ENGLISH LANGUAGE ORAL COMMUNICATION NEEDS OF HOTEL FOOD AND BEVERAGE STAFF IN CHIANG MAI

BY

MR. SURADECH PONGGANTA

AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2019
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ENTITLED

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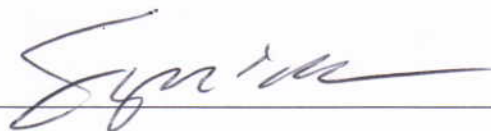
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ABSTRACT

The objectives of this study were to explore the English language oral communication needs as perceived by the hotel food and beverage staff in Chiang Mai through conducting a needs analysis and obtain suggestions for future English language oral communication training for those professionals. The participants were 40 hotel food and beverage staff working in hotels in Chiang Mai. The data were collected using adapted online-based questionnaires consisting of checklist questions, a 5-point Likert scale and an open-ended question. The results revealed that both listening and speaking skills were indicated at the highest level of needs. In terms of language skills and language functions, listening to customers' questions was indicated as the most needed listening activity while informing customers about figures and telephoning were both indicated as the most needed speaking activity. To design future training, specific English for use in the food and beverage business, listening for communicating with foreign customers and conversations for making an impression should be incorporated. In addition, using both Thai and English language as medium of instruction was preferable and the training should be organized in the form of a workshop and group work with a post-test about food and beverage and hotel industry after the training.

Lastly, the training should be organized within the hotel sometimes after work for a duration of three months and be financially supported by the employer.

ACKNOWLEDGEMENTS

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CHAPTER 1
INTRODUCTION

1.1 Background

A significant driver for global economic growth and investment is the tourism industry, which contributes 10.2% of global GDP. The World Travel and Tourism Council (2018) reposted that Thailand's tourism sector grew by 11%, generated over 5.7 million jobs, over 15% of Thailand's total employment, and contributed over 2.9 trillion baht or 20.6% to the total GDP of the country in 2016. The Ministry of Tourism and Sports of Thailand reported that Thailand received over 34 million of international visitors during January to November 2018, increasing 7.53% compared to the similar period of 2017. The tourism sector contributed over 1.8 trillion baht in revenue to the country (Tourism Authority of Thailand Newsroom, 2018).

The Tourism Authority of Thailand (2019) highlights that Chiang Mai is presently a charming combination of the old and the modern. Not only is it the largest city in Northern Thailand, the province itself is home to many natural attractions and cultural heritage and Royal Project sites. Chiang Mai also offers a wide range of accommodations to suite the different lifestyles and budgets of millions of international visitors visiting the province each year, ranging from valued-price hostels and guesthouses, to state-of-the art boutique hotels and resorts, and to luxurious five-star properties located across the province.

Globalization and global economic development have impacted the global community and led English to become the language for opportunity and the medium for people to pursue employment with reasonable wages (British Council, 2018). In addition, English has become a lingua franca, a bridge language, for communication for international tourists (Ghany & Latif, 2012). In the tourism industry, the key to a successful business is not only offering great experiences through services and hospitality but also being able to communicate effectively with international visitors (Prachanant, 2012).

In his experience of working in the industry involved in tourism and hospitality for the past ten years, the researcher has noticed that hotel food and beverage staff often

have problems mastering English, particularly oral communication. The study of Lestari et al. (2017) revealed that the staff of the food and beverage department are in positions which require English language the most, as they serve as front-liners for whom English is necessary as the medium of communication to perform their job functions.

To date, few studies have focused on the English oral communication needs of hotel food and beverage staff, although several studies have indicated there are major problems with oral communication as the most frequently used skill to communicate with customers and the most encountered problem of staff in the tourism industry (Pongjumpa, 2011; Saisaengjan and Prachanant, 2015; Santoso, 2016; Trang, 2015).

Hence, the current study aims to fill this research gap through an examination of English language needs focusing on oral communication, speaking and listening skills, of food and beverage staff in Chiang Mai in which various types of hotels are available to cater to the lifestyles of international visitors. The findings of this study should make a solid contribution to the field of hoteliers' language needs as well as their oral communication difficulties. Furthermore, this study can serve as an up-to-date and handy tool for the management of the hotels, human resources departments, and stakeholders in the designing of effective English language oral communication training.

1.2 Research Questions

This study aims to address two research questions as follows:

1.2.1 What are the English language oral communication needs as perceived by hotel food and beverage staff in Chiang Mai?

1.2.2 What are the suggestions for an English language oral communication training course for hotel food and beverage staff in Chiang Mai?

1.3 Objectives of the Study

The objectives of this study are the following:

1.3.1 To investigate the English language oral communication needs as perceived by the hotel food and beverage staff in Chiang Mai

1.3.2 To provide suggestions for an English language oral communication training for hotel food and beverage staff in Chiang Mai

1.4 Definitions of Terms

The definitions of terms are described as follows:

English language needs refer to the requirements that hotel food and beverage staff in Chiang Mai in terms of English communication.

Oral communication refers to speaking and listening skills used by hotel food and beverage staff in Chiang Mai to communicate with others.

English skills refer to performance in English speaking, listening, writing, reading, grammar, and vocabulary.

Hotel food and beverage staff in Chiang Mai refer to customer service professionals who work, full-time or part-time with no age limit, for restaurants, bars and other food and beverage outlets and serve as the primary contact persons or focal points of contact for customers of hotels in Chiang Mai.

CHAPTER 2
REVIEW OF LITERATURE

This chapter reviews the literatures related to the research questions regarding the English language oral communication needs as perceived by the hotel food and beverage staff in Chiang Mai and suggestions for effectively designing an English language oral communication training for hotel food and beverage professionals. This chapter consists of four main sections.

The first section (section 2.1) explores the concepts and definitions of needs with a focus on language learning and the need of professionals to use English to do their jobs. The second section (section 2.2) moves on to describe English for Specific Purposes (ESP) in greater detail along with oral communication due to the fact that research participants in this study use ESP as the medium of their communication. The third section (section 2.3) will move on to discuss language functions, the definitions and the categories proposed by a prominent scholar in the field of linguistics. The final section (section 2.4) of this study explores related empirical studies which have previously done to explore the oral communication needs of people involved in tourism in Thailand and other global tourist destinations with a specific focus on their English speaking and listening skills.

2.1 Needs and Needs Analysis

2.1.1 Concepts and Definitions of Needs

Needs is a term frequently used in the literature and has been defined through different points of view and perspectives. Cambridge Dictionary (2019) defines "needs" as "the things you must have for a satisfactory life". In social science research field, the term refers to "value judgments that a target group has problems that can be solved" (McKillip, 1987, p. 7).

Figure 2.1 *Maslow's Hierarchy of Needs (Hamilton & Kroll, 2018, p. 390)*

As seen in figure 2.1, a broader perspective of needs has been adopted by Maslow (1954), who argued that all people have the same basic categories of needs and establish a hierarchy of needs as the rungs of a ladder. He explains that lower stage of needs must be completed or satisfied or before moving on to other higher stages of needs even though a person may be motivated by several levels of needs simultaneously. According to Maslow's point of view, all people's basic needs range from the lowest to the highest, namely physiological needs, safety needs, social needs, esteem needs, and self-actualization needs.

Leonard Nadler and Zeace Nadler (1982), pioneers in the field of personnel development, defined a need as the difference between what actually exists and a goal or what is expected. It does not exist unless one feels a lack of some kind. They also divide needs into three different categories:

1) *Stated needs,* which directly appear from the event occurred previously, for example, job specifications identifying what a person is required to do on the job.

2) *Implied needs*, which are not clearly expressed but appear from a situation; for example, an implied need may occur from a change in process, material, or technology. Implied needs can also occur when a newly employed professional joins an existing work unit or section, as tasks may be reassigned or those performing the job may be required to perform differently.

3) *Felt needs*, which is a very strong need for an individual. Nadler (1982) implies that it is agreed universally that learning can constructively occur when the leaners feels that they have the need to learn. As a person has an intention to perform

better and the distance between expectations and performance is explicit, a felt need simply occurs.

In the field of language learning, Robinson (1991) points out that needs refer to outcomes from a language course that the learners want to receive. Robinson also indicates that the learners themselves may have their own expectations or aims beyond their job or study's requirements, that is, desires or wants. Robinson also suggests that needs may pertain to what learners cannot do or do not know when communicating in English language, in other words, lacks.

2.1.2 Needs analysis

Recent developments in the field of needs theory have led to a renewed interest in needs analysis (NA), which was originated by Michael West in a language teaching survey report published in 1920s as he attempted to establish the best way leaners should learn English (White, 1988). West introduced the concept of NA to refer to what leaners will be expected to perform in terms of using foreign language in specific situations and how leaners may best learn the target language during training (Mortazavi, 2016).

David Nunan, a renowned Australian linguist, states that language teaching practitioners had increasingly employed needs analysis approaches during 1970s as it was applied for a modern language development project of the European Council. Needs analysis was used as the initial process to identify behavioural objectives and to collect more details on this aspect and was incorporated as one of the tools to design syllabuses (Pushpanathan, 2013). Nunan also indicates that NA can be referred as a series of processes for gathering information regarding leaners and their communications tasks as a tool to design a syllabus (Charunsri, 2011).

As cited in Charunsri (2011), Jack. C. Richards enumerates several purposes for using needs analysis in language teaching:

1) Identifying what language skills are required for a learner to perform certain task or duty;

2) Determining if the needs of potential learners are addressed appropriately in a particular course;

3) Determining which learners from a particular learning group need particular language skill training;

4) Identifying changes in learning methods that learners in a particular group feel are necessary;

5) Identifying a learning gap between what learners can do and what they should be able to do;

6) Collecting information regarding a specific problem experienced by learners.

According to Martins (2017), NA has significant contribution in English for Special Purposes (ESP) and Communicative Language Teaching (CLT) in terms of their developments. Need analysis helps instructors to understand educational needs and learning potential. Needs analysis may also serve as a handy instrument for identifying, evaluating and fulfilling the needs of learners who are stakeholders in any particular course.

Needs analysis also helps instructors identify learners' perspective in terms of language proficiency and deficiencies and professional needs. Having examined the learners' needs and determined the purposes of a particular course, instructors will be able to best meet the needs of the learners through developing the content in the curriculum, teaching materials, as well as teaching approaches (Siwayingsuwan, 2015).

The concepts and definitions of needs as well as needs analysis mentioned above will be later applied in this research to carefully explore the English language oral communication needs as perceived by hotel food and beverage staff in Chiang Mai.

2.2 English for Specific Purposes (ESP)

2.2.1 Concepts and Definitions of English for Specific Purposes (ESP)

Hutchinson and Waters (1987, 19) state that English for Specific Purposes (ESP) is "an approach to language teaching in which all decisions as to content and methods are based on learner's reason for leaning".

According to Laurence Anthony (1997), ESP originated in early 1960s and has emerged as one of the most significant fields of English as a Foreign Language (EFL) teaching today. Some scholars view ESP as the teaching of English for any particular objective that could be determined or specified. In the same vein, other scholars describe ESP as the teaching of English for vocational or professional level, as well as the teaching of English for academic purposes. ESP also has the characteristics of focusing on how learners want to learn and how to meet their specific learning needs.

Dudley-Evans and St. John (1998, 4-5) clarify the meaning of ESP in terms of "absolute" and "variable" characteristics as follows:

1) Absolute characteristics

- ESP is created to meet specific needs of learners;

- ESP utilises the content concerned with specific methodology, careers, and activities;

- ESP emphasises appropriate activities in language learning e.g. grammar, lexis, register, study skills, genre, and discourse analysis;

2) Variable characteristics

- ESP may be related to or designed for specific programmes;

- ESP can probably be used as a different method from general English approach in specific teaching situations;

- ESP tends to be designed for adult learners, either in a professional work situation or at the higher education level;

- ESP is mainly designed for intermediate or advanced learners;

- Most ESP programmes assume some basic or fundamental knowledge of the language system.

Robinson (1991) explains that an ESP course is built on needs analysis that attempts to specify what learners have to execute in order to achieve their learning objective through the medium of English.

2.2.2 English for Specific Purposes (ESP) and Oral Communication Skills

By drawing on the ESP concept, Dudley-Evans (1997) asserts that ESP is created to cater to learners' specific needs. It also has potential use as a different method in focused teaching situations, as it is specifically designed to use in higher education, adult education or professional work situations. This view is supported by Darasawang (2007), who point out that Thailand's National Education Act stipulated in 1999 has made significant changes in Thailand's English language teaching field by putting the emphasis on individual needs and promoting learner-centred approaches, along with the communicative language teaching approach. ESP had also been included as one of the compulsory subjects for both the certificate and diploma levels in Thailand's vocational education system (Khunmontr et al, 2014).

Effective oral communication skills are crucial for practitioners working in the hospitality industry. A research by the the Educational Institute of the American Hotels and Motels Association conducted in 1996 found that appropriate training could improve the performances of food and beverage, housekeeping, and front office departments (cited in Rahim and Tazijan, 2011). It is also necessary for hoteliers to obtain appropriate soft skill, apart from professional skills, particularly English communication skills that will improve their employability.

2.3 Language Functions

The Department of School Education (2004), Government of Tamil Nadu, India, defined language functions as the purposes for which people use specific expression, utterances or phrases when they speak or write. There are a wide range of language functions. Some examples of language functions in communicative English are listed as follows:

- Greeting
- Introducing oneself
- Introducing others and responding to introduction
- Taking leave
- Wishing others on various occasions
- Congratulating

- Making a request

- Thanking and responding to thanks

- Regretting and responding to regret

- Offering and accepting help

- Expressing likes and dislikes

As cited in Way (2011, p. 9), a widely accepted perspective has been proposed by Michael Halliday, a prominent British linguist, who introduced a list commonly known as "Halliday's Functions of Language" which classify language functions into seven functions based on their linguistic features as follows:

1. Instrumental: used for expressing preferences, choices, wants or needs or getting things done (i.e. asking, requesting, explaining)

2. Regulatory: used for regulating or influencing others' behaviours (i.e. setting tasks, instructing, managing, directing, controlling, negotiating)

3. Interactional: used for developing and maintaining social relationships (i.e. initiating, sympathising, reconciling, arguing, encouraging, empathising)

4. Personal: used for expressing individuality and conveying personal feelings (i.e. stating opinions, confronting, expressing thoughts and feelings, recounting experience)

5. Heuristic: used for exploring, acquiring information, and learning about the environment (i.e. interrogating, discussing, asking, querying, investigating, clarifying)

6. Imaginary: used for creating stories or using imagination (i.e. storytelling, anticipating, predicting, imagining, playing, experimenting)

7. Representational: used for conveying information to others (i.e. telling, lecturing, stating facts, sharing skills, commenting, imparting knowledge, informing)

While several definitions of the term language functions have been suggested, this study will use and apply the definition and categories of language functions stated above to investigate the needs of English oral communication as perceived by hotel food and beverage staff in Chiang Mai.

2.4 Relevant Studies

        Several empirical studies have been conducted to examine the English language oral communication needs of people involved in the tourism industry in Thailand and other countries by focusing on their speaking and listening skills.

        In 2011, Charunsri conducted a research study surveyed 60 receptionists of hotels in Bangkok's Chinatown to explore their needs and problems encountered focusing on English language skills. The seven-section questionnaire used a checklist, a 5-point rating scale and a series of open-ended questions. The results showed that the participants ranked speaking skill as the most significant skill needed to communicate in English, whereas grammar was ranked as the least important skill and listening problem was viewed as the most encountered problem among the participants (Charunsri, 2011).

        Similarly, Prachanant (2012) carried out a survey on the usage of English language in tourism focusing on the aspect of needs and problems of 40 participants who are staff members of tourism-related companies and five international travel companies selected from five main travel destinations across Thailand including Bangkok, Pattaya, Chiang Mai, Samui and Phuket. A three-section questionnaire using a checklist, a 5-point rating scale, and open-ended questions was utilised in the study. The study revealed that the most needed skill was speaking while listening, reading, and writing were ranked as least needed respectively. The participants also indicated that most needed English language functions were giving information, providing services, and providing help respectively. It was suggested that need analysis can benefit future curriculum development and the findings can be adapted as guidelines to develop syllabuses for English for the tourism industry courses, as well as for those people or organizations who are involved in tourism policy and planning.

        A larger scale study explored the needs and difficulties of English language usage of participants selected from employees of 16 international travel companies in Vietnam (Trang, 2015). The participants included employees who had been using English and dealing with foreign visitors such as tour guides, travel operators, and tour staff. The questionnaires were adapted in both online-based and paper-based formats, and data collection was conducted over a three-month period. Convenience sampling was used on a group of 144 employees in 16 international companies based in Hue,

Vietnam. The result emphasised that speaking was the most significant skill required at their workplaces among other skills, namely listening, writing, and reading. In addition, reading is the most encountered problem of English language in employees' routine jobs, followed by writing, listening and speaking skill respectively.

Lestari et al. (2017) investigated a method to develop oral communication skills focusing on the language functions commonly used among food and beverage professionals by collecting both qualitative and quantitative data from a restaurant and a hotel in Bali, Indonesia. The data collected was later incorporated in a trial teaching method specifically designed and created to develop the language abilities of participants, undergraduate students of a tourism school, in speaking English. The findings revealed that certain language functions are important for designing a learning method in an English speaking course for food and beverage professionals, namely the informative, interactive, indicative, permissive, directive, and persuasive functions.

Likewise, Saisaengjan (2016) conducted needs analysis and investigated problems in English skills for coffee house employees in the northeastern region of Thailand using questionnaires. Their study included baristas, waiters and waitresses who communicate and interact with English-speaking customers. Simple random sampling was employed to select 20 participants from 20 provinces representing the northeastern region along with multi-stage sampling; purposive sampling was employed to select five cafés from each selected province; and later selected two representative employees from the fives selected cafés purposively from the selected province. The results indicated that the café employees need English skills for working at the highest level. Their most needed skill was listening, followed by speaking, reading, and writing skills respectively. In addition, the most encountered difficulties rated was listening as the participants had to involve with English speaking customers to provide services or information. The study also reflected participants' need for English language training in the form of a one-month workshop to be financially supported by employer during weekends in both Thai and English.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the methods used in the study. It also provides the participants' details, the selected sampling technique, the instruments used, the process of data collection, and the statistical treatment of the collected data.

3.1 Participants

The participants included in the current study were 40 hotel food and beverage staff, full-time or part-time with no age limit, who were working at restaurants, bars and other food and beverage outlets in hotels in Chiang Mai. It was expected that 20 participants would be from boutique hotels and the other 20 participants would be from five-star hotels to provide diversity in terms of hotel classifications and language training opportunities. The participants were chosen for the study because they were working in the hotel business in which their responsibilities included serving as the main point of contact for customers, required English oral communication skills and led them to encounter communication challenges in their daily routines.

3.2 Sampling Technique

Convenience sampling method, a nonprobability sampling technique, was utilised to obtain the participants of this research study due to time and resource constraints and accessibility. The method also allowed those participants who were available and willing to complete the paper-based questionnaires at their workplace to participate in the study. Although nonprobability sampling such as convenience sampling has several limitations as a result of its subjective nature in choosing the sample, it is practical when dealing with large size of participants or when there are limitations in terms of duration of study, resources, and workforce (Etikan et al., 2016). This method ensured that the results obtained from the participants could be generalised to the majority of hotel food and beverage staff in Chiang Mai.

3.3 Research Instrument

To explore the English language oral communication needs of hotel food and beverage staff in Chiang Mai, a questionnaire was used in this study as the research instrument.

Questionnaires can be used to evaluate diverse aspects of a programme effectively. They can be utilised to obtain background information of the participants such as age, gender, educational background, and so on (Brown, 1995). Knowles (1980) states that questionnaires are capable of reaching many participants quickly and have cost effectively benefit. Questionnaires also allow prospect participants to participate and respond without feeling uncomfortable or fear. The data obtained from questionnaires can also be summarised, analysed and reported conveniently.

The questionnaire used in this research study was adapted from a previous study on the problems and needs in English language skills for coffee house employees conducted by Porramet Saisaengjan in 2016 (Saisaengjan, 2016). It consisted of checklist questions, a 5-point Likert scale and open-ended questions.
The questionnaire was separated into three sections as follows:

Part 1) Participant's background information

Part 2) Needs in English language oral communication of hotel food and beverage staff in Chiang Mai

A 5-point Likert scale was used in this section to rank the levels of needs as perceived by hotel food and beverage staff in Chiang Mai, in terms of their English language oral communication based on criteria as follows:

Scale	Mean range	Need level
5	4.21 - 5.00	The highest need
4	3.11 - 4.20	High need
3	2.61 - 3.40	Moderate need
2	1.81 - 2.60	Low need
1	1.00 - 1.80	The lowest need

Part 3) A checklist and open-ended question section about the recommendations for future training in English language oral communication for hotel food and beverage staff in Chiang Mai

The Statistical Package for the Social Sciences (SPSS) version 20 was utilized in this study as it is leading software to manage statistical data. SPSS has potential to

provide convenience quantitatively in terms of data management, performing analysis, and sharing the results of the study.

3.4 Data Collection

Due to an unexpected global pandemic in 2019 that also hit Thailand, travelling between provinces were suspended nationwide on April 3, 2020. The researcher thus decided to conduct the study using online-based questionnaires to better reach out to hotel food and beverage professionals in Chiang Mai who were undertaking alternative work arrangements such as rescheduling work hours, shift or work duties and taking leave without pay.

Initially, request letters were sent to four hotels located in Chiang Mai to seek cooperation and permission for gathering information from employees. As suggested by the majority of human resources representatives of the hotels, the questionnaires were translated into Thai language to promote participants' understandability, allowing the participants to completely understand the meaning of the original questions, and to overcome language deficit issues. After that, a total of 50 online-based questionnaires translated in Thai providing the instructions and purposes of the study were randomly distributed to hotel food and beverage staff who were working at a hotel located in Chiang Mai and being convenient to participate in the survey. The participants were voluntary asked to complete the surveys at the end of their shifts as allowed and facilitated by the hotels. A total of 40 questionnaires, or 80 percent, were returned and later analysed thoroughly.

3.5 Data Analysis

The Statistical Package for the Social Sciences (SPSS) version 20 was utilised in this study to qualitatively analyse the data collected from the questionnaires. In terms of participants' needs, the results obtained from the 5-point Likert scale were analysed by comparing the frequency. The data is presented and explained in descriptive tables and figures using percentage, frequency, mean, and standard deviation. In addition, the qualitative data from open-ended question was analysed using thematic coding, Finally, the results a described, summarised, and discussed thoroughly in Chapter 4.

CHAPTER 4
RESULTS AND DISCUSSION

This research study intended to explore the English language oral communication needs of hotel food and beverage staff in Chiang Mai. The previous chapters included the introduction, review of literature, and research methodology respectively. This chapter presents the outcomes and discussion of the analysis of the data collected form hotel food and beverage staff in Chiang Mai. Of the study's population, 40 participants completed and returned the online-based questionnaires in April 2019 in spite of the coronavirus outbreak across Thailand. The data collected from the online-based questionnaires was later analysed using the Statistical Package for the Social Sciences (SPSS) version 20 in order to determine the primary English language oral communication needs of hotel food and beverage staff in Chiang Mai. This chapter is divided into four sections as follows:

4.1 The results regarding the background information of participants are analysed and presented in the form of frequency and percentage.

4.2 The results regarding the English language oral communication needs of food and beverage staff in Chiang Mai, focusing in speaking and listening skills, are analysed and presented in the form of mean ($\bar{x}$), standard deviation (S.D.), ranking, and level of needs.

4.3 The findings are discussed based on the research questions and compared with related studies conducted by other researchers.

4.1 Participants' Background Information

The results presented in this first section include participants' background information regarding gender, age, educational background, English language background, and number of years of their experience having worked as hotel food and beverage staff. Dudley-Evans and St. John (1998) content that learners' personal and professional information is required in order to diagnose their language needs and respond to them appropriately. Therefore, frequency and percentage were utilized in

this first section in order to analyse the outcomes of participants' background information.

Table 4.1

Gender

Gender	Frequency	Percentage
Male	10	25.0
Female	30	75.0
Total	**40**	**100.0**

Table 4.1 provides an overview of 40 participants in total. It can be seen from Table 4.1 that the majority of participants were females at 30 (75.0%) and 10 participants, the rest, (25.0%) were males.

Table 4.2

Age

Age	Frequency	Percentage
20-25 years	4	10.0
26-30 years	6	15.0
31-35 years	15	37.5
36-40 years	7	17.5
41-45 years	6	15.0
46-50 years	1	2.5
51-56 years	1	2.5
56-60 years	0	0
Total	**40**	**100.0**

As shown in Table 4.2, the hotel food and beverage staff aged between 31-35 years old were the largest group of participants, accounting for 37.5%, followed by those aged between 36-40 years old, accounting for 17.5%; an equal 15.0% of the participants were between 26-30 years old and 41-45 years old, and 10.0% of them

were between 20-25 years old. The smallest group of participants were between 46-50 years old and 51-56 years old representing 2.5% equally.

Table 4.3

Educational Background

Educational background	Frequency	Percentage
High school certificate	3	7.5
Vocational certificate	4	10.0
Bachelor's degree	28	70.0
Master's degree	5	12.5
Other	0	0
Total	**40**	**100.0**

Table 4.3 reveals that that the majority of the participants or 70.0% held a bachelor's degree, while 12.5% of the participants held a master's degree, 10.0% of the participants received vocational certificate, and 7.5%, the smallest group of the participants, had received a high school certificate respectively.

Table 4.4

English Background

A. Beginning of learning English	Frequency	Percentage
Primary School Level	36	90.0
High School Level	2	5.0
Vocational Certificate Level	1	2.5
Higher Vocational Certificate Level	0	0
Bachelor's degree	1	2.5
Master's degree	0	0
Other	0	0
Total	**40**	**100.0**

B. Number of years learning English	Frequency	Percentage
Less than 1 year	0	0
1-3 years	4	10.0
4-6 years	3	7.5
7-9 years	1	2.5
More than 9 years	32	80.0
Total	**40**	**100.0**
C. Studying English	**Frequency**	**Percentage**
Yes	27	67.5
No	13	32.5
Total	**40**	**100.0**

Regarding the participants' English background, Table 4.4 reveals that the majority of the participants (90.0%) had studied English since primary school level, followed by the high school level (5.0%), vocational certificate level (2.5%), and higher vocational certificate level (2.5%) evenly. In terms of number of years learning English, most of the participants (90.0%) had studied English for more than nine years. A total of 10.0% of the participants had studied English for 1-3 years while 7.5% of them had studied English for 4-6 years, followed by 7-9 years at 2.5%. In addition, the majority of the participants indicated that they have continued studying English at 67.5%, while 32.5% of them had not.

Table 4.5

Work Experience

Work Experience	Frequency	Percentage
Less than 1 year	13	32.5
1-3 years	10	25.5
4-6 years	3	7.5
7-9 years	3	7.5
More than 9 years	11	27.5
Total	**40**	**100.0**

As presented in Table 4.5, 32.5% of the participants had been working as the hotel food and beverage staff for less than 1 year, 27.5% of them had been working for more than 9 years, 25.5% of them had been working for 1-3 years, and 7.5% had been working for 4-6 years and 7-9 years evenly.

4.2 Needs in English Language Oral Communication of Hotel Food and Beverage Staff in Chiang Mai

This section presents the needs of the English language oral communication of hotel food and beverage staff in Chiang Mai. Each part contains language functions of listening and speaking skills, which have been carefully constructed into questionnaires to determine the actual English language needs of those food and beverage professionals. The participants were instructed to indicate their level of needs based on a 5-point Likert scale as follows:

Scale	Mean range	Need level
5	4.21 – 5.00	The highest need
4	3.11 – 4.20	High need
3	2.61 – 3.40	Moderate need
2	1.81 – 2.60	Low need
1	1.00 – 1.80	The lowest need

The data collected from the participants was later analysed by using the Statistical Package for the Social Sciences (SPSS) version 20. The results are presented in Table 6 and 7 in the form of mean ($\bar{x}$), standard deviation (S.D.), ranking, and level of needs respectively.

Table 4.6

Needs in English Listening Skill of Hotel Food and Beverage Staff in Chiang Mai

Listening Skill Activities	Mean	S.D.	Rank	Level of Needs
1. Listening to descriptions/explanations	4.10	1.06	5	High
2. Listening to news or information	4.05	1.06	6	High
3. Listening to customers' questions	4.50	0.85	1	Highest
4. Listening to figures e.g. telephone numbers, addresses, pricees	4.28	0.85	3	Highest
5. Listening to suggestions or comments	4.28	0.88	3	Highest
6. Listening to customers' complaints	4.35	0.89	2	Highest
7. Listening to lectures/seminars	4.15	0.92	4	High
8. Listening to general conversations	4.28	0.91	3	Highest
9. Listening to customers' orders/requests	4.35	0.89	2	Highest
10. Listening to music/plays/movies	4.03	0.92	7	High
Total	**4.24**	**0.92**	**-**	**Highest**

As presented in Table 4.6, in terms of the needs of English listening skill, the results suggested that the most significant listening activity was listening to customers' questions ($M = 4.50$, $SD = .85$). This was followed by listening to customers' complaints and listening to customers' orders or requests, which were both ranked second ($M = 4.35$, $SD = .89$). In addition, listening to figures and listening to suggestions or comments were rated the third most significant activities with the same mean and S.D. score ($M = 4.28$, $SD = .85$). The participants also indicated their needs to enhance their skills for listening to lectures or seminars ($M = 4.15$, $SD = .92$), listening to descriptions or explanations ($M = 4.10$, $SD = 1.06$), listening to news or information ($M = 4.05$, $SD = 1.06$), and listening to music or plays or movies ($M = 4.03$, $SD = 0.92$) respectively. The level of needs of these listening activities was rated by participants as the "highest" level of needs.

Table 4.7

Needs in English Speaking Skill of Hotel Food and Beverage Staff in Chiang Mai

Speaking Skill Activities	Mean	S.D.	Rank	Level of Needs
1. Giving information/explanations/ descriptions	4.33	0.94	4	Highest
2. Informing customers about figures	4.43	0.78	1	Highest
3. Telephoning	4.43	0.78	1	Highest
4. Introducing oneself/others	4.38	0.84	2	Highest
5. Giving advice/opinions	4.25	0.90	6	Highest
6. Giving sympathy/comforting customers	4.18	0.87	8	High
7. Using English in different social occasions	4.30	0.85	5	Highest
8. Telling time	4.20	0.85	7	High
9. Giving directions	4.20	0.85	7	High
10. Offering help	4.38	0.84	2	Highest
11. Setting appointments, times and places	4.35	0.83	3	Highest
12. Encouraging customers to buy products or to use services	4.38	0.84	2	Highest
13. Negotiating	4.35	0.83	3	Highest
14. Informing customers about rules and regulations	4.18	0.87	8	High
15. Asking for help or cooperation	4.33	0.80	4	Highest
16. Asking for information	4.35	0.83	3	Highest
Total	**4.31**	**0.84**	**-**	**Highest**

Regarding the needs of English speaking skill, it can be seen from the data in Table 4.7 that the participants rated informing customers about figures and telephoning equally as the most significant speaking activity ($M = 4.43$, $SD = .78$). These were followed by

speaking to introduce oneself or others, offering help and encouraging customers to buy products or to use services, which were ranked equally as the second most significant speaking activity (M = 4.38, SD = .84). Moreover, setting appointments, times and places, negotiating, and asking for information were equally ranked as the third most significant speaking activity (M = 4.35, SD = .83). In addition, the participants also indicated their need to develop their speaking skills for Ggiving information or explanations or descriptions (*M* = 4.43, *SD* = .94), asking for help or cooperation (*M* = 4.43, *SD* = .80), using English in different social occasions (*M* = 4.30, *SD* = .85), and giving advice or opinions (*M* = 4.25, *SD* = .90) respectively. The level of needs of these speaking activities was rated by participants as the "highest" level of needs. Meanwhile, it can be seen from the data in Table 7 that giving sympathy or comforting customers and informing customers about rules and regulations were equally rated by the participants as the least significant speaking activities (*M* = 4.18, *SD* = .87).

4.3 Discussion

This study aimed to assess the English language oral communication needs perceived by hotel food and beverage staff in Chiang Mai. Returning to the research questions posed at the beginning of this study, this section includes interpretation of the findings presented in the previous chapter compared with related studies conducted by other researchers.

4.3.1 What are the English language oral communication needs as perceived by hotel food and beverage staff in Chiang Mai?

On the question of the English Language oral communication needs of hotel food and beverage staff in Chiang Mai, the current study found that the results of mean scores of both listening and speaking skills were similarly indicated at the highest level of needs.

In terms of listening skill activities, the results of this study showed that listening to customers' questions was the most needed listening activity, followed by listening to customers' complaints, listening to customers' orders or requests, listening to figures and listening to suggestions or comments. The most interesting finding was that all of these listening skill activities were rated at the "highest" level of needs. A

possible explanation for these results may be listening is an important skill to perform duties as hotel food and beverage professionals as they are front-liners for whom English language plays a significant role as the medium of communication (Lestari et al., 2017). Listening skill allows them to receive, understand, evaluate information as well as respond to their international customers. The findings of the current study corroborate those of Charunsri (2011) and Trang (2015), which showed that listening was the most encountered problem among the participants. The findings are also consistent with those of Saisaengjan (2016), who investigated English language needs and language difficulties for coffee house employees in the northeastern region of Thailand. Saisaengjan found that the participants needed listening skills the most and the most needed listening skill activity was listening to foreign customers' enquiries accompanied by listening to customers' questions and listening to figures.

In addition, concerning speaking skill activities, the current study found that the most needed speaking skill activities were informing customers about figures and telephoning as there were equally rated by the participants. These were followed by speaking to introduce oneself or others, offering help, and encouraging customers to buy products or use services, which were ranked equally as second. In addition, setting appointments, times and places, negotiating, and asking for information were equally ranked as third. Interestingly, all of these speaking skill activities were rated at the "highest" level of needs. These results also match those of the study of Prachanant (2012) on English language usage in tourism on the aspect of needs and encountered problems among staff members of tourism-related companies. The results determined that speaking was the most significant skills and that most relevant speaking functions were to give information, to provide services, and to offer help. In the same vein, this finding is in line with the investigation of Lestari et al. (2017) that several language functions of speaking skills are important for designing English speaking courses for food and beverage professionals including the informative, permissive, and persuasive functions.

4.3.2 What are the Suggestions for Future Training of English Language Oral Communication of Hotel Food and Beverage Staff in Chiang Mai?

The results of this study highlighted that specific English for using in food and beverage business was needed the most among hotel food and beverage staff in Chiang Mai with respect to an English training course.
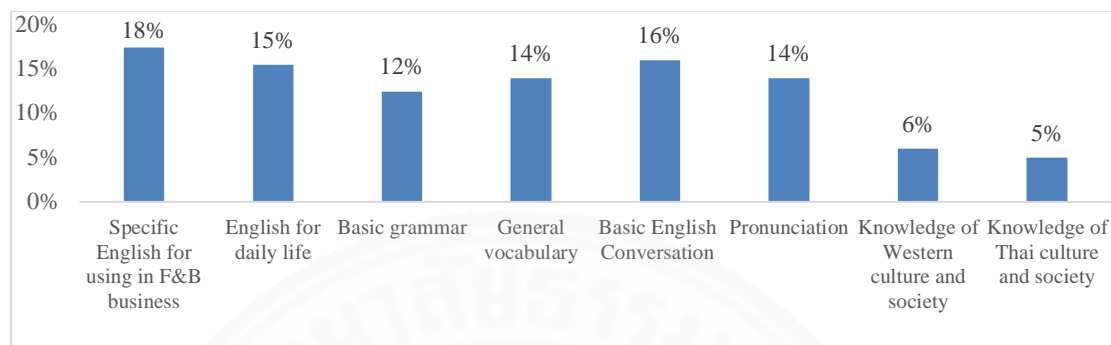

Figure 4.1: Preferences regarding an English Training Course

As illustrated in Figure 4.1, specific English for use in the food and beverage business (18%) was rated as the most preferred topic for an English training course. This was followed by basic English conversation (16%) and English for daily life (15%) respectively, whereas knowledge of Western culture and society (6%) and knowledge of Thai culture and society (5%) were rated as two least preferred topics.

This result may be explained by the fact the participants' lacks when communicating in English language (Robinson, 1991), which should be addressed in an English for Specific Purposes (ESP) course. Furthermore, the present findings seem to be consistent with the ESP concept of Dudley-Evans (1997) as ESP was created to meet the specific needs of the learners and for adult learners in professional work situations.

Focusing on oral communication, listening for communicating with foreign customers and conversation for making impression were indicated by the participants as the most preferable topics for an English training course.
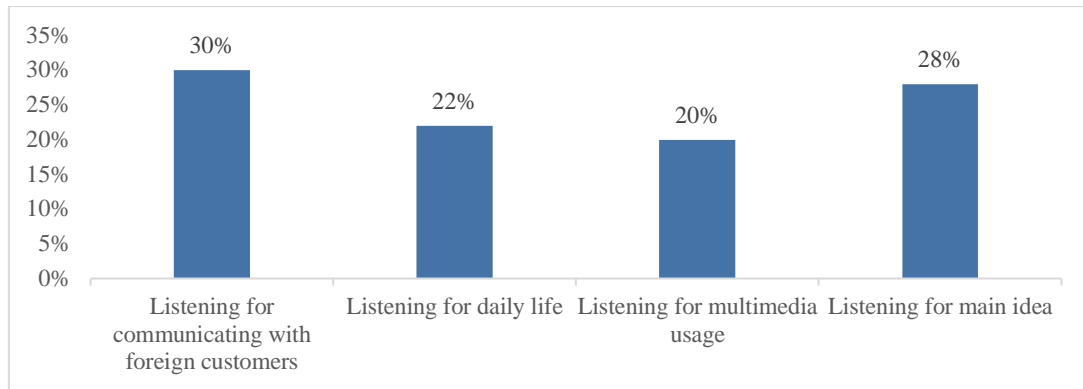
Figure 4.2: Preferences regarding Listening Skills for an English Training Course

Regarding the preferences for listening skills for an English training course, as shown in Figure 4.2, listening for communicating with foreign customers (30%) was selected as the most preferred listening skill for inclusion in an English training course, followed by listening for the main idea (28%), listening for daily life (22%) and listening for multimedia usage (20%) respectively.
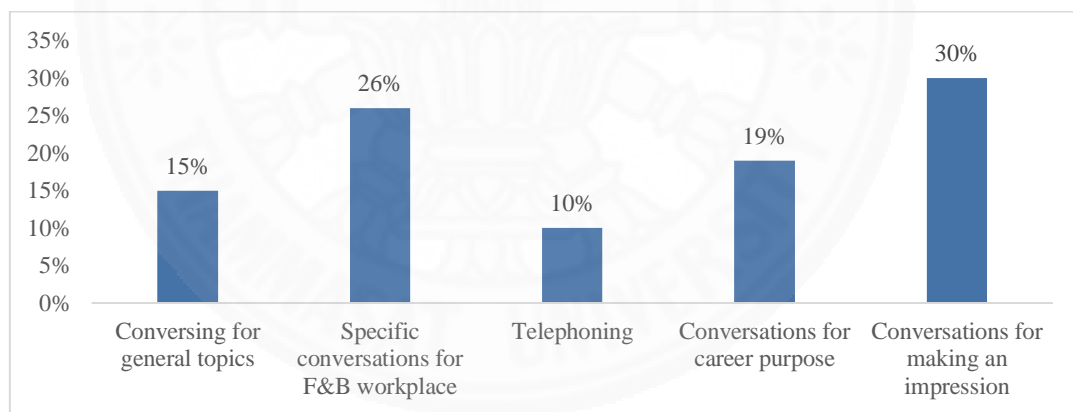

Figure 4.3: Preferences regarding Speaking Skills for an English Training Course

In addition, regarding the preferences for speaking skills for an English training course, Figure 4.3 displays the top three preferred speaking skills rated by the participants: conversations for making an impression (30%), specific conversations for a food and beverage workplace (26%) and conversations for career purposes (19%) respectively. Meanwhile, telephoning (10%) was rated as the least preferred speaking skill by the participants.

A possible explanation for this is that heuristic and representational language functions are commonly needed in performing food and beverage tasks (Halliday, 2007), and it can therefore be assumed that effective speaking and listening skills are crucial in hospitality businesses (Rahim and Tazijan, 2011).

In terms of course designing, this study found that a training course should be financially supported by the employer, both Thai and native English trainer from other organization were preferable as trainers, training could be done within the hotel or the workplace in both Thai and English language sometime after work for a duration of three months as indicated.

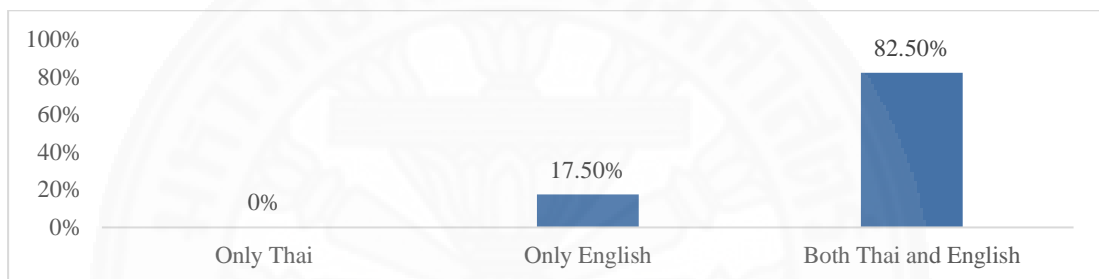*Figure 4.4: Language Used during an English Training Course*

In terms of language used during English training course, as presented in Figure 4.4, the majority of the participants (82.50%) indicated that both Thai and English language are preferable to be used during a training course. Meanwhile, the minority (17.50%) preferred using only English language during a training course.
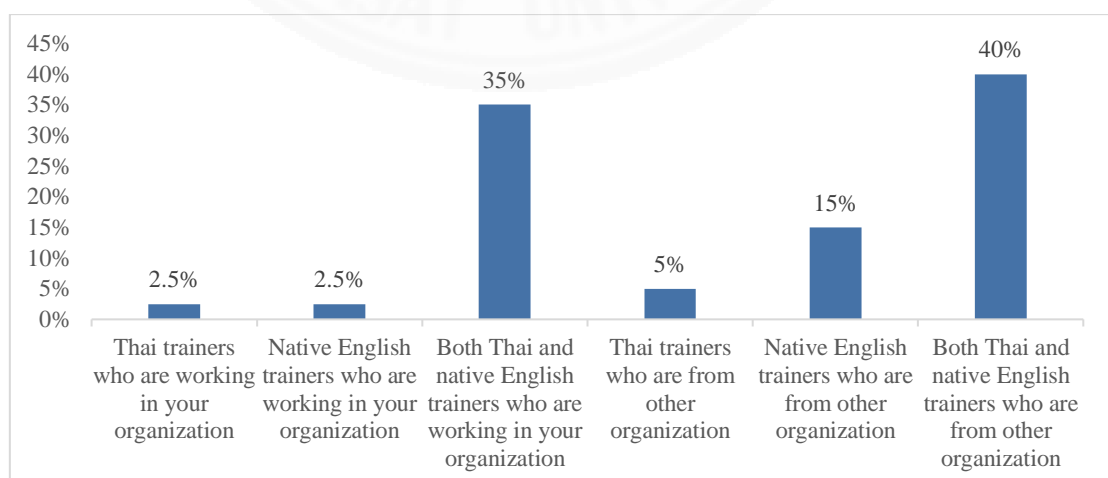

Figure 4.5: Nationality of Trainers

As shown in Figure 4.5, a total of 40% of the participants said that they preferred to be trained by both Thai and native English trainer from other organizations, followed by being trained by both Thai and native English trainers working in their organization with a total of 35%. On the other hand, only 2.4% of the participants preferred to be trained by either Thai or native English trainers working within their organization.
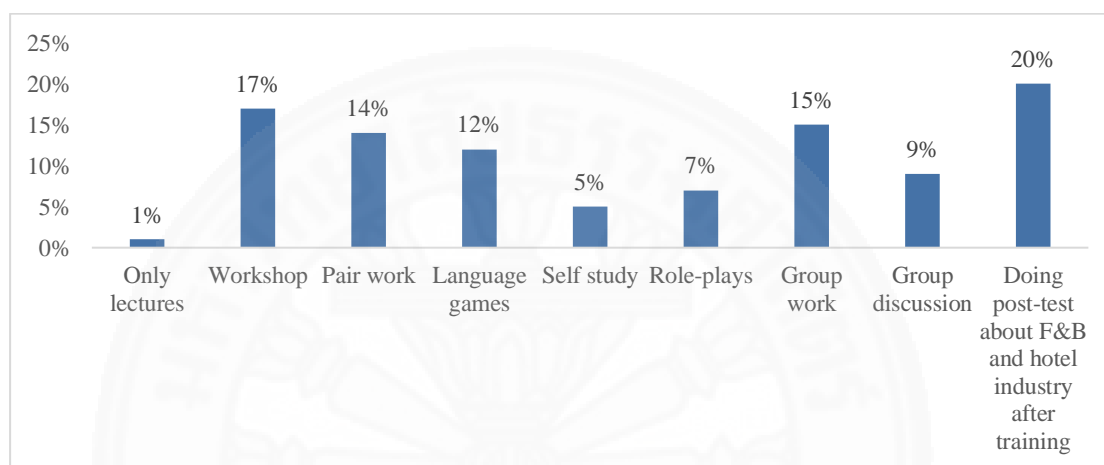
Figure 4.6: Activities Suggested for an English Training Course

Figure 4.6 illustrates the activities suggested for an English training course. The resulted revealed that the top three activities suggested by the participants were doing a post-test about food and beverage and hotel industry after training (20%), followed by a workshop (17%) and group work (15%) respectively. Meanwhile, role-plays (7%), self-study (5%) and providing only lectures (1%) were rated as the least three preferred activities by the participants.

Figure 4.7: Day for an English Training Course

As presented in Figure 4.7, a total of 47.5% of the participants preferred to be trained sometimes after work followed by attending an English training course every day off (37.5%). Only 15% of the participants preferred to be trained daily after work.
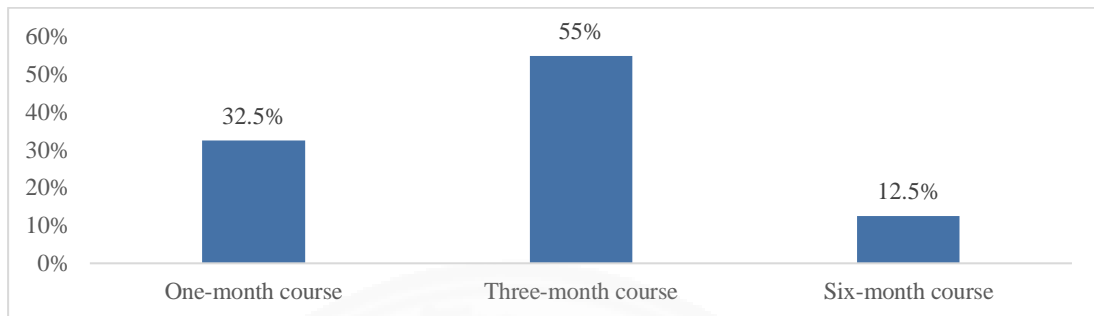
Figure 4.8: Duration of an English Training Course

Concerning the duration of an English training course, as presented in Figure 4.8, the majority of the participants (55%) preferred to be trained with a three-month English training course while the rest indicated their preferences to be trained with a one-month course (32%) and six-month course (12.5%) respectively.

However, the findings of the current study do not support the previous research of Saisaengjan in terms of the duration for an English training course, as the participants of the current study preferred to have a three-month training course rather than a one-month workshop as indicated in Saisaengjan's study.

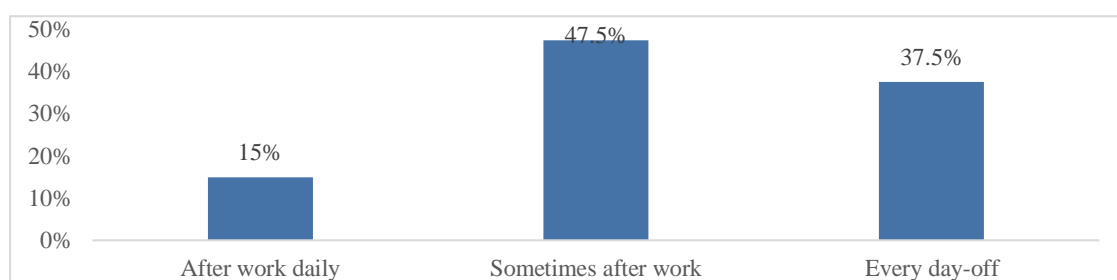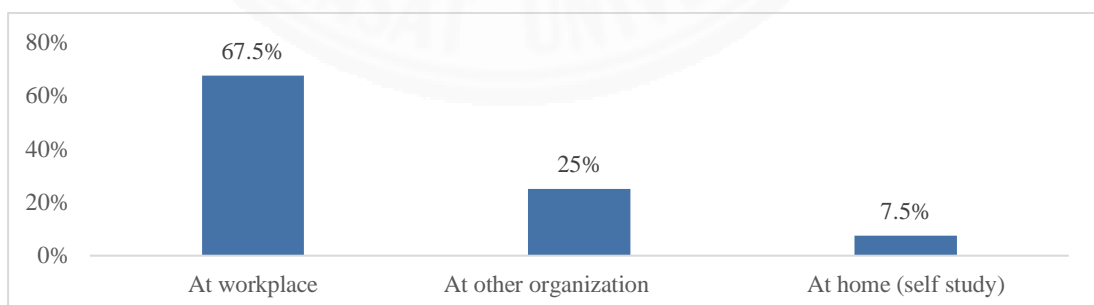*Figure 4.9: Venue for an English Training Course*

Moving on to the venue for an English training course, as presented in Figure 4.9, most of the participants (67.5%) preferred to be trained at their own

workplace. Meanwhile, the rest of the participants preferred to be trained at other organizations (25%) and at their homes (7.5%) respectively.
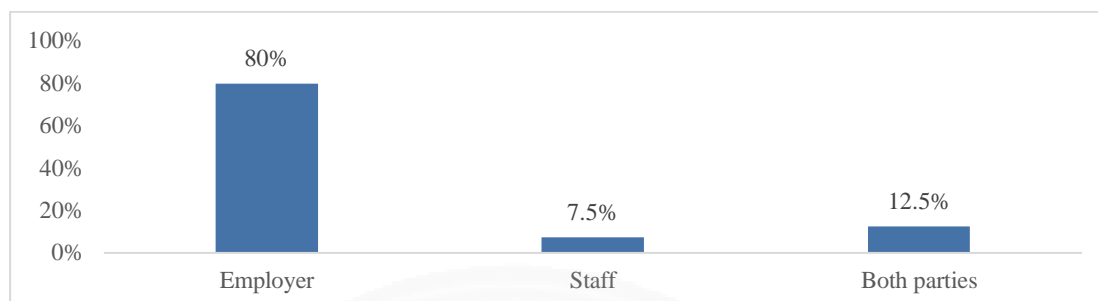

Figure 4.10: Sponsor for an English Training Course

In addition, regarding the sponsor for English training course, as illustrated in Figure 10, the majority of the participants or 80% indicated that their employers should financially sponsor the training course. Meanwhile, 12.5% of the participants opined that both parties, employers and staff, should be financially responsible for the training course. On the other hand, only 7.5% of the participants said that the staff themselves should be responsible for the training course.

This finding is in agreement with Saisaengjan's (2016) findings, in which participants expressed the opinion that English language training should be a one-month workshop financially supported by the employer during weekends in both Thai and English. Another important finding was that the activities of training suggested were a workshop and group work, while doing a post-test about the food and beverage and hotel industry after training was also favoured. In addition, the ideal training course should be a compulsory training course developed specifically for those working in food and beverage outlets with practical and intelligible knowledge. The present findings are consistent with research conducted by Prachanant (2012), which found that need analysis can benefit future curriculum development and can be adapted as guidelines to develop syllabuses for English for the tourism industry, as well as for people or organizations who are involved in tourism policy and planning. The results are also in accord with the study of Rahim and Tazijan (2011), which cited research conducted by the Educational Institute of The American Hotels and Motels Association that it is crucial for hoteliers to obtain the appropriate soft skills, particularly English

communication skills that will improve their employability, and that appropriate training could improve the performances of those working in the food and beverage department.

To briefly summarize, this chapter systematically presented the results regarding the background information of participants, the English language oral communication needs of food and beverage staff in Chiang Mai, as well as provided a thorough discussion of the research results. The outcomes received from the current study will be recapitulated and concluded thoroughly along with recommendations for further research in Chapter 5.
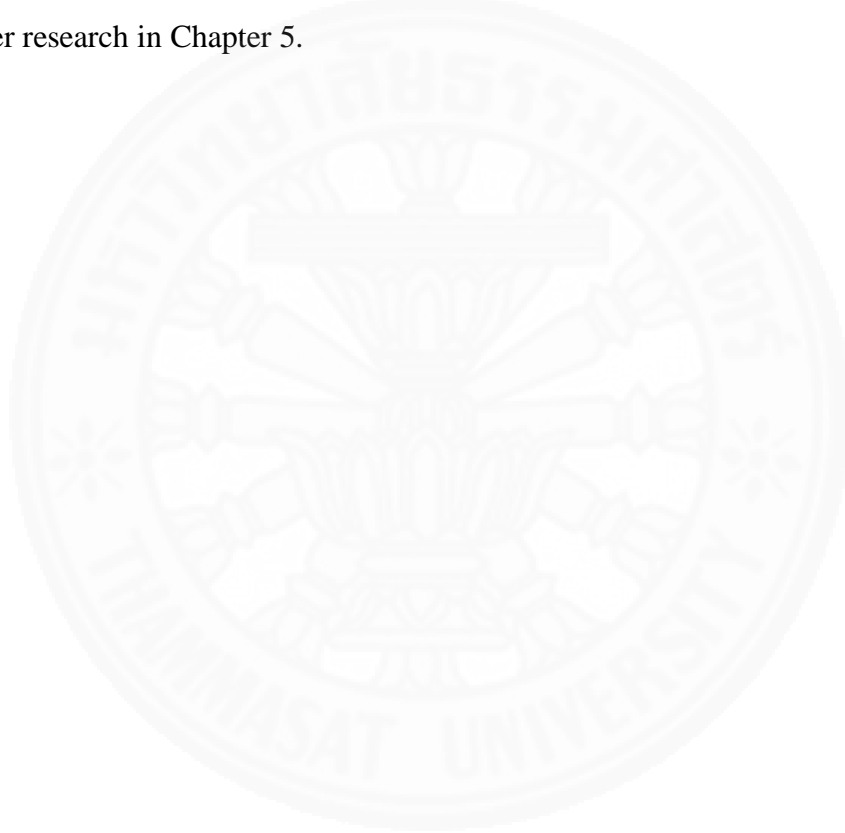
CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

This chapter contains (1) a summary of the study and (2) a discussion of the findings of the study. The two research questions are also discussed in this chapter based on the findings presented in the previous chapter. Moreover, the conclusion and recommendations for further research are provided based on what was found in the research study.

5.1 Summary of the Study

This part reviews the objectives of the study as well as the participants, materials and procedures of the study.

5.1.1 Objectives of the Study

This study was conducted to investigate the English language oral communication needs as perceived by the hotel food and beverage staff in Chiang Mai and to provide suggestions regarding English language oral communication training for the hotel food and beverage staff in Chiang Mai.

Hence, this study aimed to address two research questions as follows:

1)   What are the English language oral communication needs as perceived by hotel food and beverage staff in Chiang Mai?

2)   What are the suggestions regarding an English language oral communication training course for hotel food and beverage staff in Chiang Mai require?

5.1.2 Participants, Materials and Procedures of the Study

The participants of this study consisted of 40 female and male hotel food and beverage staff, full-time or part-time with no age limit, who were working at food and beverage outlets of hotels in Chiang Mai. A total of 40 online-based questionnaires were sent to hotel food and beverage staff at hotels in Chiang Mai. The online-based questionnaire was divided into three sections: background information of the participants, needs of the English language oral communication of hotel food and beverage staff in Chiang Mai using a 5-point Likert scale, and suggestions for future

training in English language oral communication for hotel food and beverage staff in Chiang Mai using a checklist and an open-ended question.

Prior to the data collection process, the questionnaire was reviewed and validated by the advisor. The online-based questionnaires were distributed and returned to the researcher within seven days. Lastly, the collected data was analysed using the SPSS programme and presented in descriptive tables and bar charts in the forms of percentage, frequency, mean, and standard deviation. In addition, the qualitative data collected from the open-ended question was analysed using thematic coding.

5.2 Summary of the Findings

The results of this research study can be summarized as follows:

5.2.1 The Participants' Background Information

The results revealed that most of the participants were female (75%), aged between 31 to 35 years old (37.5%). A total of 70% of the participants held a bachelor's degree. Regarding the participants' English background, the majority of the participants or 90.0% had studied English since the primary school level; 90% had studied English for more than nine years and 67.5% of them revealed that they had continued studying English. In addition, 32.5% of the participants had been working as the hotel food and beverage staff for less than 1 year, followed by 27.5% of them with work experience of more than nine years.

5.2.2 Needs in English Language Oral Communication of Hotel Food and Beverage Staff in Chiang Mai

5.2.2.1 Level of Needs in Listening Skill Activities

As presented in the previous chapter, the needs of English language listening skills were rated by the majority of the participants at the "highest" level with a mean score of 4.24. The most significant listening activity was listening to customers' questions with the mean score of 4.50, followed by listening to customers' complaints and listening to customers' orders or requests, which were rated second equally at the mean score of 4.35. In addition, listening to figures and listening to suggestions or comments were ranked as the third most significant activities with the

same mean score at 4.28. All of these English language functions in listening were indicated as the "highest" level of needs.

5.2.2.2 Level of Needs in Speaking Skill Activities

As can be seen from the findings, the needs of English language speaking skills were also indicated by the majority of the participants at the "highest" level with a mean score of 4.31. Informing customers about figures and telephoning were equally ranked as the most significant speaking activity among the participants with the mean score of 4.43 each. These were followed by speaking to introduce oneself or others, offering help and encouraging customers to buy product or to use services, which were ranked equally as the second most significant speaking activity with an equal mean score at 4.38. Furthermore, setting appointments, times and places, negotiating and asking for information were equally ranked third with the mean score of 4.35. All of these English language functions in speaking were indicated as the "highest" level of needs.

5.2.3 Suggestions for Future Training in English Language Oral Communication for Hotel Food and Beverage Staff in Chiang Mai

From the overall findings regarding the suggestions for the needs in future training in English language oral communication, the majority of the participants indicated that the most preferred topics are specific English for use in the food and beverage business. Regarding their preferences in terms of listening and speaking skills for an English training course, listening for communicating with foreign customers, and conversations for making an impression were ranked by the participants as the most preferable. The participants preferred that both Thai and English language be used during the training course, and they preferred to be trained by both Thai and native English trainer from other organizations sometimes after work. Concerning the duration and venue for an English training course, the majority of the participants preferred to be trained with a three-month English training course organized within the hotel. In addition, regarding activities suggested for an English training course, the results revealed that the top three activities suggested by the participants were doing a post-test about the food and beverage and hotel industry after the training, followed by workshops and group work respectively. Moreover, the majority of the participants also

indicated that their employers should financially sponsor the training course. Lastly, in terms of other suggestions, the participants suggested that English language oral communication training course should be provided as a compulsory training course and be developed specifically for those working in food and beverage outlets with practical and intelligible knowledge.

5.3 Conclusion

5.3.1 Both listening and speaking skills play a significant role in performing duties as hotel food and beverage professionals, as they require English language as the medium of communication.

5.3.2 Both listening and speaking skills were indicated as the "highest" level of needs.

5.3.3 Listening to customers' questions was indicated as the most needed listening activity, followed by listening to customers' complaints, listening to customers' orders or requests, listening to figures, and listening to suggestions or comments.

5.3.4 Informing customers about figures and telephoning were both indicated as the most needed speaking activity, followed by speaking to introduce oneself or others, offering help, encouraging customers to buy products or use services, setting appointments, times and places, negotiating, and asking for information.

5.3.5 Specific English for use in the food and beverage business was needed the most among hotel food and beverage staff in Chiang Mai.

5.3.6 In terms of oral communication, the most needed language activities are listening for communicating with foreign customers and conversations for making an impression.

5.3.7 Future training should be organized in the form of a workshop and group work using both Thai and English language as the medium of instruction.

5.3.8 Conducting a post-test about the food and beverage and hotel industry after the training is preferable.

5.3.9 The training should be organized within the hotel sometimes after work for a duration of three months.

5.3.10 The training should be financially supported by the employer.

5.4 Recommendations for Further Research

It is recommended that further research be undertaken in the following areas:

5.4.1 Further investigation into the English language oral communication needs using a qualitative approach is strongly recommended. Conducting a research study using interviews and/or observation would allow the researcher to gain more in-depth results on the participants' needs.

5.4.2 It is recommended that a cross-national study on the English language oral communication needs of hotel food and beverage staff in other tourist destinations or counties be undertaken in order to compare and contrast the results and improve the generalizability of the findings.

5.4.3 Future research should increase tine number of participants. The scope of this study was limited in terms of the number of participants. Due to the unexpected global pandemic that led to travel restrictions in Thailand, the total number of participants in this study was limited to 40; therefore, this might not reflect the real needs of the hotel food and beverage professionals in Chiang Mai.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

ENGLISH LANGUAGE ORAL COMMUNICATION NEEDS OF HOTEL FOOD AND BEVERAGE STAFF IN CHIANG MAI

This questionnaire is part of an independent study to be submitted for the Master's degree of Arts in Career English for International Communication at the Language Institute, Thammasat University. All questions below aim to examine English language oral communication needs of hotel food and beverage staff in Chiang Mai. The participants' responses will be kept confidential and used for the research purposes only.

The questionnaire is divided into four parts as follows:

       Part 1: Participant's Background Information

       Part 2: Needs of English Language Oral Communication of Hotel Food and Beverage Staff in Chiang Mai

       Part 3: Suggestions about English Language Oral Communication Training Course for Hotel Food and Beverage Staff in Chiang Mai

Part 1: Participant's Background Information

<u>Instructions:</u>   Please answer the following questions by putting a tic (/) in the box provided.

1. Gender

       ☐ Male   ☐ Female

2. Age

       ☐ 20-25 years   ☐ 26-30 years

       ☐ 31-35 years   ☐ 36-40 years

       ☐ 41-45 years   ☐ 46-50 years

       ☐ 51-56 years   ☐ 56-60 years

3. Educational background

- [ ] High school certificate   [ ] Vocational certificate
- [ ] Bachelor's degree   [ ] Master's degree
- [ ] Other (please specify) ..…………………………………

4. English Background

4.1 Started to learn English in

- [ ] Primary School Level   [ ] High School Level
- [ ] Vocational Certificate Level   [ ] Higher Vocational Certificate Level
- [ ] Bachelor's degree   [ ] Master's degree
- [ ] Other (please specify) ..…………………………………

4.2 How many years have you studied English?

- [ ] Less than 1 year   [ ] 1-3 years
- [ ] 4-6 years   [ ] 7-9 years
- [ ] More than 9 years

4.3 At present, do you still study English?

- [ ] Yes   [ ] No

5. How long have you been working as hotel food and beverage staff?

- [ ] Less than 1year   [ ] 1-3 years
- [ ] 4-6 years   [ ] 7-9 years
- [ ] More than 9 years

Part 2: Needs of English Language Oral Communication of Hotel Food and Beverage Staff in Chiang Mai

<u>Instructions:</u>   The questions in this part aim to investigate needs of present English language oral communication for your job. Please rate a degree of needs by ticking (/) in each item provided. The criteria used in scoring are as follows:

5 = The Highest Need   4 = High Need 3 = Moderate Need

2 = Low Need   1 = The Lowest Need

Listening Skill Activities	Level of Needs				
	5	4	3	2	1
1. Listening to description/explanation					
2. Listening to news or information					
3. Listening to customers' question					
4. Listening to figures e.g. telephone number, address, price					
5. Listening to suggestions or comments					
6. Listening to customers' complaint					
7. Listening to lectures/seminars					
8. Listening to general conversation					
9. Listening to customers' order/request					
10. Listening to music/plays/movies					

Speaking Skill Activities	Level of Needs				
	5	4	3	2	1
1. Giving information / explanation / description					
2. Informing figures e.g. price / expense					
3. Telephoning					
4. Introducing self / others					
5. Giving advice / opinion					
6. Giving sympathy / comforting customers					
7. Using English in different social occasion e.g. greetings, congratulating, wishing others					
8. Telling time					
9. Giving direction					
10. Offering help					
11. Setting appointment, time and place					
12. Encouraging customer to buy product or to use service					
13. Negotiating					
14. Informing customers about rules and regulations					
15. Asking for help or cooperation					
16. Asking for information					

Part 3:Suggestions about English Language Oral Communication Training

Course for Hotel Food and Beverage Staff in Chiang Mai

<u>Instructions:</u>   Please indicate your choice by putting a tic (/) in the box provided.

1. What kind of English training courses would you like to study further in order to

   meet your needs? (You can choose more than one.)

   ☐ Specific English for using in F&B business   ☐ Basic grammar

   ☐ Knowledge of Western culture and society   ☐ General vocabulary

   ☐ Knowledge of Thai culture and society   ☐ English for daily life

   ☐ Basic English Conversation   ☐ Pronunciation

2. Which listening skills should be included in the training courses? (You can choose

   more than one.)

   ☐ Listening for communicating with foreign customers

   ☐ Listening for daily life

   ☐ Listening for multimedia usage

   ☐ Listening for main idea

3. Which speaking skills should be included in the training courses? (You can choose

   more than one.)

   ☐ Conversing for general topics

   ☐ Specific conversations for F&B workplace

   ☐ Telephoning

   ☐ Conversations for career purpose

   ☐ Conversations for making impression

4. What kind of language are needed to use for training?

   ☐ Only Thai   ☐ Only English   ☐ Both Thai and English

5. Who should be the trainer? (You can choose more than one.)

   ☐ Thai trainers who are working in your organization

   ☐ Native English trainers who are working in your organization

   ☐ Both Thai and native English trainers who are working in your

      organization

   ☐ Thai trainers who are from other organization

   ☐ Native English trainers who are from other organization

   ☐ Both Thai and native English trainer who are from other organization

6. What kind of learning activities would you prefer in order to improve your English

listening and speaking skills? (You can choose more than one.)

☐ Only lectures ☐ Self study

☐ Workshop ☐ Role-plays

☐ Pair work ☐ Group work

☐ Language games ☐ Group discussion

☐ Doing post-test about F&B and hotel industry after training

7. Which days are suitable to take the course?

☐ After work daily ☐ Sometimes after work ☐ Every day-off

8. How long should the course be?

☐ One-month course ☐ Three-month course ☐ Six-month course

9. Where should the course be organized?

☐ At workplace ☐ At other organization ☐ At home (self study)

10. Who should be responsible for the cost of the training course?

☐ Employer ☐ Staff ☐ Both parties

11. Other suggestions about English language oral communication training course

(please specify)

………..……

………...……

……...…………

....

Thank you very much for your time and cooperation.

APPENDIX B

QUESTIONNAIRE (THAI VERSION)

แบบสอบถาม

<u>เรื่อง</u> ความต้องการการสื่อสารด้านการฟังและการพูดภาษาอังกฤษของพนักงานฝ่ายอาหารและเครื่องดื่มของโรงแรมในจังหวัดเชียงใหม่

แบบสอบถามนี้เป็นส่วนหนึ่งของการค้นคว้าอิสระ ตามหลักสูตรศิลปศาสตร์มหาบัณฑิต สาขาวิชาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ (หลักสูตรภาษาอังกฤษ) สถาบันภาษามหาวิทยาลัยธรรมศาสตร์ งานวิจัยชิ้นนี้จัดทำขึ้นเพื่อสำรวจความต้องการต้องการการสื่อสารด้านการฟังและการพูดภาษาอังกฤษของพนักงานฝ่ายอาหารและเครื่องดื่มของโรงแรมในจังหวัดเชียงใหม่

ดังนั้นจึงใคร่ขอความร่วมมือจากท่าน กรุณาตอบแบบสอบถามให้สมบูรณ์ ข้อมูลทั้งหมดที่ท่านตอบมาจะถูกเก็บเป็นความลับ และจะเป็นประโยชน์อย่างยิ่งสำหรับงานวิจัยครั้งนี้

แบบสอบถามแบ่งออกเป็นสามส่วน

     ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

     ส่วนที่ 2: ความต้องการต้องการการสื่อสารด้านการฟังและการพูดอังกฤษของพนักงานฝ่ายอาหารและเครื่องดื่มของโรงแรมในจังหวัดเชียงใหม่

     ส่วนที่ 3: ข้อเสนอแนะเกี่ยวกับการจัดอบรมด้านการฟังและการพูดภาษาอังกฤษของพนักงานฝ่ายอาหารและเครื่องดื่มของโรงแรมในจังหวัดเชียงใหม่

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: กรุณาทำเครื่องหมาย / ลงในกล่องสี่เหลี่ยมให้ครบทุกข้อตามความเป็นจริงเกี่ยวกับตัวท่าน

1. เพศ

      ☐ ชาย   ☐ หญิง

2. อายุ

        ☐ 20-25 ปี   ☐ 26-30 ปี

        ☐ 31-35 ปี   ☐ 36-40 ปี

        ☐ 41-45 ปี   ☐ 46-50 ปี

        ☐ 51-56 ปี   ☐ 56-60 ปี

3. การศึกษา

        ☐ มัธยมศึกษา   ☐ ปวช.

        ☐ ปวส.   ☐ ปริญญาตรี

        ☐ ปริญญาโท   ☐ อื่น ๆ (โปรดระบุ) ....

4. พื้นฐานความรู้ภาษาอังกฤษ

    4.1 เริ่มศึกษาภาษาอังกฤษเมื่ออยู่ชั้น

        ☐ ประถมศึกษา   ☐ มัธยมศึกษา

        ☐ ปวช.   ☐ ปวส.

        ☐ ปริญญาตรี   ☐ ปริญญาโท

        ☐ อื่น ๆ (โปรดระบุ) ....

    4.2 รวมเวลาที่ท่านศึกษาภาษาอังกฤษทั้งสิ้น

        ☐ น้อยกว่า 1 ปี   ☐ 1-3 ปี

        ☐ 4-6 ปี   ☐ 7-9 ปี

        ☐ มากกว่า 9 ปี

    4.3 ปัจจุบันท่านศึกษาภาษาอังกฤษเพิ่มเติมหรือไม่

        ☐ ศึกษา   ☐ ไม่ศึกษา

5. รวมเวลาที่ท่านทำงานฝ่ายอาหารและเครื่องดื่มทั้งสิ้น

        ☐ น้อยกว่า 1 ปี   ☐ 1-3 ปี

        ☐ 4-6 ปี   ☐ 7-9 ปี

        ☐ มากกว่า 9 ปี

ส่วนที่ 2: ความต้องการการสื่อสารด้านการฟังและการพูดภาษาอังกฤษของพนักงานฝ่ายอาหารและเครื่องดื่มของโรงแรมในจังหวัดเชียงใหม่

คำชี้แจง: กรุณาทำเครื่องหมายถูก (/) ลงในช่องว่างเพื่อแสดงถึงความต้องการการสื่อสารด้านการฟังและการพูดภาษาอังกฤษในการทำงานของท่าน กรุณาลำดับความจำเป็นต่อการทำงาน โดยอาศัยเกณฑ์การประเมินดังต่อไปนี้

5 หมายถึง มีความจำเป็นต่อการทำงานมากที่สุด

4 หมายถึง มีความจำเป็นต่อการทำงานมาก

3 หมายถึง มีความจำเป็นต่อการทำงานปานกลาง

2 หมายถึง มีความจำเป็นต่อการทำงานน้อย

1 หมายถึง มีความจำเป็นต่อการทำงานน้อยที่สุด

ความจำเป็นในการใช้ทักษะการฟังภาษาอังกฤษของท่าน	ระดับความจำเป็น				
	5	4	3	2	1
1. ฟังการบรรยาย / อธิบาย					
2. ฟังข่าวสาร หรือข้อมูลต่าง ๆ					
3. ฟังข้อซักถามต่าง ๆจากลูกค้า					
4. ฟังจำนวนตัวเลข เช่นหมายเลขโทรศัพท์ ที่อยู่ ราคา					
5. ฟังข้อแนะนำ / ข้อเสนอแนะ					
6. ฟังข้อตำหนิ คำร้องเรียนจากลูกค้า					
7. ฟังการเรียน / การสอน / การอบรม					
8. ฟังการสนทนาเรื่องทั่วไป					
9. ฟังคำสั่ง คำขอร้องจากลูกค้า					
10. ฟังเพลง ละคร ภาพยนตร์					

ความจำเป็นในการใช้ทักษะการพูดภาษาอังกฤษของท่าน	ระดับความจำเป็น				
	5	4	3	2	1
1. พูดให้ข้อมูล / อธิบาย / บรรยายเกี่ยวกับบริการ					
2. แจ้งรายละเอียดตัวเลข เช่น ราคา ค่าใช้จ่าย					
3. สนทนาทางโทรศัพท์					
4. แนะนำตนเอง หรือบุคคลต่าง ๆ					
5. ให้ข้อเสนอแนะ / แสดงความคิดเห็น					
6. กล่าวแสดงความเห็นใจ / ปลอบโยนลูกค้า					
7. พูดภาษาอังกฤษเพื่อสื่อสารในโอกาสต่าง ๆ ทางสังคม เช่น กล่าวทักทาย กล่าวแสดงความยินดี กล่าวคำอวยพร					
8. บอกเวลา					
9. บอกทิศทาง					
10. เสนอความช่วยเหลือ					
11. กล่าวนัดหมายเวลาและสถานที่					
12. พูดชักจูงลูกค้าให้ซื้อสินค้า หรือใช้บริการ					
13. พูดต่อรองกับลูกค้า					
14. แจ้งข้อกฎและห้ามต่าง ๆ					
15. พูดขอความช่วยเหลือ หรือความร่วมมือ					
16. พูดซักถามเพื่อให้ได้มาซึ่งข้อมูล					

ส่วนที่ 3: ข้อเสนอแนะเกี่ยวกับการจัดอบรมด้านการฟังและการพูดภาษาอังกฤษของพนักงานฝ่าย อาหารและเครื่องดื่มของโรงแรมในจังหวัดเชียงใหม่

คำชี้แจง: กรุณาทำเครื่องหมายถูก (/) ลงในกล่องสี่เหลี่ยมให้ครบทุกข้อ เพื่อระบุข้อเสนอแนะ เกี่ยวกับการจัดอบรมด้านการฟังและการพูดภาษาอังกฤษของพนักงานฝ่ายอาหารและ เครื่องดื่มของโรงแรมในจังหวัดเชียงใหม่

1. หัวข้อที่ควรได้รับจัดทำเป็นหลักสูตรการอบรมภาษาอังกฤษสำหรับองค์กรของท่าน (สามารถ ตอบได้มากกว่าหนึ่งข้อ)

☐ ภาษาอังกฤษเฉพาะสำหรับพนักงานฝ่ายอาหารและเครื่องดื่ม

☐ ภาษาอังกฤษในชีวิตประจำวัน ☐ ไวยกรณ์ภาษาอังกฤษพื้นฐาน

☐ คำศัพท์ภาษาอังกฤษทั่วไป ☐ การสนทนาภาษาอังกฤษพื้นฐาน

☐ การออกเสียงภาษาอังกฤษ ☐ ความรู้ด้านวัฒนธรรมและสังคมตะวันตก

☐ ความรู้ด้านวัฒนธรรมและสังคมไทย

2. ทักษะการฟังที่ควรบรรจุในหลักสูตรอบรม

☐ การฟังเพื่อการสนทนากับลูกค้าต่างชาติ

☐ การฟังเพื่อการสนทนาในชีวิตประจำวัน

☐ การฟังจากสื่อต่าง ๆ เช่น เพลงภาษาอังกฤษ โทรทัศน์ภาคภาษาอังกฤษ

☐ หลักและกลยุทธ์การฟังเพื่อจับใจความสำคัญ

3. ทักษะการพูดที่ควรบรรจุในหลักสูตรอบรม

☐ การสนทนาเรื่องทั่วไป

☐ การสนทนาเฉพาะสำหรับการทำงานฝ่ายอาหารและเครื่องดื่ม

☐ การสนทนาทางโทรศัพท์

☐ การสนทนากับผู้ที่ทำงานในสายอาชีพเดียวกัน

☐ การสนทนาเพื่อสร้างความประทับใจหรือพึงพอใจให้กับลูกค้า

4. ภาษาที่ใช้ในการจัดทำหลักสูตรการอบรม

☐ ภาษาไทยเท่านั้น ☐ ภาษาอังกฤษเท่านั้น ☐ ใช้ทั้งสองภาษา

5. ผู้เป็นวิทยากรในการอบรมควรเป็นใคร

☐ คนไทยซึ่งเป็นเจ้าหน้าที่ในองค์กรของท่าน

☐ เจ้าของภาษาซึ่งเป็นเจ้าหน้าที่ในองค์กรของท่าน

☐ ทั้งคนไทยและเจ้าของภาษาซึ่งเป็นเจ้าหน้าที่ในองค์กรของท่าน

☐ คนไทยซึ่งเป็นวิทยากรจากองค์กรอื่น

☐ เจ้าของภาษาซึ่งเป็นวิทยากรจากองค์กรอื่น

☐ ทั้งคนไทยและเจ้าของภาษาซึ่งเป็นวิทยากรจากองค์กรอื่น

6. ลักษณะการจัดอบรมควรเป็นในลักษณะใดเพื่อพัฒนาทักษะการฟังและการพูดภาษาอังกฤษของท่าน (สามารถตอบได้มากกว่าหนึ่งข้อ)

☐ ฟังบรรยายจากวิทยากรอย่างเดียว   ☐ จัดอบรมเชิงปฏิบัติการ

☐ ให้ทำงานหรือกิจกรรมแบบคู่   ☐ ใช้เกมส์ทางภาษา

☐ จัดสื่อพัฒนาความรู้ภาษาอังกฤษให้ศึกษาเองที่บ้าน

☐ จัดการอบรมแบบแสดงบทบาทสมมติ

☐ ให้ทำงานหรือกิจกรรมแบบกลุ่ม

☐ ใช้การอภิปรายและเปลี่ยนความคิดเห็นแบบกลุ่ม

☐ จัดการทดสอบความรู้ภาษาอังกฤษด้านอาหารและเครื่องดื่มหลังผ่านการอบรมแล้ว

7. ช่วงเวลาที่เหมาะสมต่อการจัดการอบรม

☐ ทุกวัน หลังเวลาเลิกงาน

☐ บางวัน หลังเวลาเลิกงาน

☐ ทุกวันหยุดตามตารางปฏิบัติงาน

8. ระยะเวลาที่เหมาะสมต่อการจัดการอบรม

☐ หลักสูตรระยะสั้นประมาณไม่เกิน 1 เดือน

☐ หลักสูตรระยะกลางประมาณ 3 เดือน

☐ หลักสูตรระยะยาวประมาณ 6 เดือน

9. สถานที่จัดการอบรมควรจัดขึ้นที่ใด

☐ ที่ทำงาน   ☐ สถานอบรมที่อื่น   ☐ ที่พัก (กรณีศึกษาด้วยตนเอง)

10. ผู้ที่เหมาะสมต่อการรับผิดชอบค่าใช้จ่ายในการจัดการอบรม

☐ องค์กรของท่าน (โรงแรม)

☐ พนักงาน (ผู้เรียน)

☐ องค์กรและพนักงานเป็นผู้รับผิดชอบค่าใช้จ่ายร่วมกัน

11. ข้อเสนอแนะอื่นๆ เกี่ยวกับการจัดอบรม (โปรดระบุ)

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ขอบพระคุณครับ

BIOGRAPHY

Name	Mr. Suradech Pongganta
Date of Birth	May 7, 1986
Educational Attainment	2008: Bachelor of Arts (English)
	Chiang Mai University
Work Position	Project Manager
	Knowledge Plus Travel Co. Ltd. and
	Knowledge Plus Education Services Co. Ltd.
Scholarship	-
Publication	-
Work Experiences	-