "subjective needs" (Brindley, 1984; Quinn, 1985 cited in Johnson, 1989) which takes into account of learners' cognition and affection, such as attitudes and expectation toward English language needs for their job. The researcher emphasizes needs as necessities (*target needs*) of what workers have to do in order to perform effective functions (*target situations*) in their workplace. The main concern of this study is an analysis of English language needs as the target needs of restaurant topics for workers who already have job skills and presumably fair amount of English language skills to work in an English speaking country. Therefore, aspect of their learning needs is not investigated. As for this study, the combined conceptual frameworks of needs analysis

are used as the appropriate approach by focusing the profile of needs designed of Munby's model (1978).

The Significance of English-only Laws in the Workplace to the Immigrants

De Valle (2003) stated that English literacy is the language policy that has been used as a tool to shape the immigration policy in the U.S. According to the United States Constitution, applicants for citizenship are required to be able to "understand" the English language, unless otherwise exempted for age (elderly) or incapable due to mental or physical impairment to meet the literacy test. Understanding English language is defined in the Constitution as "the ability to read, to write, and to speak words in ordinary usage of English language". Despite the language policy, little effect has resulted on the influx of immigration. The high rate of immigrants at the end of the twentieth century affects employment laws and policies, especially to the new discrimination employment practices as "English-Only rules in the workplace". Immigrant workers with limited English skills have to deal with tensions to thrive in this English-speaking country. However, having a foreign accent does not involve in this issue of language rights. Allport (2005) marked that the United States never formally made English its official language of government, however, at the local level; it has been given some kind of official ranking in 23 states. Further, the point behind an English-only law for government would be to create a common public vernacular available to all citizens on an equal basis. Using of foreign languages in private life would be unaffected by an Official English law.

At least 28 states have passed the law; English as an official state language, since 1995 and the English-only policies are adopted by employers throughout those states. The employers must ensure that the English-only rules in the workplace comply with both federal and state laws. The Equal Employment Opportunities Commission (EEOC) provides the guidelines and instructions for the English-only policies in the workplace conflicting Title VII of the Civil Rights Act of 1964, section 13. This permits the employers to adopt English-only rules if justified by "business necessity." Employers may justify these rules for various claims: (1) to promote

safety in emergency situations and efficiency of multilingual workers when using only English; (2) to enable English speaker manager or supervisor to monitor performance; (3) to establish harmony among workers and (4) to ensure customer satisfaction. Some workers may adopt the restriction of language as rules promote profitability of workplace, while some workers may leave to the workplace that does not impose the rules, and not all immigrant workers are able to adapt to this practice.

Many workplaces in many states have imposed these rules such as restaurants, stores, hospitals etc. The extent of restriction is applied to not only between workers and workers, but also between the workers and the customers. Some of the workplace, for example, asks their customers to request the services from the workers in only English. The appropriate time to use only English in the workplace is applied as strict as when workers are on the clock, with exemption at break-time, and for only work related conversations. In reality, it is not practical because conversations are unconsciously mixed of work and private matters.

This language restriction has the greater impact on the limited-speakers of English than the bilinguals. The former are the first generation immigrants who were granted a permanent residence with privileges regardless of their English ability and education prior to their migrations. The INS report (the Immigration and Naturalization Service) shows that only 15 percent of the amnestied illegal alien population in the late 1980s spoke English. The latter are the second generation immigrants who are equally fluent in both their mother tongue language and English language. The U.S. Census Bureau shows that most foreign-born workers work in the service industries, the assembly factories, constructions, mechanics and repairs business which are considered blue collar jobs with lower incomes. Some research claims a close relationship of the immigrants' English ability to their incomes.

Allport emphasized that it is rarely to get positive acknowledgements about immigrants from the citizens. They depict immigrants in displacing their jobs, accepting lower paid works, increasing taxes, and sharing public services such as schools, health services that are theirs. For legal immigrants, accepting lower paid

jobs is claimed as a result of their limited English which enable them to work in higher pay jobs that require English skills. Hence, improving workplace English skills is deemed necessary for the immigrants to get the job, to keep the job and to thrive on the job. It provides a chance to advance in their current job, to enter the different job that pays more, and to get a job using their former degrees from home country. The illegal immigrants with a high English proficiency, in the future, could benefit from amnesty, as English has been an essential requirement of naturalization (becoming of a citizenship). Whether immigrant workers seek for citizenship or just hold a temporary working-permit, they will need to learn English in order to cope with the compilation of the English-only laws in the workplace.

English-only rules in the workplace focus mainly on English speaking skills; however, other English language skills are not less significant for immigrants working in an English speaking country. Much research reveals the close relationship between the immigrants' well-being and their English proficiency and literacy. The higher English skills the immigrants have the better living-condition they have.

The controversies between the employers and their employees about English-only rules in the workplace result in many lawsuits. Private companies have tried to implement English-only rules on work promises and have disciplined employees for breaking these restrictions. Some staff success in fighting in the courtroom (Allport, 2005).

The restriction use of language laws in the workplace is significant to the being of the immigrant workers who use English as a second language. They need to be prepared if the states they live and work implement the laws. The laws give the right to the employers to demand their workers to use only English to communicate during work if they justify the business necessity and safety for the workplace. Therefore, the immigrant workers may need to seek additional English training to improve their English proficiency to the expected level of the laws.

Types of Food Service

There are many types of establishment that provide food service ranging from a small unit such as a food stall and a kiosk, to a large operation such as a hotel that has a variety of ethnic outlet restaurants. Ravinderjit (2002) classifies the types of food service as follows:

1) *Plate or American Service*: the simplest form of service that food is assembled on customers' plates and served to them at the table. As the service is quick and the table turnover is high, it is essential to have many kitchen helpers and fewer workers in the customer-service area.

2) *Full silver/Russian service*: The food is collected from the kitchen by the servers and placed on the hotplate or the sideboard before being served to the customers on the plate. Service tends to be slow and to be done in perfection. This service can be found in the high-end restaurants where the skilled staffs are required.

3) *Semi-silver/ Combined silver and plate service*:_The main food items are put in customers' plates and the rest is served by server. This type of service is often practiced in the premium class of the airline service.

4) *French service*: It is a personalized service which a server presents dishes to the customers to help themselves giving the opportunity for a server to explain the composition of the dishes.

5) *Guerdon service*: This is a high class service that can be found in the French and the Japanese restaurants where two servers are required for a table. They first take orders, bring to kitchen, and serve dishes by showing their skills in carving, cooking, and flambéing using a side-table or a trolley.

6) *Cafeteria/ Counter service*: Customers, with trays, choose their dishes from a counter, and then pay the cashier. This type of service is found in education institutions, factories, and places serving a large number of customers.

7) *Buffet service*: A wide array of dishes is prepared and kept warm on the warmer displaying on the table for customers to line up to serve themselves. Servers may only assist to provide drinks at the table and monitor the foods condition.

8) *Carvery service*: Customers help themselves at chef's table for the main course. Servers would bring appetizers, desserts, and beverages to table.

9) *Single service*: Hot and cold foods or drinks are available at vending machines. Customers insert money to the machine, make selection, and collect the items through the dispensing outlet. This service is found in many public places e.g. the airport, railway station and private places for the conveniences of the residence.

10) *Fast food service*: This type of food service is the most popular service in the world today. Many chains and franchises cater food under this concept e.g. McDonald, KFC, and Pizza Hut. Customers demand for quick and efficiency. They have less demand in personalized service than other type of food service.

Most Thai restaurants in Seattle use this service type especially those located in the central business areas. The restaurant prime times are at lunch and dinner services. Most customers expect quick and efficient service. They need to return to the workplace soon after the meals, or they can stop by quickly to pick their orders up to return to their workplaces or homes. The frontline staff at the restaurant requires being ready to serve efficiently and effectively. Their level of English must be communicative enough to deliver excellent service.

Organization of Restaurants

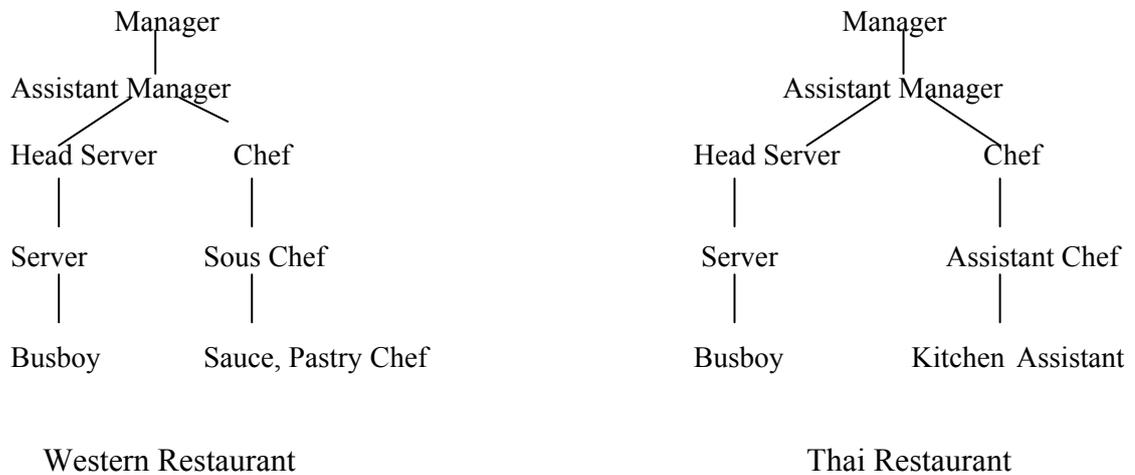


Figure 2.3 Organizations of Restaurants

Source: Ravinderjit (2002)

Restaurant Manager is usually the heading of the organization chart. He or she often is an owner of the restaurant, however, in some restaurant, the chef or head chef owns the place himself. Organization charts vary from place to place. (See Figure2.3)

Positions of the Restaurant workers

Manager: The head of the chart supervises the back of the house; the kitchen staff and the front-line service; the customer-service area. The manger edits the menus and fixes the prices of dishes. He discusses the customers' needs for in-house or catering arrangements outside the restaurant. He is in chart of the overall aspects of the restaurant operation. In some restaurant, an assistant manager reports to the manager and acts to the manger position during his absence.

Head server or head waiter/ waitress: He/ She reports directly to the manager, looks after all the servers, and takes care of any complaints or problems that may arise in daily basis. If shortage of server, he/she may cover as a server.

Servers or waiters/waitresses: There are duties to be done prior the service time, for example, checking for reservation status and monitoring the cleanness and tidiness of the service areas. They welcome customers upon arrival (if there is no host/ hostess position), check for reservation (if required), escort them to the table, and offer recommendations of the foods or the beverages. They take orders from the customers, place the orders to the kitchen, and bring the drinks and the foods to the table. After the meal, the servers work as the cashiers assisting customers with their payment.

Busboys: Their functions are to clear and to set tables, to keep tableware on the sideboard, to serve drinks, and to refill water. They usually assist the servers in most functions when serving customers, but not in taking food orders.

In some restaurant, there may be a barman or a bartender who is in charge of the drink area, otherwise the servers or the busboys perform this duty.

Chef(s)/ Head chef: The head of the kitchen is the chef who supervises the foods preparation, cooking, and presentation of the dishes. The number of staffs in the kitchen depends on the type of foodservice and the size of an establishment. The head chef may have many people working under him/her, for Example, a Sous chef (assistant chef), a sauce cook, a fish cook, and a pastry chef. Most Thai restaurants have their cooks under a head chef.

Cleaner/ Dishwasher/ Janitor: This important position is excluded from the organization chart, but it is essential to the cleanness of the restaurant. He/ she takes care of the cleanness and sanitation of the kitchen tools, dinning glasses and dishes, the whole service areas, for example, the dining room and the restrooms, and the operation areas, such as the bar, the kitchen, and the storeroom.

In this study, the research focuses on the front-line staffs in the operating level, such as the servers, the cashiers, the hosts, and the busboys. Therefore, the manager is excluded. The managers usually have high proficiency of English. The

Thai workers in most Thai restaurant in the U.S. usually work in the front-line position, whereas the workers in the back of the house are multinational.

The Feature of English for Restaurant Workers

The description of job tasks in the restaurants is derived from various sources, for example, from the books “*International Hotel English*” written by Adamson (1943); “*Workplace English*” written by Timpa (2006); “*English for the Hotel and Catering Industry*” written by Stott (2004) and “*English for Restaurants*” written by Ravinderjit (2002). Another source is descriptive functions provided by the restaurants personnel during the observation and interviews.

1. Listening skills include the followings:

- 1.1 Listening to face-to-face conversations
- 1.2 Listening to telephone conversations
- 1.3 Listening to verbal instructions
- 1.4 Listening to food order, food related
- 1.5 Listening to reservation details
- 1.6 Listening to customers’ specific request
- 1.7 Listening to sanitation and safety briefing
- 1.8 Listening to spoken discourse on restaurant topic

2. Speaking skills include the following:

- 2.1 Conducting face-to-face conversations with customers, suppliers, government agents, and co-workers
- 2.2 Conducting telephone conversations
- 2.3 Discussing job duties
- 2.4 Greeting and receiving customers
- 2.5 Answering questions and explaining about Thai food, ingredients, sanitation, and safety
- 2.6 Taking reservations and specific request
- 2.7 Taking and repeating food orders

- 2.8 Explaining food handling procedures to health inspectors
- 2.9 Giving details about restaurant's location and business hours
- 2.10 Negotiating for mutual understanding

3. Reading skills at comprehend level: understanding the following texts:

- 3.1 Menus
- 3.2 Order tickets placed by waiters
- 3.3 Faxes for food order
- 3.4 Labels related to food service
- 3.5 Sanitation and safety posts
- 3.6 Notice board
- 3.7 Serve-safe license examination
- 3.8 Job memos
- 3.9 Contracts
- 3.10 Payroll form and check

4. Writing skills include the following:

- 4.1 Taking notes from face-to-face conversations
- 4.2 Taking notes from telephone conversations
- 4.3 Taking food orders from customers
- 4.4 Editing menu
- 4.5 Filling forms related to work
- 4.6 Placing order to suppliers
- 4.7 Editing announcements for special events or opening hours
- 4.8 Editing gift vouchers

5. Vocabulary knowledge in food services includes the following:

- 5.1 Words about ingredients
- 5.2 Thai food names
- 5.3 Words about beverages
- 5.4 Words about cooking

5.5 Words about safety and sanitation

5.6 Words related to employment

5.7 Words related to restaurant equipments and tools

The instrument used in this study was constructed and developed under the guidelines of English language functions in the hotels, the catering services, and the restaurant services to form the set of questionnaires.

Previous Related Studies

Previous Studies on English for Occupational Purposes

Aunruen (2005) conducted a needs analysis of English for travel agents in Chiang Mai. Her study was to explore the present needs of travel agents in Chiang Mai for the English Language in four skills and problems the travel agents encountered in doing their jobs. The study revealed that all four skills were needed of which speaking skill was needed the most as this particular skill was required most at their work.

Chew (2005) conducted an investigation in English language skills of the new hires in banks in Hong Kong. The research aimed to determine the proportion of the employee communicative functions in both in Cantonese and in English and the frequency of English being used. It also determined the difficulty of employees encountered in their tasks and reasons for their interest in having to take additional language training to improve job functions.

Li So-mui and Mead (2000) conducted an analysis of communication demand of English in the workplace - the textile and clothing businesses. The study was to examine the needs of English used by personnel working in the textile and clothing businesses particularly the communication of the merchandisers, the buyers, suppliers, and the manufacturers in the international marketplace. It revealed that the staff needed to use English written discourse through facsimile when communicating with their customers.

Malison (2006) did research on English Language Needs of Thai Students as participants in the Work and Travel in USA Program in 2005. Her study showed that students realized the important of English skills for their communication with their employers, colleagues, and customers which listening skills required most.

Sarjit and Lee (2006) investigated the workplace oral communication needs in English among IT graduates. The study claimed that effective oral communication skills in English were important to IT graduates in any workplace context as they increased chances of employees' employability and enhanced work performance.

Stapa (2004) studied the current language needs of graduate students in universities and colleges, especially in the area of writing skills for hotel management and tourism students. The study aimed to equip students' essential writing skills to be ready to enter their career. The findings stated that the three colleges provide the subjects involved with specific needs in the writing English; however, students needed to master certain type of writing skills in order to perform duties in the workplace. In order to ensure effective learning to prepare students for real work, many areas in the subject need to balance EOP and general English language proficiency for students.

Research Methods used in Previous Studies of Needs analysis

From the previous studies reviewed earlier, the researchers applied various methods in conducting needs analysis and tools to gather the information about needs. The method design depends on the time, the resources available, and the purpose of the study. Byram (2000) explained that "needs analysis involves the collection, before and during, both objective and subjective information." The procedures in collecting data include questionnaires to the learners and the people in the context of the language used the structured interviews which questions are related to the language needs, the group discussion, an authentic spoken and written text, the language test and the assessments, and the case studies of the individual learners.

The review of previous studies has shown that the most popular research method in needs analysis was the questionnaires, used by many researchers such as Li So-mui and Mead (2000), Stapa (2004), Aunruen (2005), Chew (2005), Malison (2006), and Sarjit and Lee (2006). Nevertheless, only Stapa (2004) and Aunruen (2005) used questionnaire as the only method, whereas other researcher employed a combination of methods for collecting data in needs analysis. For instance, Chew (2005), Malison (2006), and Sarjit and Lee (2006) conducted a thorough needs analysis based on both questionnaire and interviews. Li So-mui and Mead (2000) collected data by using multiple methods, such as the questionnaires, the telephone interviews, the analyzing correspondences, and the observations by visiting the workplace.

In this study, the questionnaires were used to gather data. Questionnaires gave advantage for researcher to reach the target participants, Thai immigrants who strongly concern in their confidentiality of their working and residential status. The methods were to provide privacy for participants and to obtain only information on English language needs and problems in their work practice. The questionnaires were instructed and developed by implying observation method by shadowing workers at the workplace and unstructured-interviewing participants for information about their needs and problems using English language at the restaurant. The descriptive details of the research methodology were discussed in the next chapter.

This chapter has discussed definitions of key terms and related conceptual frameworks. The significance of English-only laws in the workplace to the immigrants, the types of food service, the organization of restaurants, and the features of English language skills for the restaurant workers have been presented. A review of previous related studies has been provided in terms of the related topic and the research methods in this study. The review has provided the basis for the design of the topic and the research method of the present study, which will be elaborated in followi

CHAPTER III

RESEARCH METHODOLOGY

This chapter reviews different approaches used in needs analysis studies and describes the research methods employed in this study. The chapter consists of six parts. The first part represents once again the objectives of the study and research questions. Then, the research design employed in this study is described. Next, the sampling procedures and methods used in this study are explained. The fourth part deals with the data collection methods and procedure as well as explains the verifications of research methods and findings in this study. Data analysis is discussed in the following part, followed by ethical concerns in this study.

Objectives of the Study and Research Questions

This study aims to identify the needs of English of Thai front-line workers of Thai restaurants and their problems in using English at work. It intends to answer two research questions: 1) what are the needs in English language of Thai frontline workers for their work at Thai restaurants in Seattle? and 2) what are the problems of immigrant workers when using English at their work? It is anticipated that the findings will reveal useful information for non-native speakers of English working in Thai restaurants (or anyone in similar background and situations) in pursuing additional English language training in order to be ready, whenever, English-only rules at the workplace is implemented. Consequently, they will be able to improve their job performance, to keep and stay in their jobs, and to advance professionally. In correspondence with the research questions, two research objectives are formed.

Research Design

This present study utilized a quantitative approach by which a survey technique was mainly used to identify the English language needs of Thai immigrants working at Thai restaurants in Seattle and their problems using English at their

workplaces. For this study, a set of questionnaire was constructed by researcher and used as the instrument to collect data from the respondents. Utilizing qualitative approach both unstructured- interview and staff-shadowing observation were designed to gain insightful information from the workers in order to design the questionnaire for the study.

Sampling Procedures

The heart of survey research is the selection of a sample that can represent its population. Graziano and Raulin(2007) state that one of the most important factors in conducting surveys is obtaining an adequate sample. If the sample is carefully and properly drawn, the findings can be generalized from the sample to its population. It means the researcher can draw strong and confident conclusions about the population. However, if the calculated sample size was greater than the population, it is recommended to use the whole population of the study.

As for this study, the researcher used the whole population because of the following reasons: the actual population was infinite and the calculated sample size was greater than the estimation of the population. The details of the infinite population, the calculation of the sample size, and the estimation of the population would be elaborated in the following part. In order to gain access and reach the respondents, the researcher applied the snowball sampling method in this study.

Snowball Sampling Method: The Network or referral mechanism is the sampling process of this design. It is useful when little to nothing is known about the group or organization of the study, as contact is only specifically among the insider or member of group. The people in the group or organization do not always want to be identified for their social status and personal reasons; therefore, it is essential to use networks from a few known members. Information is collected from them, who then are asked to identify other members of the group. Those identified become the basis of further data collection until the required number of the sample has been reached. (See Figure 3.1)

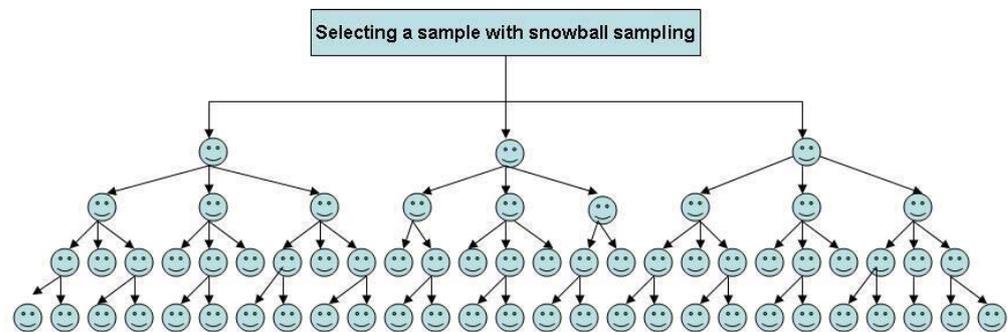


Figure 3.1: Snowball Sampling

Source: Kumer (2005)

The Population of the Study

The population of the study was the Thai immigrants working as the frontline staff workers (waiters, waitresses, bussers, cashiers, and hosts) in all of 85 Thai restaurants in Seattle, Washington. The researcher selected only Thai restaurants owned or partnered by Thais and employed Thai immigrants. The information about Thai restaurants was drawn from two sources. One source was the website of CTKW (the Center for Thai Kitchen to the World) the government agency which proactively works as one-stop-service strategic consultant for Thai food business. The other source was the reference-America, an information agency, retrieved online through data base of Seattle Public Library. The name list was then updated by crosschecking names with Thai workers and verified by making the phone calls and paying personal visits to each restaurant. The final list of Thai restaurants had been completed by May 31, 2008 before the survey was piloted. A few Thai restaurants had changed their owners, while some had changed to the type of business into selling other ethnic foods. The actual number of Thai workers in Thai restaurants was not recorded because they were both documented and undocumented, meaning some Thai workers were with and without a working-permit. The population was, therefore, infinite.

However, the researcher used the data from the reference-America to calculate the possible number of the frontline staff members based on the entire employees of

each restaurant. Thai restaurants in Seattle usually used the same proportion of the back of the house (the kitchen team and the cleaners) and the frontline staff workers. It was likely that the number of the frontline staff is slightly less than the back of the house. The maximum frontline staff members working in the restaurants in Seattle was approximately 240 (see appendix D).

Determine the Desired Sample Size

In order to identify a proper sample size, the researcher had to find the appropriate number of participants for the study by using Cochran's formulation (Cochran, 1963: 75). For this research, the level of confidence at 95 % and sampling error to tolerance at 5% (or the level of precision is ± 0.05) were selected.

$$n = \frac{Z^2 pq}{e^2} \longrightarrow n = \frac{(1.96)^2 (0.5)(0.5)}{(0.05)^2} = 385 \text{ workers}$$

n = the number of participants

α = 0.05 (Alpha) therefore $Z = 1.96$ (level of confidence 95%)

p = the maximum variable 0.5

q = $1 - p$ ($1 - 0.5 = 0.5$)

e = error to tolerance or the level of precision ± 0.05

According to the calculation, the sample size of population of the study should be 385 immigrant workers from 85 Thai restaurants in Seattle. However, based on the estimation of the frontline staff members of 240, it was not possible to identify the member of the staff in the population. Therefore, the researcher intended to use all 85 restaurants and to reach as many as respondents possible. It was hoped that the number of respondents would be close to the estimated number.

The next step was to select the sample for the study. According to the confidentiality of the respondents' legal status, the method of referral or snowball sampling (See Figure 3.1) was chosen to identify and access the target group of immigrants working for Thai restaurants. The sample was taken initially using referral mechanism of the manager from the pilot study's restaurants. The number of

questionnaires for the respondents (Thai front-line staff) was based on the number informed by the manager or the head-server of each Thai restaurant. The selection of the respondents was on voluntary basis. The sample was selected from each workplace to the next referral workplace until all 85 Thai restaurants were reached.

Data Collection Methods

There are various methods that can be employed to elicit data in a needs analysis as discussed in a review of previous studies (See Chapter 2). Michalak and Yager (1979) suggest techniques of needs analysis that can be used to determine training needs within any organizations, including individual interviews, group interviews, questionnaires or survey, force-field analysis, a critical- incident technique, and a behavioral scales method.

The appropriate methods or instruments for a study are dependent on available time and resources, as well as, the accessibility for each procedure. Kumar (2005: 119) states that none of the methods of data collection provides 100 percent accurate and reliable information. According to the previous related studies in the previous chapter, the commonly used techniques in conducting a need analysis are questionnaire, interview, and observation, which have been used in combination in many studies. This study also combined these three common methods:

Interview is person-to-person interaction between two or more individuals with a specific purpose in mind. Interview can be informal; questions about the issues are formulated during the interview. It can also be formal where questions are decided for a researcher to strictly follow. There are considered to be two types of interviews: *unstructured* and *structured interviews*. The former provides complete freedom for a researcher in terms of content and structure under the specific topic; hence, the researcher can elicit in-depth information for constructing a structured research instrument. The problem of unstructured interview is the freedom can introduce researcher bias in the study. In a *structured interview*, the set of predetermined questions is asked by a researcher in the exact wording and order of questions as

specific in the interview schedule. This type of interview provides uniform information, assuring the comparability of data, and requires fewer interviewing skills than unstructured interviewing.

Observation is a purposeful, systematic, and selective way of watching and listening to an interaction or phenomenon as it takes place. The appropriate situations to employ this method are, for examples, to learn about the interaction of the group (non-native speakers of English working in Thai restaurants), to study the dietary pattern of school children and to ascertain the functions performed by a worker. It is a useful method when accurate information cannot be elicited from questioning because the participants engage in duty and unable to provide objective information. However, observation method has disadvantages: the possibility of observer bias, the unnatural observed behaviors, and the misinterpretation from subjective observation. There are two types of observation: *participant* and *non-participant observation*. The distinction is the manner of the researcher to get involved in participants' activities during observation or not.

Questionnaire is a set of written list of questions and the answers to which are recorded by the respondents. The questionnaire relies on the ability to read the questions of respondents, to comprehend and interpret what is expected and write down or mark the answers. This method accounts for the quality of the questions and the strength of the readers as there is no one to explain the meaning of the questions to the respondents. It is important that the questions are clear and easy to understand. If there is a sensitive question in the questionnaire, it should be prefaced by statement explaining the relevance of the question. The questionnaire can be administered in many ways: *by mail*, *by electronic mail*, and *by collective administration*. All methods can reach large number of respondents and less time consuming comparing to observation and interview methods. The most common approach is mailed questionnaire when researcher has all respondents' addresses, but the low response rate is the problem, which may affect the findings of the study. The best way is to ensure a high response rate by having personal contact with the respondents to explain

the purpose of the study and clarify any questions. It is best to be able to administering a questionnaire in one place to save time and money on postage.

Data Collection

Data Collection Methods in this Study

In this study, a quantitative approach was utilized to construct survey questionnaires as the main instrument for data collection. Questionnaires can be sent to a large number of participants in limited time and the data can be generalized to target population. The data gathering process took over 3 months from June to August 2008. The administration of questionnaires was conducted following three steps:

- 1) To preserve the privacy of the target respondents about their legal status, the researcher employed the referral mechanism or snowball sampling method in collecting data. Three restaurant managers from the pilot study (the restaurants in other cities of Washington State but not in Seattle) were asked to refer the researcher to three Thai restaurants in Seattle. The restaurants list was provided and the chosen names were selected without repetition.
- 2) The researcher made the appointments with each of the three restaurants at the convenience to administer the questionnaire. Later, the researcher made personal contact to distribute the questionnaires, to explain if there was any ambiguity, and collect the completed questionnaires unless being advised to return to pick them up later. The number of questionnaires to be distributed for each restaurant was given to the restaurant's manager or the head waiter, whose participation was on a volunteer basis.
- 3) The same procedures were repeated by having the managers from the 3 initial restaurants to refer the researcher to a few more restaurants from the provided restaurants list. The researcher finally distributed 280 copies of the questionnaire to 85 Thai restaurants in Seattle. The number of requested

copies was higher than the estimated number of 240. The number of the returned questionnaires was 204 (85% of the total copies distributed), but only 188 (78.3%) were completed and could be analyzed.

During the observation and interview of the restaurant workers for the pilot questionnaire, the researcher was informed by the manager and his employees that it was very common for Thai workers to work more than one shift and more than one workplace a day. Hence, it would be rather difficult to find the actual number of the population of the study. When given the questionnaire by the manager from one workplace, the frontline staff might not repeat their participation in the survey questionnaires in the next workplace. Moreover, many of the restaurant owners and managers were concerned about giving out an exact number of their employees in regard to taxation and the employees' confidential legal status. As a result, the requested questionnaires by the managers at each place were likely to be higher than the actual number of Thai employees working there. This was the reason that the accurate number of total Thai workers in Thai restaurants was impossible to determine. The population of the study is indefinite and unable to be revealed. The best estimation of Thai employees was drawn from data base of the employee size which the restaurants had given to the Seattle licensing department when applying for a food-establishment license.

The Construction and Development of the Questionnaire

In order to develop an effective survey questionnaire, the following steps should be implemented (Michalak and Yager, 1979):

- 1) Interviewing a small group of people to learn some of terminology and general areas that the questionnaire should be approached.
- 2) Developing the questionnaires by using the same method as an interview by focusing the objectives and identifying the kind of questions that should be asked in order to get that information.

3) Testing the questionnaires by the experts in the areas, then observing the respondents' hesitations and taking notes of all indications that may lead to confusion, and rewording the questions to reduce misinterpretation.

For this study, the researcher applied several methods to construct and to develop an effective and reliable questionnaire as followings:

- 1) The researcher reviewed various related research, books and journals concerning needs analysis, ESP, English language functions for restaurants, food service and hospitality Service, and job descriptions of restaurant workers.
- 2) The researcher took a sanitation course and a Serve-Safe test at South Seattle Community College to gain insightful understanding as part of English for food service personal required for anyone working in Washington State.
- 3) Five Immigrants working as a manager, a server, a busboy, a kitchen staff, and a dishwasher participated in the unstructured interview (face-to-face) yielding general information about their needs and difficulties when using 4) English at the workplace which were the objectives of the present study.
- 4) A Thai restaurant in Seattle gave permission for the researcher to two-day shadowing of their staffs as a non-participant observer while they were working, to observe the problems in using English and their needs of English language functions.
- 5) The information from the above procedures was essential to construct an initial draft of the questionnaires. It was checked by an expert and fives workers before being modified and piloted.
- 6) A pilot study was conducted with 30 volunteer immigrant workers from eight Thai restaurants in other cities in WA such as Lynwood, Bellevue, and Kirkland. They were excluded in the main study. The purpose of the pilot study was to check the effectiveness of the questionnaire and the comprehensiveness of its content before using in the main study.
- 7) The questionnaire was then revised for its content based on the comments and the suggestions, and reworded to avoid ambiguity. The clarification and

modification of the questionnaire were checked before administering to target respondents in the main study.

The Questionnaire in this Study

Thai frontline staff members working in Thai restaurants in Seattle were the target respondents for the study regardless of their legal status, gender, age, and English proficiency. The questionnaire used as the instrument to obtain the information from the respondents was designed in both English and Thai in order to serve the comfort of respondents in comprehending it and understanding the purpose of the study. The survey consisted of five parts: general information; general opinions; the English language needs of workers; the problems in using English at their works; and the useful suggestions and comments.

Part I General Information

This part consisted of 12 items concerning general characteristics of immigrant workers such as their gender, age, English language background, length of stay in the U.S., duration of work in their function, position, ability to perform task in English, use of English at the workplace, current level of English proficiency, important of English at work, and problems in using English language at work. This part was designed in the form of both closed-end and open-end questions.

Part II General Opinions

This part was concerned with respondents' attitudes towards the importance and difficulty in using the English language at their job regarding the following skills: listening, speaking, reading, writing and vocabulary in food service. The respondents were asked to self-assess and rate the score by using a five-point Likert scale.

- 1) Necessity of English language in listening, speaking, reading, and writing skills, and vocabulary knowledge in food services.

5	=	extremely necessary
4	=	very necessary
3	=	necessary
2	=	fairly necessary
1	=	not necessary

2) Difficulties in using English listening, speaking, reading, and writing skills, and vocabulary knowledge in food services.

5	=	extremely difficult
4	=	very difficult
3	=	difficult
2	=	fairly difficult
1	=	not difficult

Part III English language needs for Thai immigrant workers

This part concerned the needs for Thai Front-line workers in using English language elements: listening, speaking, reading, and writing skills and vocabulary knowledge in food services to perform their functions at Thai restaurants in Seattle. The respondents were asked to rate the needs in each skill using a five-point Likert scale as follows:

5	=	extremely needed
4	=	strongly needed
3	=	moderately needed
2	=	slightly needed
1	=	least needed

The questions within each language aspect were divided into sub-functions which were clarified as follows:

Listening skills: The respondents were asked to identify with whom and to what extent they need their listening skills in their job. There were eight sub-items regarding restaurants-related listening tasks listed such as listening to face-to-face conversation and to the phone.

Speaking skills: The respondents were asked to identify with whom and to what kind of specific skills the workers needed in their speaking tasks. Ten sub-tasks were listed such as unofficial- talk among workers, formal discussion with federal agents, greeting customers, and negotiating with suppliers.

Reading skills: The respondents were asked to identify what kind of documents the workers needed to use their reading skills in their job and to what extent they needed these skills. Ten sub-tasks related to restaurants' documents were listed such as menu, recipe, order tickets, faxes for food order, food and drink labels, safety and sanitation notice, job memos, Serve-safe license manual, contracts, and pay slips and checks.

Writing skills: The respondents were asked to identify to whom and what kind of specific documents the workers needed to use their English writing skills related to their job functions. Eight sub-items were listed as follows: taking notes from face-to-face conversations with workers, customers, and federal agents, taking note from phone orders, editing menu or recipe, filling forms, placing orders, editing special announcement, and writing vouchers.

Vocabulary knowledge in food services: The respondents were asked to identify vocabulary knowledge in food service the workers needed to know in their job. Seven sub-items were listed as follows: words about ingredients, Thai food names, beverages, cooking, tools, equipments, employments, and safety and sanitation.

Part IV Problems when using English to communicate at the restaurant

This part concerned problems the Thai immigrant workers encountered using English language in the following aspects: listening, speaking, reading, and writing skills, and vocabulary knowledge in food service, to perform their functions at Thai restaurants in Seattle. The respondents were asked to rate their problems in a five-point Likerts scale as follows:

5	=	extremely serious
4	=	very serious
3	=	moderately serious
2	=	slightly serious
1	=	least serious

The questions within each language aspect were divided into sub-functions which are clarified in the following details:

Listening skills: The respondents were asked to identify to what extent the workers had problems understanding when using listening skills in their job. There were eight sub-items regarding restaurants-related listening tasks listed such as listening to face-to-face conversation and to the phone.

Speaking skills: The respondents were asked to identify what kind of specific speaking skills the workers had problems speaking English at work. Ten sub-tasks were listed such as unofficial-talks among workers, formal discussions with federal agents, greeting customers, and negotiating with suppliers.

Reading skills: The respondents were asked to identify what kind of food service-related documents the workers had problems reading and understanding. Ten sub-tasks related to restaurants' documents were listed such as menus, recipes, order tickets, faxes for food order, food and drink labels, safety and sanitation notices, job memos, Serve-safe license manuals, contracts, and pay slips and checks.

Writing skills: The respondents were asked to identify what kind of specific documents, related to their job functions, the workers had problems using their English writing skills. Eight sub-items were listed as follows: taking notes from face-to-face conversations with workers, customers, and federal agents, taking note from phone orders, editing menus or recipes, filling forms, placing orders, editing special announcement, and writing vouchers.

Vocabulary knowledge in food services: The respondents were asked to identify vocabulary in food service the workers had problems remembering and understanding in their job. Seven sub-items were listed as follows: words about ingredients, Thai food names, beverages, cooking-tools, equipments, employments, and safety and sanitation.

An open-ended question of suggestion was also asked at the end of each section.

Part V Useful Suggestions and Comments

This was the open-ended part for the respondents to leave suggestions and fill out comments regarding the needs and problems in using English language skills at Thai restaurants.

Data Analysis

The data collected survey questionnaires were sorted and analyzed by computer using the Statistical Package for Social Science (SPSS). Descriptive statistics such as frequency, percentage, arithmetic mean, and standard deviation were employed to identify the needs and problems in using English of immigrant workers in Thai restaurants. The results were analyzed and interpreted from the statistical devices as follows:

1. *Frequency Distribution and Percentage* were used to analyze data concerning general background information of the respondents in Part I.
2. A *Five-Point Likert Scale* was employed to score the level of English background ability, English language necessity and difficulty, and English language functions needs and problems of immigrant workers in Part II, III, and IV.
3. *The Cronbach Alpha Coefficient* was employed to ascertain the reliability of the responses for the items which used a five-point Likert scale.
4. *Arithmetic Mean and Standard Deviation* were used to calculate the average level of English background ability, English language necessity and difficulty, and English language functions needs and problems of immigrant workers.

Verification of the Research

Reliability of the Measure Instrument

The reliability of a measure instrument is the extent to which it yields consistent results regardless of the repetition of usage. It can be in many different forms in different situations as follows:

Interrater reliability: two or more individuals evaluate the same product or performance giving identical judgments.

Internal consistency reliability: all the items within a single instrument yield similar results.

Equivalent forms reliability: two different versions of the same instrument yield similar results.

Test-retest reliability: the same instrument yields the same results on two different occasions.

Reliability of the Questionnaire

To check the reliability of the study, the questionnaire was checked for its internal consistency. The questionnaires employed in the pilot study were used to

calculate the average of all possible split-half reliability coefficients (Cronbach's alpha) to confirm the appropriate research design. The reliability of the 30 piloted questionnaires was .970, which was accepted with high reliability of 97%. The piloted questionnaires were only in English, as the researcher presumed that the respondents would have enough English skills to work in English-speaking country. However, the suggestions, the comments from the pilot survey and the failures of some respondents to follow English instruction were concluded that it was necessary to translate the questionnaire into Thai. The revised pilot questionnaire was therefore translated into Thai and checked by an expert before being used in the main study to make sure they would yield the same the results. Both English and Thai questionnaires were used as the instruments in the study.

Validity of the Measure Instrument

The validity of a measure instrument is the extent to which the instrument measures what it is actually intended to measure. It takes different forms, each of which is important in different situations as follows:

Face validity is often useful to ensure the cooperation of people who are participating in a research study. It is on the surface or a particular characteristic of what a measuring instrument looks like.

Content validity is the extent to which a measurement instrument is a representative sample of the domain being measure. It considers the attempt of a researcher to use measurement instrument to reflect the various parts of the content domain in appropriate proportions.

Criterion validity means that the results of an instrument correlate with another, presumably related measure.

Construct validity is the extent to which an instrument measures a characteristic of people's behaviors: motivation, creativity, racial bias. Those constructs can not be directly observed.

The Validity of the Questionnaire

To ensure the validity of the questionnaire, the first draft of the piloted questionnaire was checked for the face and content by the both the workers, the thesis advisor, and the expert in the field to ensure the instrument measured what it was supposed to measure, which was the needs and problems in using English.. Moreover, by checking the validity of the instrument, each question or item on the scales and the content must have a logical link with the objectives. The validity of the main questionnaire was also based on the results of the reliability score (Cronbach' alpha) at overall 98% in all parts. It means that the questionnaire measured what it was supposed to, and it yield the same results in both piloted and the main study.

The Generalizability of the Findings

Generalizability is contextually independent and mainly the goal of quantitative research, in which the concept can be referred as “applicability”, which is how to draw a logical conclusion, or formulate a deduction from assured results which is able to explain some important results' implications relating to the research questions.

This study was conducted to explore the needs of workplace English of Thai Frontline workers of Thai Restaurants in Seattle, WA. The findings will be generalized to Thai workers of Thai restaurants in Seattle and to the Thai workers of Thai restaurants with similar context in other cities in Washington. The findings can also be used to suggest a similar phenomenon in similar restaurants. They can also provide guidelines to workers in other areas in Washington State, or to other workplaces.

Ethical Concerns

According to Kumar (1999: 39), in conducting a research study, the participants of the study may be adversely affected by some questions directly and

indirectly. They may be deprived of an intervention, expected to share sensitive and private information.

In this study, the researcher took into account of the respondents' privacy and considered the proper actions by adopting the following steps. First, to protect the participants from harm, the researcher asked permission from the restaurant owners or manager in charge before obtaining data from Thai frontline workers. As the researcher was well aware of the confidential status of the workers, the reference mechanism from one restaurant to the next was essentially used to gain access; the researcher could therefore reach the target respondents. Second, before administering the questionnaires, the researcher informed the manager and his workers about the nature of the study, so they had their choices to participate or not. Third, the privacy of the respondents was highly emphasized, so the data were anonymous and kept as strictly confidential. Lastly, the researcher did not alter or make any changes to data gained from the study; the findings were reported in a complete and honest fashion. The researcher, under no circumstances, did not fabricate data to support particular conclusions. The results revealed the needs and problems of English used at the workplace.

This chapter has illustrated the research methodology and the design of the study. The objectives of the study and research questions, the research design, sampling procedures, data collection methods, data analysis, verification of the research, and ethical concerns are discussed. The results of the study will be presented in the next chapter.

CHAPTER IV

RESULTS

This chapter presents the results obtained from the questionnaire data: the findings of English language needs and problems of Thai frontline workers in Thai restaurants in Seattle, Washington State. The analysis is illustrated with tables presenting the rating of the respondents in the form of frequency, percentage, mean, standard deviation, meaning of the rating and the column graphs.

The chapter consists of four main parts as follows: 1) general information; 2) general opinions; 3) English language needs for Thai front-line restaurant workers, and 4) problems in using English language at their jobs at the Thai restaurants in Seattle. Comments and suggestions are made by participants elaborated at the end of the chapter.

Part I General Information

This part presents the general information of the 188 respondents who completed and returned the questionnaires. The general information about the Thai front-line workers of Thai restaurants in Seattle was divided into four sections. The first section was about the respondents' personal information concerning gender, age, English learning background, and length of stay in the U.S. The second section concerned duration of work in food services, job functions in the restaurants, and ability to use only English at their work. The third section was the needs of using English and with whom the respondents used English during their work. The final section was the English proficiency and the rank of language skills, which the respondents used and encountered problems during their workplace. The English language skills referred to in this study were listening, speaking, reading, writing, and vocabulary knowledge in food services.

Personal Information

Table 4.1 General Information about the respondents: their gender, age, English learning background, and length of stay in the United State

		(n = 188)	
General Information		Frequency	Percent
Gender			
	Female	103	54.8
	Male	85	45.2
	Total	188	100.0
Age			
	Less than 21	10	5.3
	22 – 30	79	42.0
	31-40	66	35.1
	More than 40	32	17.0
	Not answer	1	0.5
	Total	188	100.0
English Learning Background			
	Never received formal education	9	4.8
	Less than 1 year	10	5.3
	1-5 years	44	23.4
	More than 5 year	124	66.0
	Not answer	1	0.5
	Total	188	100.0
Length of Stay in the United State			
	Less than 1 year	21	11.2
	1- 5 years	65	34.6
	6- 10 years	45	23.9
	More than 10 years	57	30.3
	Total	188	100.0

Table 4.1 shows that out of the 188 respondents the majority were female (54.8%) whereas 45.2 % were male. 42 % of the respondents belonged to the 22-30 age group and the respondents of less than 21 years of age were the fewest (5.3%). Regarding their English learning background, most of the respondents (66%) had learned English more than 5 years, 23.4 % of them between 1 to 5 years, and only 4.8% of them had never studied English language in school or received formal

education. 34.6% of respondents had been in the United States between 1- 5 years, whereas 11.2 % of them had stayed in the United States for less than a year.

Information about the Respondents' Work in the Food services and their Ability to Use English-only at the Workplace

Table 4.2 Information about the Respondents' Duration of Work in the Food services, their Job Functions in the Restaurants, and the Ability to Use English all the time at their Work

		(n = 188)	
General Information	Frequency	Percent	
Duration of Work in the Food Service			
Less than 1 year	21	11.2	
1-5	81	43.1	
6-10	45	23.9	
More than 10 years	41	21.8	
Total	188	100	
Ability to use English all the Time at the Workplace			
Yes	163	86.7	
No	25	13.3	
Total	188	100	
Positions at the Restaurant			
Cashier	89	21.9	
Host	83	20.4	
Server	156	38.3	
Bussers	79	19.4	
Total	407	100	

Table 4.2 shows that the majority of the respondents (43.1%) had worked in the food-service related business between 1 to 5 years, and 11.2 % of them had been employed for less than a year. Most of the respondents (86.7%) thought that they could use only English language at their work, while 13.3 % of them could not. Out of all restaurant front-line functions, more than one-third (38.3%) of the respondents worked as a server, 21.9 % of them worked as a cashier, 20.4 % worked as a host, and the smallest group of the respondents (19.4%) worked in a bussers position.

Information about the Needs of Using English and People with Whom the Respondents Used English at the Restaurants

Table 4.3 The Needs of Using English and People with whom the Respondents Used English at the Workplace

(n = 188)		
General Information	Frequency	Percent
The Needs of Using English		
Almost always	83	44.1
Regularly	58	30.9
Often	27	14.4
Occasionally	8	4.3
Seldom	4	2.1
Not answered	8	4.3
Total	188	100
People with Whom the Respondents Used English		
Employer/ Manager	60	9.5
Customers	176	27.9
Co-workers	94	14.9
Suppliers	128	20.3
Government Representatives: Health Inspectors, Liquor Board, Immigration Officers etc.	110	17.5
Landlord	62	9.8
Total	630	100

As can be seen from Table 4.3, 44.1% of the respondents thought English was almost always needed and 30.9 % considered English regularly needed at their work at the Thai restaurants. Only 2.1% thought that the language was needed least at the workplace. English was mostly used with their customers (27%), suppliers (20.3%), and government representatives (17.5%). The language was used the least with their employer or manager (9.5%).

Information about English proficiency and the Rank of Language Aspects, which the Respondents Used and Encountered Most Problems while at Work

Table 4.4 English Proficiency

(n=188)		
General Information	Frequency	Percent
English Proficiency		
Beginner	9	4.8
Elementary	60	31.9
Lower Intermediate	36	19.1
Upper Intermediate	59	31.4
Advance	24	12.8
Total	188	100.0

As can be seen from Table 4.4, the majority of respondents (31.9%) thought that their level of English was elementary, 31.4 % of them considered their level of English upper intermediate, and 19.1% thought their English was at lower intermediate level. Only 12.8 % of the respondents were confident that their level of English was advanced whereas only 4.8 % felt they were at the beginner level.

Table 4.5 Rank of English Language Aspects

(n=188)		
General Information	Frequency	Percent
Rank of English Language Aspects which Respondents Used Most		
Listening	48	25.3
Speaking	46	24.3
Reading	24	12.5
Writing	27	14.5
Vocabulary knowledge in food services	44	23.3
Total	188	100.0

The respondents ranked listening was the most language skills used (25.3%) at their workplace. Speaking was ranked the second importance during their work, (24.3%) followed by vocabulary knowledge in food services (23.3%) and writing (14.5%). The English skill which respondents used the least was reading (12.5%).

Table 4.6 Rank of English language Aspects which Respondents Encountered Problems the Most

(n=188)		
General Information	Frequency	Percent
Rank of English Language Aspects which Respondents Encountered Problems Most		
Listening	35	18.7
Speaking	36	18.9
Reading	39	20.7
Writing	36	19.1
Vocabulary knowledge in food services	42	22.5
Total	188	100.0

Most respondents encountered problem in vocabulary knowledge in food services the most, 22.5% of all English skills, followed by the problems in reading skills (20.7%), and listening was ranked the least problems (18.7%). The respondents encountered problems in writing (19.1%) and speaking (18.9%).

Part II General Opinions

This part consists of two sections: necessity and difficulty in using English language skills of Thai frontline workers at Thai restaurants in Seattle.

Necessity of English Language Skills

This first section described the respondents' opinions about the necessity of English Language aspects concerning listening, speaking, reading, and writing skills, and vocabulary knowledge in food services. 188 Thai frontline workers were asked to rate their feelings on a five-point Likert scale. The criteria used for scoring were as follows.

Scale	Necessity of English Language Skills	Mean Range
5	Extremely Necessary	4.21- 5.00
4	Very Necessary	3.41- 4.20
3	Necessary	2.61- 3.40
2	Fairly Necessary	1.81- 2.60
1	Not Necessary	1.00- 1.80

The results of this part are presented in terms of the means (\bar{x}), standard deviation (S.D.), and the meaning of each response.

Table 4.7 The Respondents' Feelings about the Necessity of English Language skills
(n = 188)

Necessity of English language Aspects	Mean	S.D.	Meaning
Listening	4.68	0.750	Extremely Necessary
Speaking	4.53	0.810	Extremely Necessary
Reading	3.23	1.027	Necessary
Writing	3.04	1.096	Necessary
Vocabulary knowledge in food services	3.90	1.110	Very Necessary
Total	3.89	0.734	Very Necessary

As seen from Table 4.7, the Thai frontline workers considered that English language aspects were greatly needed for their jobs at the Thai restaurants in Seattle as seen the total mean of 3.89 ($\bar{x} = 3.89$). Listening ($\bar{x} = 4.68$) and speaking ($\bar{x} = 4.53$) skills were rated extremely necessary to their jobs. The Thai workers felt that vocabulary knowledge in food services was very necessary. Both reading and writing skills were rated necessary, though writing skill had the lowest mean of 3.04.

Difficulty of English Language Skills

The second section illustrated the opinions of the Thai workers about the degree of difficulty in using English at their jobs in Thai restaurants. They were asked to rate their difficulties in a five-point Likert scale as follows.

Scale	Difficulty of English Language Skills	Mean Range
5	Extremely Difficult	4.21- 5.00
4	Very Difficult	3.41- 4.20
3	Difficult	2.61- 3.40
2	Fairly Difficult	1.81- 2.60
1	Not Difficult	1.00- 1.80

Table 4.8 The Respondents' Feelings about the Difficulty of English Language

(n = 188)			
Difficulty of English Language Aspects	Mean	S.D.	Meaning
Listening	3.11	1.322	Difficult
Speaking	3.05	1.315	Difficult
Reading	2.56	1.080	Fairly Difficult
Writing	2.76	1.153	Difficult
Vocabulary knowledge in food services	2.69	1.207	Difficult
Total	2.84	1.022	Difficult

As seen from Table 4.8, Thai workers felt that most of the English language aspects: listening, speaking, and writing skills and vocabulary knowledge in food services were difficult. Among all the skills, listening was seen as the most difficult ($\bar{x} = 3.11$). Reading was perceived fairly difficult ($\bar{x} = 2.56$).

Part III English Languages Needs for Thai Frontline Restaurant Workers

The third part of the questionnaire concerned the present English language needs of the Thai front-line workers in their jobs. The questions were divided into five domains of English language: listening, speaking, reading, and writing skills, and vocabulary knowledge in food service. Each of these domains included sub-skills asking about the various functions in the restaurant business. The respondents had to answer on a five-point Likert scale as follows.

Scale	Necessity of English Language Skills	Mean Range
5	Extremely Needed	4.21- 5.00
4	Strongly Needed	3.41- 4.20
3	Moderately Needed	2.61- 3.40
2	Slightly Needed	1.81- 2.60
1	Least Needed	1.00- 1.80

1. Listening

Table 4.9 Thai Frontline Workers' Needs of English Listening Skills in their Jobs
(n = 188)

Needs of Listening Skills	Mean	S.D.	Meaning
Source			
Employer or/and manager	2.43	1.473	Slightly Needed
Customers	4.70	0.852	Extremely Needed
Co-workers	2.60	1.382	Slightly Needed
Suppliers	3.63	1.196	Strongly Needed
Government representatives	3.85	1.262	Strongly Needed
Landlord	3.26	1.565	Moderately Needed
Total	3.52	0.856	Strongly Needed

According to the Table 4.9, the total mean of listening related sources ($\bar{x} = 3.52$) suggested that Thai restaurant workers had strong needs to listen to English-related sources in their jobs. They extremely needed to listen to the customers ($\bar{x} = 4.70$); however, they had slightly needed to listen to their co-workers ($\bar{x} = 2.60$).

Table 4.10 Thai Front- Line Workers' Needs of English Listening Skills
(n = 188)

Needs of Listening Skills	Mean	S.D.	Meaning
Listening to face-to-face conversations	4.56	0.908	Extremely Needed
Listening to telephone conversations	4.45	0.982	Extremely Needed
Listening to verbal instructions	4.02	1.183	Strongly Needed
Listening to food orders and food related words	4.45	0.977	Extremely Needed
Listening to reservation details	4.01	1.208	Strongly Needed
Listening to customers' specific requests	4.30	1.038	Extremely Needed
Listening to sanitation and safety briefing	3.94	1.189	Strongly Needed
Listening to speeches, conversations, and descriptions on restaurant topics	3.73	1.326	Strongly Needed
Total	4.24	0.874	Extremely Needed

Table 4.10 shows the Thai workers extremely needed in listening to English-related activities in their workplace ($\bar{x} = 4.24$). In particular, they needed to listen to face-to-face conversations ($\bar{x} = 4.56$), telephone conversations and to food order and food related words ($\bar{x} = 4.45$), and customers' special requests ($\bar{x} = 4.30$). However, they had less need to listen to verbal instructions ($\bar{x} = 4.02$), reservation details ($\bar{x} = 4.01$), sanitation and safety briefing ($\bar{x} = 3.4$), speeches, conversation, and descriptions on restaurant topics ($\bar{x} = 3.73$).

2. Speaking

Table 4.11 Thai Frontline Workers' Needs of English Speaking Skills in their Jobs
(n = 188)

Needs of Speaking Skills	Mean	S.D.	Meaning
Source			
Employer or/and manager	2.57	1.502	Slightly Needed
Customers	4.64	0.929	Extremely Needed
Co-workers	2.63	1.391	Moderately Needed
Suppliers	3.58	1.287	Strongly Needed
Government Representatives	3.65	1.365	Strongly Needed
Landlord	3.29	1.579	Moderately Needed
Total	3.48	0.956	Strongly Needed

As seen from Table 4.11, Thai restaurant workers strongly needed to speak English in the workplace ($\bar{x} = 3.48$). They needed to speak English most with their customers ($\bar{x} = 4.64$) and had the strong needs to speak English with the government representatives ($\bar{x} = 3.65$) and the suppliers ($\bar{x} = 3.58$). However, they slightly needed to speak English with their employer or manager ($\bar{x} = 2.57$).

Table 4.12 Thai Frontline Workers' Needs of English Speaking Skills in their Jobs

Needs of Speaking Skills	Mean	S.D.	Meaning
Conducting face-to-face conversations (with customers, suppliers, government agents, co-workers, and landlord)	4.52	0.995	Extremely Needed
Conducting telephone conversations	4.32	1.037	Extremely Needed
Discussing about job duties	3.57	1.356	Strongly Needed
Greeting and receiving customers	4.41	1.028	Extremely Needed
Answering questions and explaining (about Thai foods, ingredients, sanitation, and food safety)	4.21	1.043	Extremely Needed
Taking reservations and specific request	3.96	1.051	Strongly Needed
Taking and repeating food orders	3.55	1.345	Strongly Needed
Explaining food handling procedures to health inspectors	4.18	1.122	Strongly Needed
Giving details about restaurant location and business hours	3.95	1.209	Strongly Needed
Negotiating for mutual understanding	3.87	1.247	Strongly Needed
Total	4.13	0.898	Strongly Needed

As seen from Table 4.12, the total mean of speaking skills ($\bar{x} = 4.13$) indicated that Thai restaurant staff strongly needed to use English speaking skills at their workplace. The four speaking skills were identified “extremely needed”, which included conducting face-to-face ($\bar{x} = 4.52$) and telephone conversations ($\bar{x} = 4.32$), greeting and receiving customers ($\bar{x} = 4.41$), and answering questions and explaining about Thai foods ($\bar{x} = 4.21$). Notably, all other English speaking skills were rated strongly needed: discussing about job duties ($\bar{x} = 3.57$), taking reservations and specific request ($\bar{x} = 3.96$), taking and repeating food orders ($\bar{x} = 3.55$), explaining food handling procedures to health inspectors ($\bar{x} = 4.18$), giving details about

restaurant location and business hours ($\bar{x} = 3.95$), and negotiating for mutual understanding ($\bar{x} = 3.87$). “Taking food orders” was given the lowest mean ($\bar{x} = 3.55$) out of all the English speaking skills.

3. Reading

Table 4.13 Thai Frontline Workers’ Needs of English Reading Aspects in their Jobs
(n=188)

Needs of Reading to Understand	Mean	S.D.	Meaning
Menus or recipes	3.80	1.237	Strongly Needed
Order tickets placed by server	3.79	1.227	Strongly Needed
Faxes for food order	3.38	1.510	Moderately Needed
Labels related to food services	3.52	1.314	Strongly Needed
Sanitation and safety posts	3.64	1.235	Strongly Needed
Notice boards	3.24	1.365	Moderately Needed
Manual and text book for Serve-Safe TM and liquor handling licenses	3.68	1.302	Strongly Needed
Job memos	2.99	1.387	Moderately Needed
Contracts	3.13	1.455	Moderately Needed
Payroll forms and checks	3.48	1.382	Strongly Needed
Total	3.52	1.067	Strongly Needed

Table 4.13 indicated that the overall English reading skills were rated as strongly needed ($\bar{x} = 3.52$) by the Thai frontline workers for their job at the Thai restaurants. Despite the strong need of overall reading skills, reading menus or recipes had the highest mean of ($\bar{x} = 3.80$) of all the reading skills and reading job memos had the lowest mean of 2.99. The workers considered six English reading skills as “strongly needed”, which included reading menus or recipes ($\bar{x} = 3.80$), reading order tickets placed by the servers ($\bar{x} = 3.79$), reading label related to food services ($\bar{x} = 3.52$), reading sanitation and safety posts ($\bar{x} = 3.64$), reading manual and text books for tests ($\bar{x} = 3.68$), and reading payroll forms and checks ($\bar{x} = 3.48$). Four reading

skills were viewed as “moderately needed”: reading faxes for food orders ($\bar{x} = 3.38$), reading notice boards ($\bar{x} = 3.24$), reading job memos ($\bar{x} = 2.99$), and reading job contracts ($\bar{x} = 3.13$).

4. Writing

Table 4.14 Thai Frontline Workers’ Needs of English Writing Skills in their Jobs
(n=188)

Needs of Writing Skills	Mean	S.D.	Meaning
Taking notes from face-to-face conversations	3.65	1.449	Strongly Needed
Taking notes from telephone conversations	3.86	1.347	Strongly Needed
Taking food orders from customers	4.14	1.163	Strongly Needed
Editing menus and recipes	3.57	1.368	Strongly Needed
Filling forms related to work	3.08	1.502	Moderately Needed
Placing order to suppliers	3.18	1.457	Moderately Needed
Editing announcements for special events	3.00	1.488	Moderately Needed
Editing gift vouchers	2.86	1.494	Moderately Needed
Total	3.50	1.077	Strongly Needed

Table 4.14 illustrated the needs of English writing skills of the Thai front-line workers. The results showed that they strongly needed to write English during their work in the Thai restaurants in Seattle with the total mean of 3.50. In particular, they needed to use writing skills in taking food orders from customers ($\bar{x} = 4.14$), taking notes from telephone conversations ($\bar{x} = 3.86$), taking notes from face-to-face conversations ($\bar{x} = 3.65$), and editing menus and recipes ($\bar{x} = 3.57$). The workers rated other writing skills as moderately needed: placing order to suppliers ($\bar{x} = 3.18$); filling forms related to work ($\bar{x} = 3.08$); editing announcements for special events ($\bar{x} = 3.00$); and editing gift vouchers ($\bar{x} = 2.86$).

5. Vocabulary Knowledge in Food services

Table 4.15 Thai Workers' Needs of English Vocabulary Knowledge in Food services

(n=188)

Needs of English Vocabulary	Mean	S.D.	Meaning
Knowledge in Food Services			
Thai food names and ingredients	4.43	0.965	Extremely Needed
Words about beverages	4.32	1.011	Extremely Needed
Words related to equipments and tools used in the restaurant	3.86	1.213	Strongly Needed
Words about safety and sanitation	3.95	1.164	Strongly Needed
Words related to employment	3.47	1.370	Strongly Needed
Words about customer service	4.25	1.136	Extremely Needed
Total	4.12	0.987	Strongly Needed

As can be seen from Table 4.15, the total mean of English vocabulary knowledge in food services ($\bar{x} = 4.12$) suggested that the workers had strong needs to use vocabulary knowledge in food services. Highly significant needs included knowing Thai food names and ingredients ($\bar{x} = 4.43$), knowing words about beverages ($\bar{x} = 4.32$), and knowing words about customer service ($\bar{x} = 4.25$). They strongly needed to know words about safety and sanitation ($\bar{x} = 3.95$), those related to equipments and tools used in the restaurant ($\bar{x} = 3.86$), and those related to employment ($\bar{x} = 3.47$).

Part IV Problems in Using English at Work

The fourth part of the questionnaire concerned the Thai workers' problems in using English language skills while working at the Thai restaurants in Seattle. The questions covered information regarding the use of English language skills: listening, speaking, reading, writing, and vocabulary in food services. Each of these domains

included sub-skills concerning various restaurants functions. They had to answer on a five-point Likert scale as follows.

Scale	Problems in Using English Skills	Mean Range
5	Extremely Serious	4.21- 5.00
4	Very Serious	3.41- 4.20
3	Moderately Serious	2.61- 3.40
2	Slightly Serious	1.81- 2.60
1	Least Serious	1.00- 1.80

1. Listening

Table 4.16 Problems in Using English Listening Skills of Thai Frontline Workers
(n = 188)

Problems in Using Listening Skills	Mean	S.D.	Meaning
Understanding face-to-face conversations	2.44	1.317	Slightly Serious
Understanding telephone conversations	2.49	1.243	Slightly Serious
Understanding verbal instructions	2.29	1.216	Slightly Serious
Understanding the food order, food related topic	2.23	1.205	Slightly Serious
Understanding reservation details	2.13	1.183	Slightly Serious
Understanding customers' request	2.24	1.207	Slightly Serious
Understanding sanitation and safety briefing	2.23	1.117	Slightly Serious
Understanding speeches, conversations and descriptions on restaurant topics	2.10	1.171	Slightly Serious
Total	2.29	1.163	Slightly Serious

As can be seen from Table 4.16, the total mean of the respondents' problems in using English listening skills ($\bar{x} = 2.29$) signified that Thai frontline workers of the Thai restaurants in Seattle had few problems in listening to English while working. All the eight listening sub-skills were rated slightly serious. Understanding telephone conversations was rated with the highest mean ($\bar{x} = 2.49$), whereas understanding

speeches, conversations and descriptions on restaurant topics was given the lowest mean ($\bar{x} = 2.10$).

2. Speaking

Table 4.17 Problems in Using English Speaking Skills of Thai Frontline Workers

(n = 188)			
Problems in Using Speaking Skills	Mean	S.D.	Meaning
Conducting face-to-face conversations	2.34	1.280	Slightly Serious
Conducting telephone conversations	2.43	1.237	Slightly Serious
Discussing job duties	2.17	1.134	Slightly Serious
Greeting and receiving customers	2.03	1.247	Slightly Serious
Answering questions and explaining (about Thailand, Thai food, ingredients, sanitation, and safety)	2.33	1.214	Slightly Serious
Taking reservations and specific requests	2.09	1.169	Slightly Serious
Taking and repeating food orders	2.19	1.229	Slightly Serious
Explaining food handling procedures to health inspectors	2.14	1.263	Slightly Serious
Giving details about restaurant locations and business hours	2.20	1.210	Slightly Serious
Negotiating for mutual understanding	2.22	1.313	Slightly Serious
Total	2.25	1.150	Slightly Serious

Table 4.17 presents the problems in using English speaking skills of Thai frontline restaurant workers. The total mean of speaking skills ($\bar{x} = 2.25$) implied speaking English while working at the restaurants for the workers was not much of a problem. All the ten speaking sub-skills were rated slightly serious. Ranking from the highest mean of speaking skills to the lowest mean were as follows: conducting telephone conversations ($\bar{x} = 2.43$); conducting face-to-face conversations ($\bar{x} = 2.34$), answering questions and explaining (about Thailand, Thai food, ingredients, sanitation,

and safety) ($\bar{x} = 2.33$); negotiating for mutual understanding ($\bar{x} = 2.22$); giving details about restaurant locations and business hours ($\bar{x} = 2.20$); taking and repeating food orders ($\bar{x} = 2.19$); discussing job duties ($\bar{x} = 2.17$); explaining food handling procedures to health inspectors ($\bar{x} = 2.14$); taking reservations and specific requests ($\bar{x} = 2.09$); and greeting and receiving customers ($\bar{x} = 2.03$).

3. Reading

Table 4.18 Problems in Using English Reading Skills of Thai Frontline Workers

(n = 188)			
Problems in Reading to Understand	Mean	S.D.	Meaning
Menus	1.93	1.126	Slightly Serious
Order tickets placed by servers	1.90	1.092	Slightly Serious
Faxes for food order	1.91	1.155	Slightly Serious
Labels related to food services	1.96	1.106	Slightly Serious
Sanitation and safety posts	2.00	1.070	Slightly Serious
Notice boards	2.05	1.139	Slightly Serious
Manuals to pass tests(Serve-Safe TM test and food and liquor handler permits)	2.11	1.192	Slightly Serious
Job memos	1.82	0.970	Slightly Serious
Contracts	1.95	1.068	Slightly Serious
Payroll forms and checks	1.85	1.071	Slightly Serious
Total	1.96	1.028	Slightly Serious

Regarding the English reading- related activities of the Thai frontline workers, the total mean ($\bar{x} = 1.96$) suggested that they had few problems using English reading skills in their jobs. All the ten reading related activities were rated slight serious by the respondents at a similar mean. They encountered slightly problems in understanding manuals for Serve-Safe TM test the food and liquor handler permit required to pass,

given the highest mean ($\bar{x} = 2.11$), while understanding job memos was considered slightly difficult, given the lowest mean ($\bar{x} = 1.82$).

4. Writing

Table 4.19 Problems in Using English Writing Skills of Thai Frontline Workers

(n = 188)			
Problems in Using Writing Skills	Mean	S.D.	Meaning
Taking notes from face-to-face conversations	2.11	1.190	Slightly Serious
Taking notes from telephone conversations	2.15	1.216	Slightly Serious
Taking food orders from customers	2.08	1.249	Slightly Serious
Editing menu	2.03	1.137	Slightly Serious
Filling forms related to work	2.04	1.062	Slightly Serious
Placing orders to suppliers	1.99	1.090	Slightly Serious
Editing announcements for special events and opening hours	1.95	1.132	Slightly Serious
Editing gift vouchers	1.82	1.042	Slightly Serious
Total	2.04	1.057	Slightly Serious

As seen from Table 4.19, the total mean of writing skills ($\bar{x} = 2.04$) implied that the Thai frontline immigrant workers considered using English writing skills while working at the Thai restaurant slightly serious. Though taking notes from telephone conversations was given the highest mean ($\bar{x} = 2.15$) and editing vouchers was rated with the lowest mean of 1.82, all other writing-related activities were viewed as not so difficult with the means between 1.95 – 2.11.

5. Vocabulary Knowledge in Food services

Table 4.20 Problems in Using English Vocabulary Knowledge in Food services of Thai Frontline Workers

(n = 188)			
Problems in Using Vocabulary Knowledge in Food services	Mean	S.D.	Meaning
Thai food names and ingredients	2.10	1.110	Slightly Serious
Words about beverages	2.16	1.140	Slightly Serious
Words related to equipments and tools used in the restaurant	2.18	1.104	Slightly Serious
Words about safety and sanitation	2.12	1.112	Slightly Serious
Words related to employment	2.10	1.102	Slightly Serious
Words about customer service	1.89	1.076	Slightly Serious
Total	2.14	0.988	Slightly Serious

According to Table 4.20, the total mean of problems in using vocabulary knowledge in food services ($\bar{x} = 2.14$) revealed that the Thai frontline workers of the Thai restaurants in Seattle had few problems knowing vocabulary related to their jobs. The highest mean of problems in using vocabulary knowledge in food services ($\bar{x} = 2.18$) was not knowing words related to equipments and tools used in the restaurant, while the lowest mean of problems in using vocabulary knowledge related to food services was given to not knowing words about customer service ($\bar{x} = 1.89$). All other related elements were rated as slightly serious.

Comments and Suggestions

Thirteen respondents commented and gave useful suggestions regarding to the study which could be used for the future training and research as follows:

English Proficiency: Workers of Thai restaurants should have general English proficiency at least at the elementary level. The employees can improve quickly when

living in America by practicing hard with their co-workers, employers, and customers. Employers should emphasize speaking English at the workplace and minimize speaking other languages at work, especially among speakers of different languages.

English Training: Additional English training provided by the employers in English for restaurants, as well as, general English for daily activities are significant to their improvement in English. The staff needed to use professional English at work and use general English to deal with personal matters, such as opening bank account, taking driving license test, and extending working visa. If English-only rules were applied in the Washington State, the employers should provide extensive English training courses to all employees. Using Thai teachers to teach English for Thai workers was recommended, as the staff believed they would understand their problems in using English more than the native speakers of English would.

This chapter has presented the results of the study with tables illustrating the rating of the respondents in the form of frequency, percentage, mean, standard deviation, and the meaning of the rating in the four main parts. . In the first part, general information was shown in the form of tables of frequency and percentages. The second part was about general opinions revealing in the form of mean, standard deviation, and the meaning of rating. The English language needs of the restaurant frontline workers and the problems in using English in their job were displayed in Parts 3 and 4 respectively. The next chapter will discuss the findings of the study, implications, limitations, recommendations, and the conclusion of the study.

CHAPTER V

DISCUSSION AND CONCLUSION

This part presents the discussions of the survey results in relation to the answers of the research questions, implications, limitations, recommendations, and conclusions of the study.

Discussion of the Research Findings

The statistical analysis of the data obtained from the questionnaire can be used to answer the two main research questions.

1. What are the English language needs of immigrant workers for their work in Thai restaurants in Seattle?
2. What are the problems or to what extent of the problems of Thai immigrant workers encounter when using English language at their work?

The English Language Needs of Thai Frontline Workers in Their Work at the Thai Restaurants in Seattle

In any workplace in America, English is a common language to communicate among co-workers from different countries of origin. Timpa (2004) stated that millions of non-native English-speaking adults in the United States lack the communication skills needed to excel in the workplace and to advance professionally. These skills are critical elements for building self-confidence among employees and for building a high-performing, dynamic work force. Based on the results of the present study, the Thai immigrant workers thought that the English language was significantly needed in their work at the Thai restaurants. Despite the fact that most Thai restaurants owners in Seattle were non-native speakers of English, the workers were not asked to use only English while working. However, the majority of the respondents believed they had an ability to perform their restaurants functions using English at all time and their perceived necessity of English language skills for their work was very essential. Among the five elements English skills, they identified that

listening was used the most in their work. The language was mostly used with their customers, regularly used with their suppliers and the government representatives, whereas they barely used English language with their employers or managers, and co-workers. The most essential English language skill was listening, followed by speaking; vocabulary in foodservice, writing, and reading was the least needed skills. The findings concerned the needs of each English language skills can be discussed as follows.

1. Listening Skills

The findings of the study indicated that listening was perceived to be the greatest need for the frontline workers in their work at the Thai restaurants in Seattle. This was similar to various studies concerning English for occupational purposes. For example, Wales (1993) suggested that improving listening skills by actively participating in the workplace is necessary for limited-English-speaking immigrants in Australia. Yutdhana (2000) found that businesspersons had the greatest need to increase their listening skills. Meemark (2002) maintained that listening was the most important skill for the tourist police of all sections in Thailand. Malison (2006) claimed that listening was considered to be the greatest importance for the participants in the Work and Travel USA program.

The Thai frontline workers needed to interact with many people while working especially with their customers for whom they were required to provide foodservices and assistances. They needed to listen to the customers' orders both from face-to face and over the phone (for food delivery service). In addition, they strongly needed to listen to their suppliers when negotiating for food and beverage orders. Apart from that, they needed to listen to the governmental representatives, for example, during the inspection of the liquor board or the immigration officers. The findings suggested that the most frequent situations in which the Thai immigrant workers needed to use listening skills were to listen to face-to-face and telephone conversations, to listen to food orders from customers and food related words from their suppliers and government representatives, and to listen to the customers' special

requests. They also had strong needs to listen to verbal instructions from their employers or managers and co-workers' suggestions about work, which were usually conducted in English for mutual understanding among all immigrant employees. They also needed to listen to reservation details over the phone and from face-to-face conversations as part of their job. Further, the local health department regularly visited the restaurants to inspect the sanitation and the safety of the foodservice establishments. The staff needed to listen to the health officers conducting food safety briefing; therefore, they could perform their duties according to Washington State's health regulations. Through out their working shift, they needed to listen to the conversations among the workers and the descriptions on restaurant topics with the landlord. To sum up, the Thai frontline workers essentially needed to use English listen skills in all aspects of their job routines at the Thai restaurants in Seattle. Without having adequate listening skills, they needed to be trained in order to survive in their job and to better perform their tasks.

2. *Speaking Skills*

Speaking skills were regarded as the second highest need for the Thai frontline immigrant workers of the Thai restaurants in Seattle. In this study, listening was the highest followed closely by speaking. In fact, both listening and speaking skills were integrated since the workers required listening as much as speaking to their colleagues (co-workers and managers) and external customers (the landlord, the government agents, the suppliers, and the guests). This was similar to various studies. For example, Tangniam (2006) asserted that speaking was secondly needed for TG ground staff and should be integrated with listening. In the similar exposure of English, Malison (2006) concluded that Thai students needed to speak English with native speakers of English during the participations in America. Srabua (2007) claimed that writing and speaking skills were maximally used for the hotel PR officers while working.

Most of the frontline workers' duties concerned contact with other people for facilitating foodservices. They had the strongest need to speak with their customers,

followed by with the suppliers and the government representatives respectively. They had a little need to the moderate need to speak English with their managers and co-workers respectively, who were likely to share a language other than English. The most frequent situations in which they used speaking skills were relevant to face-to-face conversations. Greeting and receiving customers were considered as the most needed functions. A host or a server needed to greet and welcome, and then seat the customers when they arrived at the restaurants. They also considered the most needed to conduct telephone conversations such as conversing normal conversations, taking details; addresses for delivery, the dish names and their spiciness, for food delivery services, confirming the food prices, and so on. Importantly they also rated answering questions and explaining about Thai foods, ingredients, sanitation, and food safety as the most needs using English speaking skills. Notably, all other elements of speaking were rated strongly needed, for example, discussing about job duties with their managers, conducted in English for mutual understanding among all immigrant workers. They also needed their speaking skills taking reservations and specific requests from their customers, taking and repeating food orders. Being inspected by the health department, they needed to explain food handling procedures to health inspectors accordingly to the regulations. When requesting information about restaurant location and business hours, face-to face and over the phone, they needed to provide the precise details. The workers strongly needed to negotiate with their co-workers and the managers for mutual understanding when conflict occurred.

To increase the competence in their communication, they should be provided with training courses with basic grammatical knowledge for conducting general English conversations, and in vocabulary related to foodservice for conducting technical English. As a result, they could enhance their speaking ability.

3. Vocabulary Knowledge in Food services

Considering the vocabulary knowledge in food services, the Thai frontline immigrant workers rated these skills as strongly needed, next to speaking skills. Due to the fact that the workers strongly needed to know enough vocabulary knowledge in

food services to have competence in speaking, they also needed to listen and comprehend American English from the native speakers and other immigrants. Vocabulary knowledge in food services; therefore, were needed to be integrated with speaking and listening skills. The results were similar to Aunreun (2005) who revealed that the travel agents greatly needed to know the vocabulary related to tourism field in their routine job. By training, the agents would increase English ability in speaking, listening, writing, and translation.

The findings in this study indicated that the frontline workers greatly needed to know Thai food names and ingredients in order to explain different dishes to their customers. Notably, Thai restaurants commonly used the authentic Thai names for various dishes or they frequently literal-translated the Thai names into English that created confusions and curiosity of the ingredients of the dishes. The workers needed to make clarification and to educate their customers about Thai foods. Apart from serving Thai foods, knowing the words about beverage was significantly needed. In general, Thai restaurants catered variety of drinks, such as Thai beers, regional and local beers, European and American wine, and cocktails for some restaurants that held hard liquor permits. Knowing words about customer service was considered the significantly need to the frontline workers whose jobs mainly were to serve. They also strongly needed to know words about safety and sanitation to comprehend the manuals in order to pass their tests. Knowing words related to equipments and tools used in the restaurant were perceived as strong needs since they needed to work closely with other workers at the back of house on daily basis. Knowing words related to employment was, nevertheless, viewed as strongly needed since they initially require reading and signing various forms and contract before starting to work.

4. Reading Skills

With regard to reading skill, the restaurant frontline workers significantly needed to read and understand the related materials in foodservice businesses in a considerable degree. Reading skills were the fourth highest needs in this study. Interestingly, the results were parallel to Aunreun (2005) that the tour agents who

serviced their customers in Chiangmai ranked reading skills as the fourth highest needs which they needed to read materials related to their jobs. The results were similar to Malison (2006) who also revealed the reading skills were highly needed to students to read English during their participation in Work and Travel USA program. This study indicated that the restaurant frontline workers strongly needed to read the menu and recipes in order to be able to recommend dishes and explain the important ingredients of the foods. During the serviced flow, they strongly needed to read the order tickets; therefore, they could deliver the foods and drinks to the right table. They also had strongly needed to read the various manuals and test books in order to pass the tests for Serve-Safe™, food handler, and liquor handler permits. To avoid the food borne illness, the frontline workers as the food handlers strongly needed to read and fully understand as well as to strictly follow the sanitation and food safety posts. For example, the placard in the restroom indicated that all employees must wash their hands before returning to work. Labels related to foodservices, such as wine and beer labels, were considered important to them since they strongly needed to know and find the one that met the customers' satisfaction. For their own interest, they strongly needed to read and understand their payroll forms and pay checks.

Four other reading skills were regarded as moderate needs: reading faxes for food orders (for food to be delivered to particular addresses); reading notice boards (usually written in Thai for Thai restaurants community); reading job memos which were not often posted; and reading job contracts which were rarely revised unless there was a change in management. It can be concluded that reading skills which were highly needed to the frontline workers concerned the face-to-face related functions, and what they were obligated to read according to the Washington State's requirements.

5. Writing Skills

In these language elements, the restaurants frontline workers perceived writing as the lowest needed of all English skills. This was similar to Malison (2006) who found that writing was the lowest need for Thai students during their

participation in the Work and Travel USA in 2005. Despite the lowest rank of all skills, writing was strongly needed for the frontline workers at the Thai restaurants in Seattle.

The findings of the study showed that the highest need of writing sub-skills was taking the food and drink orders from the customers. Most of the time, the orders were written in brief and special codes which were understood among the co-workers. As part of their job routine, the frontline workers strongly needed to take notes from telephone conversations for food delivery services. Food orders, addresses for foods to be delivered, and other specific request were needed to be written down to pass on to the kitchen and the delivery person. They also strongly needed to take notes from face-to-face conversations with their customers, for example, the special way to cook to their foods such as a level three of spiciness, no fish sauce, no peanuts, and so on. The frontline workers played significant role in helping to edit the menu and recipes since they appeared to have higher written skills than the workers in the back of the house that had fewer opportunities to use English. The workers rated other writing skills: placing order to suppliers; filling forms related to work; editing announcements for special events; and editing gift vouchers as moderate needs since these sub-skills were of less frequent use for their jobs.

The Problems Encountered by the Frontline Workers in Using English in their Work at the Thai Restaurants in Seattle

The results of the study showed that most of the restaurants frontline workers thought that their English proficiency was at an elementary level and many of them considered that their level was upper intermediate. The workers used listening most, followed by speaking, vocabulary in food services, writing, and reading respectively. Interestingly, they perceived that their problems with those skills were not distracted. The respondents felt that most of English language skills: listening, speaking, writing, and vocabulary knowledge in food services were difficult while reading was seen as fairly difficult. In spite of the fact that English was important for the respondents living and working in America, most Thai workers of the Thai restaurants in Seattle

rarely communicated in English in their routine jobs, especially among the Thai workers. English-only rules at the workplace had never been enforced in Seattle, so they were not obliged to use English among themselves even with the presence of other workers such as the Mexican and the migrants from Laos. They were not encouraged to practice using English at the workplace; instead, they used English only when needed to communicate with the native speakers. It may be a reason why they still felt that English was difficult.

In this study, the researcher investigated the English language skills which the frontline workers encountered problems in their work at the Thai restaurants in Seattle. The findings, interestingly, suggested that their problems in using English language for their work of all five language aspects were overall rated in a similar way as not so serious, which ranged in the various degrees. In this case, listening was perceived the most problematic of all skills, ranked down by speaking, vocabulary knowledge in foodservice, writing, and reading respectively. The findings about the workers' problems in using English in daily routine at work, however, contradicted to the findings about the way they felt about English language in general. It means that, on one hand, when they thought of their use of English at work as the individuals, they truly answered the questions to represent themselves. On the other hand, they possibly rated their feelings about the difficulty of English language elements as difficult on behalf of all other respondents. From my observation prior to the construction of the pilot questionnaire, the workers appeared to encounter slightly problems when using English at work in overall English aspects. For examples, they used combination of English and Thai words with Thai co-workers or other common words in other language that they shared when they did not know particular vocabulary. Nevertheless, the findings about the problems in using English at work for the immigrant workers were discussed as followings.

1. Listening Skills

Listening skills were perceived as the greatest difficulties among all English skills. Similarly, listening was the greatest problems for the Thais using English for

many occupations in the study of Dejkunjorn (2005), Tangniam (2006), and Meggiolaro (2007). In this study, however, the Thai restaurant frontline workers considered problems in listening English during their work as not so serious. Listening and understanding telephone conversations was viewed as the most difficult by the restaurant workers. This could be due to the fact that it was hard to predict what the customers would ask and order through the phone, unlike face-to face conversations taken in the restaurants that the workers could guess for their understanding from the context of the conversations and from lips-reading. Moreover, they had to deal with various accents of both native and non-native speakers of English. Understanding face-to face conversations, such as customers' requests, managers' orders, government agents' briefings, landlord's discussion, and co-workers' chat, were considered the second difficulty by the workers. This sub-skill was needed most since the frontline position required to interact and spend time conversing with many people. Chaudron, (1990, as cited in Aunreun, 2005) pointed that as telephone did not provide the speaker and the listener the visual components of normal face to face conversations, conducting a foreign language on the telephone was difficult. It could be embarrassing and seemed unprofessional to ask for repetition from the speakers often when not being able to understand what had been said.

The restaurants frontline workers also had few problems with understanding verbal instructions, such as, from the government agents if the terminologies used were too technical or unfamiliar with. Another listening problem was to understand the customers' requests both face-to-face and through the phone. The customer requested special cooking to meet their diet, for example, the vegetarians who did not want any meat products in their foods or the customers who may have allergies to particular ingredients such as peanuts in Pad Thai. Understanding food orders and food related topics were important beyond just satisfying the customers' taste, but meeting their religious belief and safety consumptions. Moreover, they workers occasionally had to understand the food safety briefings conducted by the health department officers during their random inspection that they fairly struggled to do so.

The perceived problems using listening skills had signified some points in developing a training course to improve the frontline workers' ability. The course should emphasize on providing discussion based on restaurant related topics. The training should provide opportunity for the workers to practice conducting telephone and face-to-face interactions in various situations to improve the listening proficiency.

2. *Speaking Skills*

Speaking was the second highest rated problem the respondents encountered. In this study, the frontline workers needed to speak mostly with their customers and used speaking mostly conducting face-to-face and telephone conversations. The findings showed that they had few problems in using English speaking skills at their work. Their most problems came during their most needed of speaking sub-skills which were conducting telephone and face-to-face conversations. The problems they encountered speaking were in the same sub-skills they did in listening. This suggested that listening and speaking skills were integrated. When they struggled to understand, they would have problems responding to what they heard. They also encountered problems answering questions and explaining about various topics about Thailand: the country, the culture, the foods, the ingredients, and sanitation and safety. They commented that they did know many words in English, for example, "Pak-She-Farang" or Fit Weed and "Ma-Ra" or Balsam pear and "Chaplu" or Piperaceae, which are were not used frequently in the Thai restaurant. Negotiating for mutual understanding with their non-Thai employers and co-workers was perceived as not so serious problem since they rarely needed to use this speaking skill. In formal situations, such as discussing jobs duties and explaining food handling procedures to the health inspector, they had to speak appropriately, clearly, and professionally to convey precise information. They had to face challenges in using English and encountered few problems with it. Greeting and receiving customers was the least problem in speaking, since it usually happened in a brief moment upon arrival of the customers at the restaurants.

The findings of perceived problems using speaking skills revealed some interesting communicative view points which may be used for the additional training. The frontline workers could achieve their communicative goal by enhancing their communicative competence. Canale and Swain (1980) explained the four dimensions: grammatical, sociolinguistic, discourse, and strategic competence, related to an analysis of communicative competence. The training course should focus all four dimensions by stressing on the foodservice context. It means that they should be trained to have adequate knowledge of grammatical rules and vocabulary related to their work in order to adopt more professionally speaking-style. They should be trained to understand clearly about the roles of interactions between the speakers and listeners and to interpret the meaning of the important information related to their work conveyed from their customers to evaluate the situations. They should practice establishing the appropriate communications using the correct English language functions relevant to the situations. With additional training in speaking for the employees, they would be able to handle with English-only rules in the workplace which currently demand for only English speaking skills in other States in America.

3. Vocabulary Knowledge in Food services

The Thai restaurant frontline workers felt that vocabulary knowledge in food services was necessary and difficult. The findings, however, showed that they thought that problem in using vocabulary knowledge in food services while at work was slightly serious. It was similarly to Aunreun (2005) who found that though vocabulary in tourism was greatly needed for the tour agents in Chiangmai, they only experienced small problems with it because their familiarity from repeated use enabled them to use it without difficulty. In this study, vocabulary knowledge in food services was perceived as the third strongly needed for the workers and it also constituted the third important problem to them.

The highest perceived problem in using vocabulary knowledge in food services was to not knowing words related to equipments and tools used in the restaurant. The problem may arise from the fact that the workers used those words

mostly in Thai with their co-workers, rather than English. Contrastingly, the lowest problem in using vocabulary related to food services was given to not knowing words about customer service. The findings indicated that for the frontline workers used English most with their customers, meaning that the more vocabulary knowledge in food services they used, the fewer problems they encountered. There were some problems in not knowing beverages names, since different restaurants catered various kinds of beers, wines, and hard liquor cocktails mixing. Words related to sanitation and safety also caused some problems to them. Some of the workers stated that they did not know many words especially the ingredients in Thai cooking, such as “Bai Maeng-Lak” or hoary basil, “Yi-ra” or cumin, “Ho-Ra-Pa” or sweet basil. Not knowing words related to employment caused some problems when dealing the contract with their employers and understanding their payroll statement.

The findings suggested interesting view points in preparing the appropriate training for the workers. The course in other skills; listening, speaking, reading, and writing should still include the vocabulary in food services, though most workers barely had problems with the vocabulary in the field they repeatedly used.

4. Writing Skills

Writing skills were regarded as the lowest needs of all skills in this study, however, they were rated as strongly needed for the frontline workers. It was probably due to the fact that their tasks required them to write briefly after their interaction with their customers. For example, they usually wrote the customers’ orders down in abbreviations or short forms which were understood by the kitchen staff. The number of words being written down was considered small, but the need of writing was greatly important. The findings suggested that the workers perceived problems in using writing skills at their work as slightly serious.

In this study, taking notes from the phone was ranked the most problematic, closely followed by the problems in taking notes from in person conversations. In their routines, they had to write down correctly what the customers wanted, and where

the foods were to be delivered in the case of delivery service. They also had some problems in editing menus when asked by the managers. Filling forms related to work also caused some problems, such as applying for the food handler permit test. In addition, they had some difficulties in placing product orders to the suppliers. The respondents faced some problems in editing special announcements, for example, the daily special dishes at the welcome board and the irregular business hours during the holiday seasons. Editing gift vouchers was the smallest problem, since the details were limited and it was not the routine duty. Based on the results, the training for the workers should emphasize integrated writing with listening and speaking skills, such as taking notes from what they hear in person or from the phone in various situations. This might increase their writing ability as well as listening and speaking.

5. Reading Skills

Reading skills constituted the smallest problem to the respondents in using English at their work as the frontline workers. The findings were similar to Aunreun (2005) who also found out that reading caused the smallest problem for tour agents in Chiangmai. Regarding to the findings in the study, English reading- related activities of the Thai frontline workers suggested that they had few problems using English reading skills in their jobs. They had some problems in reading and understanding the Serve-Safe™ handbook and the food and liquor handling guidelines in order to pass the required tests. The tests are written in formal style containing technical words related to food safety and available in many languages beside English, but not in Thai. The reason these sub-skills were rated as not so serious might be due to the fact that the tests and permits were not compulsory to all restaurants personal. Each food-establishment was required to have at least an employee on duty holding the permits. They also had some problems in understanding the notice boards and sanitation and safety posts, such as hand-washing procedure. In addition, they had problems understanding labels related to foodservice, contracts, menus, and faxes for food orders from customers. Other reading skills, such as understanding order tickets placed by servers, payroll forms and checks, and job memos were not considered

problematic to the respondents, since the skills were repeatedly used in which the respondents became familiar with the documents.

The findings revealed the important information which should be included in the training. The Serve-Safe™ handbook and the food and liquor handling guidelines should be available for access to all employees in the restaurants. The reading materials for the training should be based on the handbook and the guidelines. The workers should also be encouraged to take the tests. With more confidence in reading, the workers may increase ability in other English skills.

Concerning the overall respondents' needs and problems in using English during their work, the findings suggested that the Thai restaurant frontline-workers had the higher needs in using English language than the problems they encountered. It seemed to suggest that they were well aware of the language functions they needed in their job. The perceived problems suggested the language functions they should improve to perform their tasks better, which would enable them to use English- only language in the workplace if required by the employers.

Implications, Limitations, Recommendations, and Conclusion of the Study

Implications of the Study

According to Ellis and Johnson (1994), needs analysis is a method of obtaining a detailed description of learners' needs or a group of learners' needs. The specific purposes for which the learners will use the language, the kind of language to be used, the starting level, and the target level to be achieved are taken into account. The information obtained from the staff, the trainers, and the learners themselves will have the implications for the approach to the future training. The present study investigated the needs and problems for the Thai frontline workers of the Thai restaurant in Seattle. The needs analysis enabled the researcher to draw some useful implications which could be used for designing a training program in English for the restaurant frontline workers to meet the needs of the respondents and other people

who are in the similar social and working situations. The trainers and the teachers of English for Specific Purpose could develop the teaching and learning materials regarding to the results of the study. The findings might be useful as a guideline to design a curriculum for students in the foodservice business to prepare their language ability to meet the expectation of the American labors market. The design of the study could also be used to investigate the needs of English language of the frontline workers in other cities, states, and English-speaking countries. Moreover, it might be used to study together with the needs of foodservice workers in different type of establishment in the future research.

Due to the limitations in this study, the findings could only be generalized to all Thai frontline workers of Thai restaurants in Seattle and they could suggest a similar phenomenon of the English language needs to whom in similar contexts. But they can not be generalized to all immigrants working in Thai restaurants in Seattle, nor Thai restaurants in other cities in Washington.

With respect to this study, the findings suggested that English training should conform to the actual needs of the frontline workers who needed English in their work, especially of whom English proficiency was at the elementary level. The findings showed that some respondents were struggled and unable to perform their task using only English language. The training should focus on conversational interactions of various situations and occasions as the frontline workers mainly needed listening and speaking skills to conduct foodservices in person and over the phone. As most respondents spent sometimes working in America, they seemed able to perform general English to some extent. The training should raise awareness of the importance to communicate clearly and professionally at the same time showing politeness. In addition, they should be trained to use appropriate language when dealing with difficult situations. In term of vocabulary and reading, the content and materials used in the English training should be relevant to the specific needs of the respondents. It would be best to use the authentic materials, such as the sanitation and safety manual and the Serve-Safe™ handbook, in a training to familiarize them with difficult vocabulary related to their job. For writing, the training should allow them to

be accustomed to all concerned forms and documents related to their job. These would equip the respondents with confidence to communicate in English during their work. The instructors and the trainers should be both Thai and English native speakers. More importantly, the employers should provide English language training and motivate their employees to practice using English during work. These may result in an increase English fluency and ability to use English professionally in their job.

Limitations of the Study

In this study, the researcher had access and connections with some Thai restaurants in Seattle, so it was limited to the Thai restaurant employees in Seattle. In order to include more Thai restaurants in other cities in Washington, the researcher was limited by connections with the insiders and the funding. Moreover, as the population of the study was the Thai immigrants working in the frontline position at the restaurants, their working and living status were absolute confidential. The researcher was not able to determine the actual population and reach the calculated samples. Due to the fact that the Thai restaurant employees; especially the frontline staff, worked in shift and worked for many places in a week. It was hard to estimate the actual number of employees in each workplace. The respondents did not want to repeat filling the questionnaire at every workplace they do. The data gathering process took over three months in summer, from June to August 2008. This period was considered low sales season for Thai restaurants that the employers reduced the workforce. So the researcher had fewer chances to reach the target respondents. Nevertheless, the researcher visited all the Thai restaurants and extended the survey collection time in order for the respondents to feel comfortable enough to complete the questionnaire. Also, the study mainly employed one instrument, a questionnaire survey as a tool to collect data about the needs and problems in using English of the Thai frontline workers. However, the researcher employed interview and observation methods in preparing for the questionnaire pilot. Regarding to the limitations of the time, funding, and access to the respondents for the researcher, the study was carried out in Seattle despite the fact that there are many Thai restaurants in other cities or states in America.

Recommendations for Further Studies

Further studies could use this study as a guideline to develop for the study of needs and problems in using English for Thai restaurant employees in other cities. The present study was carried out in Seattle, WA, while there are more Thai restaurants in other cities in the Washington State. Parallel studies should include more cities to investigate the needs and problems in using English language for Thai workers in the larger scope., or in other positions, such as the back of the house staff(the chefs, the cooks) , and in different level. The needs and problems in using English may vary regarding to their different functions.

A questionnaire survey was mainly used as an instrument to collect data in this study, though interview and observation were used in the preparation of the pilot study. The researcher would recommend the future research of the needs and problems in using English language for the same or similar occupation to consider using other techniques to gain more of in depth data.

By using the questionnaire as the only instrument for the study, it is highly recommended to pay significant to the construction and development of it. The instrument strongly needs to be reviewed many times by the experts and tested for its reliability. The language use must be clearly understood by the respondents.

From the results of the study, some respondents made complaints about the length of the questionnaire. They pointed that there were too many items to answer and some sub-skills can be reduced or combined with related sub-skills. Hence, the future research should be conducted by eliminating unnecessary English sub-skills and focusing the listening, speaking, and vocabulary knowledge in more descriptive details.

Gaining data from the respondents with highly confidential in their privacy requires trust from the researcher. Hence, the insider or the member of the establishment is best to conduct the future studies.

After the language training, the future research to explore the customers' satisfaction about the frontline workers' English language communication should be conducted to check the effectiveness and efficiency of English training.

Conclusions of the Study

The present study was carried out to answer research questions regarding needs and problems of English for the Thai immigrant frontline workers in Thai restaurants in Seattle, WA. A quantitative approach was utilized which a questionnaire survey was constructed and developed as the main instrument for data collecting from respondents. The data were analyzed using statistic techniques. Specific language functions in each skill: listening, speaking, writing, reading, and vocabulary knowledge in foodservice were categorized in the questionnaire survey.

According to the results of the questionnaire-based study, a majority of the Thai frontline workers of the Thai restaurants in Seattle were in ranged of age between 22 to 30 years. For their English background, a majority of the workers had learned English for more than five years. When self-assessing their language proficiency, most of them considered their English language proficiency were at the elementary level and a lot of them thought their English proficiency was at the upper intermediate level. The study also revealed that a majority of the frontline workers had lived in America and had worked in the food-related business for almost five years. Most respondents believed they were able to use only English as the only mean of communication at all time in the workplace. Hence, if the employees ever enforced the English-only rules in the workplace, those who encountered problems using English language at the workplace would need to be trained to improve their English to meet the rules.

The findings indicated that the five English language skills were perceived very necessary by the Thai frontline workers in their work; especially listening and speaking were rated extremely necessary. Four English skills were seen as difficult except reading that was regarded as fairly difficult.

Considering the needs of the English language, listening, speaking, and vocabulary knowledge in food services were considered the most important skills needed for the workers. They extremely needed to use these skills to interact both in person and through the phone regularly with their customers and the suppliers. Words and terminology related to food services were extremely needed for conversing with these people. Reading and writing were rated as strongly needed. The strongest need in reading was to read the menu and recipes in order to be able to suggest the foods and to explain the important ingredients of the foods. As for writing, taking food orders from customers in person and through the phone was considered extremely needed. Overall, the Thai frontline workers strongly needed to use a variety of English language skills in their job.

In terms of problems in using English, the findings suggested that the respondents rarely had problems in the overall skills and rated their problems as slightly serious. In this case, listening was perceived the most problematic of all skills, ranked down by speaking, vocabulary knowledge in food services, writing, and reading respectively. The respondents' most problems in using English came during their extremely needed in listening and speaking sub-skills which were listening and conducting telephone and face-to-face conversations. This suggested that listening and speaking skills should be closely integrated. As for problems in vocabulary in food services, the highest perceived problem was to not knowing enough words and terminology related to equipments and tools used in the restaurant. Regarding to problems in writing, taking notes from the phone was ranked the most problematic, closely followed by the problems in taking notes from in person conversations. Reading constituted the smallest problem in this study in which reading guidelines, handbooks, and manual for the essential permits, tests, and licenses were the most problematic.

The findings from the study may provide a better understanding of the English language needs and problems of the Thai restaurant frontline workers; they might be useful information for the employers in designing the course of English for restaurants and food services with the appropriate content and materials. The results were

analyzed from the data collected from the Thai frontline workers; therefore, English training course would serve the needs of the Thai frontline workers in using English language for their current job. This may equip the Thai immigrants with more confidence using English language professionally in their tasks, and as the result, this may enable them to communicate with English-only language in the workplace. The findings may also be used as the guidelines for students in food services related industries to prepare their English abilities according to the needs in order to work abroad in the future.

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APPENDICES

APPENDIX A

Questionnaire in Thai Language

แบบสอบถาม

เรื่อง การสำรวจความต้องการ และปัญหาการใช้ภาษาอังกฤษของพนักงานคนไทย เฉพาะที่ทำการบริการ ส่วนหน้าของร้านอาหารไทย ในเมืองซีแอตเติล รัฐวอชิงตัน ประเทศสหรัฐอเมริกา

คำชี้แจง

แบบสอบถามนี้เป็นส่วนสำคัญในการทำวิจัยของวิทยานิพนธ์ ในการศึกษา สาขาภาษาอังกฤษเพื่อ วัตถุประสงค์เฉพาะ ที่คณะบัณฑิตวิทยาลัย มหาวิทยาลัยเกษตรศาสตร์ วิทยาเขตบางเขน คำตอบของท่านจะเป็น ประโยชน์อย่างยิ่ง ในการนำมาวิเคราะห์ความต้องการ หรือความจำเป็น และปัญหาการใช้ทักษะภาษาอังกฤษของ คนไทย(ที่ไม่ได้ใช้ภาษาอังกฤษเป็นภาษาแรก) ที่ทำงานในร้านอาหารไทย(เฉพาะผู้ให้บริการหน้าร้าน) โดย ผลจากการสำรวจนี้ เพื่อที่พนักงานไทยปัจจุบันจะใช้เป็นแนวทางในการเพิ่มเติมทักษะภาษาอังกฤษที่จำเป็น หรือ นายจ้างที่จะจัดอบรมทักษะภาษาอังกฤษให้ ทั้งนี้เพื่อเป็นการเตรียมความพร้อมหากรัฐวอชิงตันเริ่มบังคับใช้ กฎหมาย ให้ใช้ภาษาอังกฤษเท่านั้นในระหว่างการทำงานบริการ อาจใช้เป็นแนวทางให้กับบุคลากรที่จะทำงานใน ร้านอาหารไทยต่อไป และอาจใช้เป็นแนวทางกับร้านอาหารไทยเมืองอื่นๆ ได้หากมีองค์ประกอบใกล้เคียงกัน

แบบสอบถามชุดนี้ประกอบด้วย 5 ส่วน ดังนี้

- ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ทำงานในร้านอาหารไทย ที่ไม่ได้ใช้ภาษาอังกฤษเป็นภาษาแรก
- ส่วนที่ 2 ความคิดเห็นทั่วไปเกี่ยวกับการใช้ภาษาอังกฤษ
- ส่วนที่ 3 ความต้องการในการใช้ภาษาอังกฤษของคนไทยที่ทำงานในร้านอาหารไทย
- ส่วนที่ 4 ปัญหาการใช้ภาษาอังกฤษของคนไทยที่ทำงานในร้านอาหารไทย
- ส่วนที่ 5 ความคิดเห็นหรือข้อเสนอแนะ

กรุณาเลือกคำตอบที่ตรงกับข้อมูลและความคิดเห็นของท่าน โดยผู้วิจัยจะไม่ทำการเปิดเผยข้อมูลส่วน บุคคลใดๆ หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือในการตอบแบบสอบถามจากท่านเป็นอย่างดี โปรดคืน แบบสอบถามที่สมบูรณ์แก่ผู้จัดการ หรือ ผู้ที่ได้รับมอบหมายในร้าน ก่อนวันที่ 15 กรกฎาคม 2551 เพื่อรับ เอกสารคืน และ โทรสอบถามเกี่ยวกับแบบสอบถามได้ที่ คุณฉัฐพิญา (จ๊วย) ที่หมายเลข 206-6613026

ขอขอบพระคุณ มา ณ โอกาสนี้

ฉัฐพิญา สํารายณ์

ส่วนที่ 1 ข้อมูลเกี่ยวกับผู้ทำงานในร้านอาหารไทย (ที่ไม่ได้ใช้ภาษาอังกฤษเป็นภาษาแรก)

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่อง ที่ตรงกับข้อมูลของท่าน และเขียนคำตอบลงในช่องว่างที่กำหนดให้

1. เพศ หญิง ชาย
2. อายุ น้อยกว่า 21 ปี 22 – 30 ปี 31-40 ปี มากกว่า 40 ปี
3. ท่านเคยเรียนภาษาอังกฤษเป็นเวลามากน้อยเพียงใด
 ไม่เคย หรือเรียนเอง น้อยกว่า 1 ปี 1-5 ปี มากกว่า 5 ปี
4. ท่านพำนักอยู่ในประเทศสหรัฐอเมริกามานานเท่าใด (หากไม่ต่อเนื่อง รวมระยะเวลาแล้วนานเท่าใด)
 น้อยกว่า 1 ปี 1-5 ปี 6-10 ปี มากกว่า 10 ปี
5. ท่านทำงานเกี่ยวข้องกับบริการอาหารมานานเท่าไร
 น้อยกว่า 1 ปี 1-5 ปี 6- 10 ปี มากกว่า 10 ปี
6. หากท่านจำเป็นต้องใช้ภาษาอังกฤษตลอดเวลาในการทำงานในร้านอาหารไทย ท่านทำได้หรือไม่
 ได้ ไม่ได้
7. หน้าที่ หรือตำแหน่งที่ท่านทำงานในร้านอาหารไทย คืออะไร (เลือกได้มากกว่า 1 หากหน้าที่มากกว่า 1)
 แคชเชียร์ พนักงานต้อนรับ พนักงานเสิร์ฟ พนักงานบริการเครื่องดื่ม
8. ในการทำงานของท่าน ท่านมีความจำเป็นต้องใช้ ทักษะภาษาอังกฤษมากน้อยเพียงใด
 เกือบตลอดเวลา เป็นประจำ บ่อยครั้ง นานๆครั้ง น้อยที่สุด
9. ในการทำงานที่ร้านอาหารไทย ท่านใช้ภาษาอังกฤษติดต่อกับบุคคลใดบ้าง (เลือกได้มากกว่าหนึ่งข้อ)
 นายจ้าง หรือ ผู้จัดการ ลูกค้า เพื่อนร่วมงาน พนักงานรับสั่ง และส่งสินค้า
 เจ้าหน้าที่จากหน่วยงานรัฐบาล เช่น หน่วยตรวจสอบด้านอนามัย ตรวจสอบใบอนุญาตการบริการเครื่องดื่ม แอลกอฮอล์ ตำรวจตรวจคนเข้าเมือง เจ้าของพื้นที่ตั้งร้าน (Landlord)
10. ท่านคิดว่าระดับความรู้ความสามารถในการใช้ภาษาอังกฤษ ของท่านอยู่ในระดับใด
 ระดับเริ่มต้น ระดับพื้นฐาน ระดับค่อนข้างดี ระดับดี ระดับสูง
11. ในการทำงานที่ร้านอาหารไทย ในอเมริกา ท่านใช้ทักษะภาษาอังกฤษต่อไปนี้น้อยเพียงใด
(กรุณาเรียงลำดับจาก มากไปหาน้อย 1, 2, 3, 4, 5 โดย 1 = มากที่สุด และ 5 = น้อยที่สุด โดยลำดับไม่ซ้ำกัน)

การฟัง..... การพูด.....การอ่าน.....การเขียน.....คำศัพท์เกี่ยวกับบริการอาหาร.....

12. ในการทำงานที่ร้านอาหารไทย ท่านพบปัญหาในการใช้ทักษะภาษาอังกฤษต่อไปนี้มากน้อยเพียงใด (กรุณาเรียงลำดับจากมากไปหาน้อย 1, 2, 3, 4, 5 โดย 1 = มากที่สุด และ 5 = น้อยที่สุด โดยลำดับไม่ซ้ำกัน)
การฟัง..... การพูด.....การอ่าน.....การเขียน.....คำศัพท์เกี่ยวกับบริการอาหาร.....

ส่วนที่ 2 ความคิดเห็นทั่วไปเกี่ยวกับการใช้ทักษะภาษาอังกฤษ

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดเห็นของท่านมากที่สุด โดย

5 = จำเป็นที่สุด 4 = จำเป็นมาก 3 = ค่อนข้างจำเป็น 2 = จำเป็นเล็กน้อย 1 = ไม่จำเป็น

1. ในการทำงานของท่านที่ร้านอาหารไทยในอเมริกา ท่านมีความจำเป็นในการใช้ทักษะภาษาอังกฤษต่อไปนี้มากน้อยเพียงใด	5	4	3	2	1
1.1 ทักษะการฟัง					
1.2 ทักษะการพูด					
1.3 ทักษะการอ่าน					
1.4 ทักษะการเขียน					
1.5 คำศัพท์เกี่ยวกับอาหารและบริการ					

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดเห็นของท่านมากที่สุด โดย

5 = ยากที่สุด 4 = ยากมาก 3 = ค่อนข้างยาก 2 = ยากเล็กน้อย 1 = ไม่ยากเลย

2. ท่านคิดว่าการใช้ทักษะภาษาอังกฤษต่อไปนี้ มีความยาก มากน้อยเพียงใด	5	4	3	2	1
2.1 ทักษะการฟัง					
2.2 ทักษะการพูด					
2.3 ทักษะการอ่าน					
2.4 ทักษะการเขียน					
2.5 คำศัพท์เกี่ยวกับอาหารและบริการ					

ส่วนที่ 3 ความต้องการหรือความจำเป็นในการใช้ทักษะภาษาอังกฤษของพนักงานไทย ที่ทำงานส่วนหน้าของร้าน

กรุณาทำเครื่องหมาย ✓ ในช่องว่างที่ตรงกับข้อมูลการใช้ภาษาอังกฤษในแต่ละทักษะ ในการทำงานของท่าน โดย

5 = จำเป็นที่สุด 4 = จำเป็นมาก 3 = ค่อนข้างจำเป็น 2 = จำเป็นเล็กน้อย 1 = ไม่จำเป็น

ทักษะการฟัง	ปริมาณการใช้				
1. ในการทำงานของท่านในร้านอาหารไทย ท่านต้องใช้ทักษะการฟังภาษาอังกฤษจากใครหรือกับใคร	5	4	3	2	1
1.1 นายจ้าง หรือ ผู้บังคับบัญชา					

1.2 ลูกค้า					
1.3 เพื่อนร่วมงาน					
1.4 เจ้าหน้าที่รับสั่งของ และส่งของ					
1.5 เจ้าหน้าที่จากส่วนกลาง เช่น ตรวจอาหาร ใบอนุญาตเครื่องดื่ม ตรวจคนเข้าเมือง					
1.6 ผู้ให้เช่าที่ตั้งของร้านอาหาร (landlord)					
2. งานในหน้าที่ของท่าน ต้องใช้ทักษะการฟังภาษาอังกฤษ อะไร มากน้อยเพียงใด	5	4	3	2	1
2.1 ฟังบทสนทนาแบบเผชิญหน้า					
2.2 ฟังบทสนทนาทางโทรศัพท์					
2.3 ฟังคำสั่งต่างๆ					
2.4 ฟังคำศัพท์เกี่ยวกับสิ่งที่ลูกค้าต้องการ เกี่ยวข้องกับอาหารและบริการ					
2.5 ฟังรายละเอียดการสำรองล่วงหน้า					
2.6 ฟังและสรุปความต้องการพิเศษของลูกค้า					
2.7 ฟังการแนะนำ เรื่องนามัย และ ความปลอดภัยในการบริการ					
2.8 ฟังคำพูด การสนทนา และรายละเอียด หัวข้อเกี่ยวกับเรื่องงาน					

ทักษะการพูด	ปริมาณการใช้				
3. ในการทำงานของท่านในร้านอาหารไทย ท่านต้องใช้ทักษะการพูดภาษาอังกฤษกับใคร	5	4	3	2	1
3.1 นายจ้าง หรือ ผู้บังคับบัญชา					
3.2 ลูกค้า					
3.3 เพื่อนร่วมงาน					
3.4 เจ้าหน้าที่รับสั่งของ และส่งของ					
3.5 เจ้าหน้าที่จากส่วนกลางเช่น ตรวจอาหาร ใบอนุญาตเครื่องดื่ม ตรวจคนเข้าเมือง					
3.6 ผู้เป็นเจ้าของที่ตั้งร้าน (Landlord)					
4. งานในหน้าที่ของท่าน ต้องใช้ทักษะการพูดภาษาอังกฤษ แบบใดบ้าง มากน้อยเพียงใด	5	4	3	2	1
4.1 สนทนาแบบเผชิญหน้า (กับ 3.1- 3.6)					
4.2 สนทนาทางโทรศัพท์					
4.3 สนทนาในหัวข้อที่เกี่ยวกับงาน					
4.4 กล่าวทักทาย และต้อนรับลูกค้า					
4.5 ตอบคำถาม และอธิบาย เกี่ยวกับอาหารไทย ส่วนผสมต่างๆ ความสะอาดในร้านและอาหาร ความปลอดภัยในการทำงาน					
4.6 ตอบและซักถามเกี่ยวกับการทำการสำรองล่วงหน้า					
4.7 อธิบายขั้นตอนในการจัดเตรียมและรักษาอาหาร กับเจ้าหน้าที่รัฐ					
4.8 สอบถามและทวนสรุป คำสั่งอาหารได้ถูกต้อง					

4.9 สามารถอธิบายเส้นทาง ตำแหน่งที่ตั้ง และชั่วโมงบริการ ของร้านได้					
4.10 เจริญ และ โน้มน้าว เพื่อความเข้าใจที่ตรงกัน					

ทักษะการอ่าน	ปริมาณการใช้				
5. ในการทำงานของท่านในร้านอาหารไทย ท่านต้องใช้ทักษะการอ่านภาษาอังกฤษถึงใดบ้าง มากน้อยเพียงใด	5	4	3	2	1
5.1 อ่านเมนู หรือ สูตรอาหาร					
5.2 อ่านใบคำสั่งอาหาร					
5.3 อ่านโทรสาร Fax การจองล่วงหน้า สั่งรายการอาหาร และอื่นๆ					
5.4 อ่านฉลากเกี่ยวกับสินค้าและบริการที่เกี่ยวข้องกับอาหาร					
5.5 อ่านประกาศเกี่ยวกับอนามัย และความปลอดภัยของสถานประกอบการ					
5.6 อ่านประกาศ หรือ โฆษณาทางการตลาด					
5.7 อ่านคู่มือ เพื่อสอบใบอนุญาต Serve-Safe™ ,Food Handler และ บริการเครื่องดื่มน้ำที่มีแอลกอฮอล์					
5.8 อ่านบันทึกภายในที่ทำงาน					
5.9 อ่านเอกสารสัญญาจ้างงาน					
5.10 อ่านเอกสารทางการเงิน ใบรับเงินเดือน (pay slip) และเช็คเงินเดือน					

ทักษะการเขียน	ปริมาณการใช้				
6. ในการทำงานของท่านที่ร้านอาหารไทย ในเมืองซีแอตเติล ท่านต้องใช้ทักษะภาษาอังกฤษการเขียนถึงใครบ้าง	5	4	3	2	1
6.1 นายจ้าง หรือ ผู้บังคับบัญชา					
6.2 ลูกค้า					
6.3 เพื่อนร่วมงาน					
6.4 เจ้าหน้าที่รับสั่งของ และส่งของ					
6.5 เจ้าหน้าที่จากส่วนกลางของประเทศ รัฐ หรือ เมือง					
6.6 ผู้เป็นเจ้าของที่ตั้งร้าน (Landlord) อื่นๆ					
7. งานในหน้าที่ของท่าน ต้องใช้ทักษะภาษาอังกฤษในการเขียนอะไรบ้าง มากน้อยเพียงใด	5	4	3	2	1
7.1 เขียนจดบันทึกที่ฟังจากการสนทนาแบบเผชิญหน้า					
7.2 เขียนจดบันทึกที่ฟังจากการสนทนาทางโทรศัพท์					
7.3 เขียนจดบันทึกรายการอาหารที่ลูกค้าสั่งตามคำบอก					
7.4 เขียนรายละเอียดรายการอาหาร					

7.5 กรอกแบบฟอร์มต่างๆที่ใช้ในการทำงาน					
7.6 เขียนสั่งรายการ ให้บริษัทจัดส่งวัตถุดิบ					
7.7 เขียนประกาศเกี่ยวกับเทศกาลต่างๆและวันเวลาปิด-เปิด พิเศษ					
7.8 เขียนเช็คของขวัญ					

คำศัพท์เฉพาะด้าน	ปริมาณการใช้				
8. ในการทำงานของท่านที่ร้านอาหารไทย ท่านต้องใช้ หรือรู้คำศัพท์เฉพาะ (ที่เป็นคำศัพท์ภาษาอังกฤษ) ที่เกี่ยวข้องกับการทำงานอย่างไรบ้าง	5	4	3	2	1
8.1 รู้คำศัพท์เกี่ยวกับชื่ออาหารไทย และ ส่วนประกอบอาหารไทย					
8.2 รู้คำศัพท์เกี่ยวกับเครื่องมือต่างๆ					
8.3 รู้คำศัพท์เกี่ยวกับอุปกรณ์ และเครื่องมือที่ใช้ในร้านอาหาร					
8.4 รู้คำศัพท์เกี่ยวกับอนามัย ความสะอาด และความปลอดภัย					
8.5 รู้คำศัพท์เกี่ยวกับการจ้างงาน					
8.6 รู้คำศัพท์เกี่ยวกับการบริการลูกค้า					

ส่วนที่ 4 ปัญหาในการใช้ทักษะภาษาอังกฤษในการทำงานในร้านอาหารไทยในเมืองซีแอตเติล รัฐวอชิงตัน

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ในช่องว่างที่ท่านคิดว่าตรงกับปัญหาในการใช้ภาษาอังกฤษ ในการทำงานของท่าน ในร้านอาหารไทยในซีแอตเติล โดย

5 = เป็นปัญหามากที่สุด

4 = เป็นปัญหามาก

3 = ค่อนข้างเป็นปัญหา

2 = เป็นปัญหาเล็กน้อย

1 = ไม่เป็นปัญหาเลย

ทักษะการฟัง	ระดับของปัญหา				
1. งานในหน้าที่ของท่าน ท่านมีปัญหาในการใช้ทักษะการฟังภาษาอังกฤษ ในสิ่งต่อไปนี้ มากน้อยเพียงใด	5	4	3	2	1
1.1 เข้าใจบทสนทนาแบบเผชิญหน้า					
1.2 เข้าใจบทสนทนาทางโทรศัพท์					
1.3 เข้าใจคำสั่งต่างๆ					
1.4 เข้าใจคำศัพท์เกี่ยวกับสิ่งที่ลูกค้าต้องการ เกี่ยวข้องกับอาหารและบริการ					
1.5 เข้าใจรายละเอียดการสำรองล่วงหน้า					
1.6 เข้าใจเวลาฟังและสรุปความต้องการพิเศษของลูกค้า					
1.7 เข้าใจ เมื่อฟังการแนะนำ เรื่องอนามัย และ ความปลอดภัยในการบริการ					
1.8 เข้าใจคำพูด การสนทนา และรายละเอียด หัวข้อเกี่ยวกับเรื่องงาน					

ทักษะการพูด	ระดับของปัญหา				
2. งานในหน้าที่ของท่าน ท่านมีปัญหาในการใช้ทักษะการพูดภาษาอังกฤษกับสิ่งต่อไปนี้ มากน้อยเพียงใด	5	4	3	2	1
2.1 สนทนาแบบเผชิญหน้า					
2.2 สนทนาทางโทรศัพท์					
2.3 สนทนาในหัวข้อที่เกี่ยวกับงาน					
2.4 กล่าวทักทาย และต้อนรับลูกค้า					
2.5 ตอบคำถาม และอธิบาย เกี่ยวกับอาหารไทย ส่วนผสมต่างๆ ความสะอาด ความปลอดภัยในการทำงาน					
2.6 ตอบและซักถามเกี่ยวกับการทำการสำรองล่วงหน้า					
2.7 อธิบายขั้นตอนในการจัดเตรียมและรักษาอาหาร กับเจ้าหน้าที่รัฐ					
2.8 สอบถามและทวนสรุป คำสั่งอาหาร ได้ถูกต้อง					
2.9 สามารถอธิบาย เส้นทาง ตำแหน่งที่ตั้ง และชั่วโมงบริการ ของร้านได้					
2.10 เจรจา และ โน้มน้าว เพื่อความเข้าใจที่ตรงกัน					

ทักษะการอ่าน	ระดับของปัญหา				
3. ในการทำงานของท่านในร้านอาหารไทย ท่านมีปัญหาในการอ่านเอกสารภาษาอังกฤษต่อไปนี้บ้าง มากน้อยเพียงใด	5	4	3	2	1
3.1 อ่านเมนู หรือ สูตรอาหาร					
3.2 อ่านใบคำสั่งอาหาร หรือเครื่องดืมจากพนักงาน					
3.3 อ่านโทรสาร Fax การจองล่วงหน้า สั่งรายการอาหาร และอื่นๆ					
3.4 อ่านฉลากเกี่ยวกับสินค้าและบริการที่เกี่ยวข้องกับอาหาร					
3.5 อ่านประกาศเกี่ยวกับอนามัย และความปลอดภัยของสถานประกอบการ					
3.6 อ่านประกาศนิตศ					
3.7 อ่านคู่มือ เพื่อสอบใบอนุญาต Serve-Safe™ ,Food Handler และ บริการเครื่องดืมที่มีแอลกอฮอล์					
3.8 อ่านบันทึกภายในที่ทำงาน					
3.9 อ่านเอกสารสัญญาจ้างงาน					
3.10 อ่านใบรับเงินเดือน (pay slip) และเช็คเงินเดือน					

ทักษะการเขียน	ระดับของปัญหา				
4. งานในหน้าที่ของท่าน มีปัญหาในการใช้ทักษะภาษาอังกฤษในการเขียนอะไรบ้าง มากน้อยเพียงใด	5	4	3	2	1
4.1 เขียนจดบันทึกที่ฟังจากการสนทนาแบบเผชิญหน้า					

4.2 เขียนจดบันทึกที่ฟังจากการสนทนาทางโทรศัพท์					
4.3 เขียนจดบันทึกรายการอาหารที่ลูกค้าสั่ง					
4.4 เขียนรายละเอียดรายการอาหารและสูตรอาหาร					
4.5 กรอกแบบฟอร์มต่างๆที่ใช้ในการทำงาน					
4.6 เขียนสั่งรายการ ให้บริษัทจัดส่งวัตถุดิบ					
4.7 เขียนประกาศเกี่ยวกับเทศกาลต่างๆและวันเวลาปิด-เปิด พิเศษ					
4.8 เขียนเช็คของขวัญ					

คำศัพท์เฉพาะด้าน	ระดับของปัญหา				
5. ในการทำงานของท่านที่ร้านอาหารไทย ท่านไม่รู้คำศัพท์ภาษาอังกฤษ เฉพาะ ที่เกี่ยวข้องกับการทำงาน บริการอาหารในสิ่งใดบ้าง	5	4	3	2	1
5.1 ไม่รู้คำศัพท์เกี่ยวกับชื่ออาหารไทย และ ส่วนประกอบอาหารไทย					
5.2 ไม่รู้คำศัพท์เกี่ยวกับเครื่องดื่มต่างๆ					
5.3 ไม่รู้คำศัพท์เกี่ยวกับอุปกรณ์ และเครื่องมือที่ใช้ในร้านอาหาร					
5.4 ไม่รู้คำศัพท์เกี่ยวกับ อนามัย ความสะอาด และความปลอดภัย					
5.5 ไม่รู้คำศัพท์เกี่ยวกับการจ้างงาน					
5.6 การบริการลูกค้า					

ส่วนที่ 5 ข้อเสนอแนะ

หากท่านต้องการมีข้อชี้แนะ หรือแสดงความคิดเห็นใดที่คิดว่าเป็นประโยชน์ กรุณาเขียนในที่ว่างนี้

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หากท่านต้องการทราบผลของงานวิจัยนี้ กรุณาเขียนอีเมล ที่ต้องการจะให้ส่งผลไปให้

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ขอขอบพระคุณอย่างยิ่งที่กรุณาสละเวลาอันมีค่ากรอกแบบสอบถามนี้

APPENDIX B

Questionnaire in English Language

**English Language Needs of Thai Front-line Workers
at Thai Restaurant in Seattle, Washington**

Questionnaire

This study is an important part for the completion of researcher graduate degree in ESP (English for Specific Purposes) at Department of Foreign Language, Faculty of Humanity, Kasetsart University, Bangkok, Thailand.

Instruction: This set of questionnaires is designed to collect data for research on the English language needs and problems using English of Thai workers (non-native English speakers) who work in frontline position of Thai Restaurants in Seattle, WA. Your participation in filling out the information is important to carry out successful research, which the findings are hoped to be beneficial to all personnel in the Thai restaurant community; therefore your cooperation is highly appreciated.

There are 5 parts of the questionnaire.

- Part I: General Information**
- Part II: General Opinion**
- Part III English language needs for Thai front-line Restaurant Workers**
- Part IV: Problems when using English to communicate at the restaurant**
- Part V: Useful Comments and Suggestions**

All information will be kept strictly confidential. After completion, please kindly return to your manager or the person in charge for collection within July 15, 2008. If you have any enquiry regarding the questionnaire, please contact Nattariya (Khun Jui) at 206-661-3026.

Thank you very much for your co-operation.

Part I: General Information

Please put ✓ in the box provided and write your answer where space required.

1. Sex Female Male
2. Age under 21 22-30 31-40 Over 40
3. How long have you been studying English?
 - Never learned in formal school Less than 1 year 1-5 years
 - more than 5 years
4. How long have you been in the United State of America?
 - Less than 1 year 1 year -5 years 6-10 years Over 10 years
5. How long have you been working in the food service industry?
 - Less than 1 year 1 year-5 years 6-10 years Over 10 years
6. If you have to use **English-only** (meaning no other language allowed at all time) at work, would you be able to do it? Yes No
7. What is your job task in the restaurant? (If you do more than 1 task, please choose all tasks that you perform.)
 - Cashier Host Waiter or Waitress Busboy
8. How much do you **need** to use English in your job?
 - Almost always regularly Often occasionally Seldom
9. With whom do you usually use English at your job? (You can choose more than one.) Employer or manager Customers Co-workers Suppliers
 - Landlord Government representatives (Health inspectors, Liquor board or Immigration officer)
10. Please choose your current level of English Proficiency. (Choose one)
 - Beginner Elementary Lower intermediate Upper intermediate Advanced
11. In your job, which English language skills do you use most?

(Please rank 1,2,3,4, 5, where 1 = use most, 5= use least)

Listening _____ Speaking _____ Reading _____

Writing _____ Vocabulary in food service _____
12. In your job, which English language skills do you encounter **problems** most? (Please rank 1, 2, 3, 4, 5 where 1 = most problem, 5= least problem)

Listening _____ Speaking _____ Reading _____ Writing _____

Vocabulary in food service _____

Part II: General Opinions

Instruction: Please indicate your attitude toward the following topic areas by putting ✓ on the appropriate numbers as follows:

5	=	Extremely necessary
4	=	Very necessary
3	=	Necessary
2	=	Fairly necessary
1	=	Not necessary

1. At your workplace, how necessary are the following English language skills?

1.1 Listening	5	4	3	2	1
1.2 Speaking	5	4	3	2	1
1.3 Reading	5	4	3	2	1
1.4 Writing	5	4	3	2	1
1.5 Vocabulary in food service	5	4	3	2	1

Instruction: Please indicate your attitude toward the following topic areas by putting ✓ on the appropriate numbers as follows:

5	=	Extremely difficult
4	=	Very Difficult
3	=	Difficult
2	=	Fairly difficult
1	=	Not difficult

2. How difficult are the following English language skills?

2.1 Listening	5	4	3	2	1
2.2 Speaking	5	4	3	2	1
2.3 Reading	5	4	3	2	1
2.4 Writing	5	4	3	2	1
2.5 Vocabulary in foodservice	5	4	3	2	1

Part III: English language Needs for Thai Front-line workers.

Instruction: Please indicate your attitude toward the following topic areas by putting ✓ on the appropriate numbers as follows:

5	=	Extremely Needed	4	=	Strongly Needed
3	=	Moderately Needed	2	=	Slightly Needed
1	=	Least need			

How much do you need to use the following English language skills at your job?

Listening

1. To whom or with whom do you need to listen to in English at the workplace?

1.1 Employer or/and manager	5	4	3	2	1
1.2 Customers	5	4	3	2	1
1.3 Co-workers	5	4	3	2	1
1.4 Suppliers	5	4	3	2	1
1.5 Government representatives	5	4	3	2	1
1.6 Landlord	5	4	3	2	1

2. On what job functions do you need to listen to English at your workplace?

2.1 Listening to face-to-face conversations	5	4	3	2	1
2.2 Listening to telephone conversations	5	4	3	2	1
2.3 Listening to verbal instructions	5	4	3	2	1
2.4 Listening to food order & food related words					
	5	4	3	2	1
2.5 Listening to reservation details	5	4	3	2	1
2.6 Listening to customers' specific requests					
	5	4	3	2	1
2.7 Listening to sanitation and safety briefing					
	5	4	3	2	1
2.8 Listening to speeches, conversations, and descriptions on restaurant topics	5	4	3	2	1

Speaking**3. With whom do you need to speak English to in your job at the restaurant?**

3.1 Employer or/and manager	5	4	3	2	1
3.2 Customers	5	4	3	2	1
3.3 Co-workers	5	4	3	2	1
3.4 Suppliers	5	4	3	2	1
3.5 Government representatives	5	4	3	2	1
3.6 Landlord	5	4	3	2	1

4. What kind of job tasks do you need to speak English to at your workplace?

4.1 Conducting face-to-face conversations (with customers, suppliers, government agents, and co-workers)	5	4	3	2	1
4.2 Conducting telephone conversations	5	4	3	2	1
4.3 Discussing about job duties	5	4	3	2	1
4.4 Greeting and receiving customers	5	4	3	2	1
4.5 Answering questions and explaining (Thai food, ingredients, sanitation, and safety)	5	4	3	2	1
4.6 Taking reservations and specific request	5	4	3	2	1
4.7 Taking and repeating food orders	5	4	3	2	1
4.8 Explaining food handling procedures to health inspectors	5	4	3	2	1
4.9 Giving details about restaurant location and business hours	5	4	3	2	1
4.10 Negotiating for mutual understanding	5	4	3	2	1

Reading**5. What kind of English language documents do you have to read at your work?**

5.1 Reading menus or recipes	5	4	3	2	1
5.2 Reading order tickets placed by servers	5	4	3	2	1
5.3 Reading faxes for food order	5	4	3	2	1
5.4 Reading labels related to food services	5	4	3	2	1
5.5 Reading sanitation and safety posts	5	4	3	2	1
5.6 Reading notice boards	5	4	3	2	1

5.7 Reading manual and text book for Serve-Safe™ and liquor handling licenses	5	4	3	2	1
5.8 Reading job memos	5	4	3	2	1
5.9 Reading contracts	5	4	3	2	1
5.10 Reading payroll forms and checks	5	4	3	2	1

Writing

6. What kind of job related documents you have to write in English?

6.1 Taking notes from face-to-face conversations	5	4	3	2	1
6.2 Taking notes from telephone conversations	5	4	3	2	1
6.3 Taking food orders from customers	5	4	3	2	1
6.4 Editing menus and recipes	5	4	3	2	1
6.5 Filling forms related to work	5	4	3	2	1
6.6 Placing order to suppliers	5	4	3	2	1
6.7 Editing announcements for special events or opening hours	5	4	3	2	1
6.8 Editing gift vouchers	5	4	3	2	1

Vocabulary

7. What kind of specific English vocabulary do you need to know in your job?

7.1 Knowing Thai food names and ingredients	5	4	3	2	1
7.2 Knowing words about beverages	5	4	3	2	1
7.3 Knowing words related to equipments and tools used in the restaurant	5	4	3	2	1
7.4 Knowing words about safety and sanitation	5	4	3	2	1
7.5 Knowing words related to employment	5	4	3	2	1
7.6 Knowing words about customer service	5	4	3	2	1

Part IV: Problems when using English to communicate at your restaurant

Instruction: Please indicate your attitude toward the following topics area by putting ✓ the appropriate numbers as follows:

5	=	Extremely Serious	4	=	Very Serious
3	=	Moderately Serious	2	=	Slightly Serious
1	=	Least Serious			

Listening

1. To what extent do you have problems with English listening skills at you job?

1.1 Understanding face-to-face conversations	5	4	3	2	1
1.2 Understanding telephone conversations	5	4	3	2	1
1.3 Understanding verbal instructions	5	4	3	2	1
1.4 Understanding the food order, food related	5	4	3	2	1
1.5 Understanding reservation details	5	4	3	2	1
1.6 Understanding what customers request	5	4	3	2	1
1.7 Understanding sanitation and safety briefing	5	4	3	2	1
1.8 Understanding speeches, conversations and Descriptions on restaurant topics	5	4	3	2	1

Speaking

2. To what extent do you have problems with English speaking skills at your job?

2.1 Conducting face-to-face conversations (with customers, suppliers, government agents, and co-workers)	5	4	3	2	1
2.2 Conducting telephone conversations	5	4	3	2	1
2.3 Discussing job duties	5	4	3	2	1
2.4 Greeting and receiving customers	5	4	3	2	1
2.5 Answering questions and explaining (Thailand, Thai food, ingredients, sanitation, and safety)	5	4	3	2	1
2.6 Taking reservations and specific requests	5	4	3	2	1
2.7 Taking and repeating food orders	5	4	3	2	1
2.8 Explaining food handling procedures to health inspectors	5	4	3	2	1

2.9 Giving details about restaurant locations and business hours	5	4	3	2	1
2.10 Negotiating for mutual understanding	5	4	3	2	1

Reading

3. To what extent do you have problems with English reading skills at your job?

3.1 Understanding menus	5	4	3	2	1
3.2 Understanding order tickets placed by waiters	5	4	3	2	1
3.3 Understanding faxes for food order	5	4	3	2	1
3.4 Understanding labels related to food service	5	4	3	2	1
3.5 Understanding sanitation and safety posts	5	4	3	2	1
3.6 Understanding notice boards	5	4	3	2	1
3.7 Understanding manuals to pass tests for Serve-Safe™ and liquor handling licenses	5	4	3	2	1
3.8 Understanding job memos	5	4	3	2	1
3.9 Understanding contracts	5	4	3	2	1
3.10 Understanding payroll forms and checks	5	4	3	2	1

Writing

4.1 Taking notes from face-to-face conversations	5	4	3	2	1
4.2 Taking notes from telephone conversations	5	4	3	2	1
4.3 Taking food orders from customers	5	4	3	2	1
4.4 Editing menu	5	4	3	2	1
4.5 Filling forms related to work	5	4	3	2	1
4.6 Placing orders to suppliers	5	4	3	2	1
4.7 Editing announcements for special events or opening hours	5	4	3	2	1
4.8 Editing gift vouchers	5	4	3	2	1

Vocabulary

5. To what extent do you have problems with knowing specific vocabulary related to your work at the restaurant?

5.1 Not knowing Thai food names and ingredients	5	4	3	2	1
5.2 Not knowing words about beverages	5	4	3	2	1
5.3 Not knowing words related to equipments and tools used in the restaurant	5	4	3	2	1
5.4 Not knowing words about safety and sanitation	5	4	3	2	1
5.5 Not knowing words related to employment	5	4	3	2	1
5.6 Not knowing words about customer service	5	4	3	2	1

Part V: Useful Comments and Suggestions

Do you have any other comments? If so, please write them here.

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If you would like to learn about the findings of this study, please leave your email address at space required

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Thank you very much for taking your time to fill out this questionnaire.

APPENDIX C

List of Thai Restaurants in Seattle

List of Thai Restaurants in Seattle, WA, USA			
No.	Name	Address	Tel (206)
1	Appa Thai	4220 University Way NE	547-1151
2	Araya's Vegetarian Place	1121 NE 45th Street. Seattle WA	524-4322
3	Ayutthaya Thai Rest.	727 E Pike Street Seattle. WA 98122	324-8833
4	BahnThai Rest.	409 Roy Stree. Seattle. WA	283-0444
5	Bai Pai	2316 NE. 65th Street Seattle	527-4800
6	Bangkok house	606 S. Weller Street. Seattle WA	382-9888
7	Bell Thai	2211 4th Ave	441-8488
8	Big Bowl Noodle	814 65th Ave. NE. Seattle WA	526-1570
9	Buddha Thai & Bar	2222 2 nd Ave Seattle WA 98121	441-4449
10	Buddha Raksa	3520 SW Genessee St. Seattle. WA 98126	937-7676
11	Chaiyo Thai Cuisine	11749 15th St. NE. Seattle. WA 98125	361-8888
12	Chada Thai	308 N. 125th. Seattle WA	368-2550
13	Chang Thai Rest.	12343 Lake City Way. NE. Seattle WA. 98125	361-1000
14	Chillies Paste Thai Cuisine	119 N, 36th St. Seattle. WA 98103	633-1433
15	Chithai Garden	606 N. 105th. Seattle, WA 98133	783-3998
16	Djan Fushion Thai Rest.	264 45 Street NE, Seattle	633-3526
17	Golden Singha	425 Cedar St. Seattle WA. 98121	728-1532
18	Herbs Thai to Go	823 3rd Ave Seattle WA 98121	682-6888
19	House of Siam Pura	2620 Alki Ave SW Seattle WA	923-5693
20	In the Bowl	1554 E Olive Way Seattle WA 98122	568-2343
21	Jai Thai Rest.	543 NE Northgate Way Seattle. WA	362-3757
22	Jai Thai Rest.	3423 Fremont Ave. N Seattle WA 98103	632-7060
23	Jai Thai Rest.	235 Broadway Ave. E Seattle WA	322-5782
24	Jamjuree	508-9 15th Ave E Seattle WA	323-4255
25	Jhanjay Vegetarian Thai Csn	1718 N 45th St Seattle	632-1484
26	Kaosamai	406 N 36th Seattle WA 98122	925-9979
27	Kinnaree Thai Cuisine	3311 W Mc graw St. Seattle WA	285-4460
28	Krittika Noodles	6411 Latona NE Seattle WA	985-1182
29	Kwanjai Thai	469 N 36th St. Seattle WA	632-3656
30	Little Thai Rest.	4142 Brooklyn Ave. NE Seattke WA 98105	548-8009
31	Lotus Thai Cuisine	2101N. 45th St. Seattle WA 98103	623-2300
32	Mae Phim Thai Rest.	94 Columbia St. Seattle WA 98104	624-2979
33	Mae Phim Thai Rest.	213 Pike Street, Seattle, WA 98101	623-7453
34	Mae Ploy Thai Cuisine	6421 19th Ave NW, Seattle	784-0899
35	Marlai Fine Thai Cuisine	3719 NE. 45th St. Seattle WA	523-3200
36	May Rest. & Lougne	1612 N. 45th St. Seattle WA.	675-0037
37	Olarn Thai Rest.	5258 California Ave. SW. Seattle WA	932-1945
38	Orrapin Thai Food	10 Boston St. Seattle WA. 98109	283-7118
39	Pailin Thai Cuisine	2223 California Ave. SW Seattle WA	937-8807
40	Phad Thai Rest.	8530 Greenwood Ave. N Seattle WA	784-1830
41	Phayathai Cuisine	8917 Lake City Way NE Seattle WA 98115	729-2295
42	Phuket	517 Queen Anne Ave. N Seattle WA	284-3700
43	Racha Noodle & Thai Cuisine	23-25 Mercer ST. Seattle WA 98109	281-8883
44	Rice n Spice Thai Cuisine	101 John St. Seattle WA	285-9000

List of Thai Restaurants in Seattle, WA, USA (continued)			
No.	Name	Address	Tel (206)
45	Romma Thai	613 Broadway E. Seattle WA.	726-9058
46	Royal Palm Exquisite Thai	6417 Roosevelt Way NE. Seattle WA	523-2400
47	Samui	524 15th Ave E Seattle WA	328-2406
48	Sawinee Thai Café	5210 Roosevelt WA NE Seattle WA	528-0102
49	Sea Thai Rest.	2312 N. 45th Street. Seattle WA	547-1961
50	Siam On Broadway	616 Broadway E. Seattle WA	324-0892
51	Siam On Lake Union	1880 Fairview Ave. E. Seattle WA 98102	323-8101
52	Spicy Wok	4135 University Way NE	547-1767
53	Taste of Asia	521 3rd Ave, Seattle WA 98104	381-0599
54	Tawon Thai	3410 Fremont Ave. N Seattle WA	623-3046
55	Thai 65	4214 University Way NE Seattle WA 98105	632-1370
56	Thai 65	93 Marion St. Seattle WA	625-9300
57	Chilli Basil	209 Broadway E Seattl E WA 98102	329-8883
58	Thai Café	5401 20th Ave. NW Seattle WA (ballard)	784-4599
59	Thai Cuisine Rest.	601 2nd Ave #D Seattle WA	621-7449
60	Thai Delight	6109 6th Ave. S. Seattle WA	767-3961
61	Thai Family Kitchen	7520 35th Ave. NE Suite# 3 Seattle WA	528-6165
62	Thaiger Room	4228 University Way NE Seattle WA 98105	632-9299
63	Thai Ginger	1841 42nd Ave. E Seattle WA	324-6467
64	Thai Ginger	600 Pine St. Suite# 406 Seattle WA	749-9100
65	Thai Go	401 Northgate Way #301 Seattle WA	361-9448
66	Thai Heaven Rest.	352 Roy St. Seattle WA	285-1596
67	Thai Kitchen	2220 Queen Anne Ave. N. Seattle WA	285-8424
68	Thai Ku	5410 Ballard Ave NW Seattle WA	706-7807
69	Thai Of Wedgewood	7520 35th Ave. NE Suite# 3 Seattle WA	528-6165
70	Thai Ocean	1325 Harbour Ave SW. Seattle WA	938-2992
71	Thai One On	12343 Lake City Way. NE. Seattle WA.98125	362-6999
72	Thai Place Rest.	513 S. Weller St. Seattle WA 98104	749-5451
73	Thai Rama Rest.	701 5th Ave. Seattle WA	386-8060
74	Thai Recipe Rest.	2609 S. Mc Clelant St	723-6165
75	Thai Siam Rest.	8305 15th Ave. NW. Seattle WA	783-3668
76	Thai Star	1007 Boren Ave. Seattle WA	292-5822
77	Thai Star	601 2nd Ave. Seattle WA	621-7449
78	Thai Thai	11205 16th Ave SW Seattle WA 98146	246-2246
79	Thai Tom	4543 University Way NE Seattle WA	548-9548
80	Tom Yum Koong Thai Rest.	4750 California Ave. SW Seattle WA.	937-2126
81	Tour Thai	7821 Aurora Ave N Seattle WA	706-4569
82	Tup Tim Thai	118 W Mercer St. Seattle WA	281-8833
83	Typhoon	1400 Western Ave. Seattle WA 98101	262-9797
84	Vatsana Thai	9025 25th Ave. SW Seattle WA	937-2794
85	Wild Orchid	8010 24th AVE NW (Ballard)	706-6766

List of Thai Restaurants in Seattle, WA, USA (continued)			
No.	Name	Address	Tel (206)

Restaurants had closed down before the period of study

1	Bai Tong	11244 Pacific Highway	763-3969
2	Royal Thai Kitchen	305 Harrison St. Seattle, WA 98109	374-0199
3	Thai On Alki	1325 Harbour Ave SW Seattle, WA	938-2992

Other Thai Restaurants owned and run by non-Thais were excluded in the study.

1	CP Thai Rest.	5963 Corson Ave. S. Seattle. WA 98108	764-6002
2	Jasmine Thai Moroccan	1530 Post Ally. Seattle. WA	382-9899

Former Thai Restaurants that changed to other ethnic foods (excluded in the study)

1	Thai Spice (now as a Korean Rest.)	4135 University Way NE	547-1767
2	Zabb Thai (now as a Korean Rest)	1505 Pike Place	625-0351
3	Bangkok Cuisine(now as Chinese Rest.)	19225 International Blvd.	878-3630
4	Thailander (now as a Chinese Rest.)	420 Broadway E	937-2126

Updated on May 15, 2008

Source: <http://www.referenceusa.com/>

APPENDIX D

Table for Estimation of Sample Size from an Infinite Population

Thai Workers of Thai Restaurants in Seattle, WA, USA			
No.	Name	Total Employees	Approx.Front-line Staffs
1	Appa Thai	4	2
2	Araya's Vegetarian Place	8	4
3	Ayutthaya Thai Rest.	5	2
4	BahnThai Rest.	10	5
5	Bai Pai	4	2
6	Bangkok house	4	2
7	Bell Thai	6	3
8	Big Bowl Noodle	4	2
9	Buddha Thai &Bar	12	2
10	Buddha Raksa	12	6
11	Chaiyo Thai Cuisine	5	2
12	Chada Thai	3	1
13	Chang Thai Rest.	10	5
14	Chillies Paste Thai Cuisine	3	1
15	Chithai Garden	5	2
16	Djan Fushion Thai Rest.	5	2
17	Golden Singha	10	5
18	Herbs Thai to Go	4	2
19	House of Siam Pura	3	1
20	In the Bowl	4	2
21	Jai Thai Rest.	4	2
22	Jai Thai Rest.	10	5
23	Jai Thai Rest.	17	5
24	Jamjuree	7	3
25	Jhanjay Vegetarian Thai Csn	10	5
26	Kaosamai	6	3
27	Kinnaree Thai Cuisine	4	2
28	Krittika Noodles	4	2
29	Kwanjai Thai	4	2
30	Little Thai Rest.	4	2
31	Lotus Thai Cuisine	6	3
32	Mae Phim Thai Rest.	5	2
33	Mae Phim Thai Rest. II	5	2
34	Mae Ploy Thai Cuisine	4	2
35	Marlai Fine Thai Cuisine	10	5
36	May Rest. & Lougne	10	5
37	Olarn Thai Rest.	4	2
38	Orrapin Thai Food	8	4
39	Pailin Thai Cuisine	6	3
40	Phad Thai Rest.	4	2
41	Phayathai Cuisine	4	2
42	Phuket	4	2
43	Racha Noodle& Thai Cuisine	30	7
44	Rice n Spice Thai Cuisine	6	3
45	Romma Thai	5	2
46	Royal Palm Exquisite Thai	12	6

No.	Name	Total Employees	Approx. Front-line Staffs
47	Samui	3	1
48	Sawinee Thai Café	2	1
49	Sea Thai Rest.	3	1
50	Siam On Broadway	15	7
51	Siam On Lake Union	14	7
52	Spicy Wok	2	1
53	Taste of Asia	3	1
54	Tawon Thai	14	7
55	Thai 65	15	7
56	Thai 65 II	4	2
57	Chilli Basil	4	2
58	Thai Café	3	1
59	Thai Cuisine Rest.	3	1
60	Thai Delight	3	1
61	Thai Family Kitchen	3	1
62	Thaiger Room	6	3
63	Thai Ginger	4	2
64	Thai Ginger	8	4
65	Thai Go	4	2
66	Thai Heaven Rest.	6	3
67	Thai Kitchen	5	2
68	Thai Ku	8	4
69	Thai Of Wedgewood	3	1
70	Thai Ocean	8	4
71	Thai One On	6	3
72	Thai Place Rest.	10	5
73	Thai Rama Rest.	3	1
74	Thai Recipe Rest.	3	1
75	Thai Siam Rest.	10	5
76	Thai Star	5	2
77	Thai Star	10	5
78	Thai Thai	3	1
79	Thai Tom	4	2
80	Tom Yum Koong Thai Rest.	7	3
81	Tour Thai	2	1
82	Tup Tim Thai	10	5
83	Typhoon	19	1
84	Vatsana Thai	2	1
85	Wild Orchid	4	2
Total			240

The estimation of Thai workers is based on the employee size of each Thai restaurant in Seattle. The information on employee size was drawn from corporate information by using infor USA databases.

Source: <http://www.referenceusa.com/>

APPENDIX E

Legal Process in USA

Legal Process in USA

The most important source of law in the United States is the Constitution. The Constitution outlines the structure of the federal government and sets limits on the types of the laws that the federal government and state government can pass. Each state also has its own constitution, many of which are similar to the U.S. Constitution. State Constitution often provides protections of individual rights that are even stronger than those set forth in the U.S.

The Congress (the House of Representatives and the Senate) passes Bills that are either vetoed or signed into law by the president. After passage of the law, it becomes part of the United State Code, which is the compilation of the federal laws. The state adopts a similar process.

In the American system of government, after legislature passes laws and the U.S. President or the State governor signs them, it is up to the court system to interpret the laws and decide whether they violate any provision of the Constitution. At the state level, the Supreme Court has the ultimate authority in determining what a law means and whether or not it violates the states constitution.

The updated legal information contains a complete copy of the U.S. Code can be found in the U.S. Government Printing Office (www.gpo.gov) and the bills pending before Congress as well as recently passed laws can be found in the Library of Congress's Thomas system (Thomas.loc.gov).

Source: Allport, A. (2005)

BIOGRAPHICAL DATA

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