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สำหรับพนักงานร้านกาแฟ**

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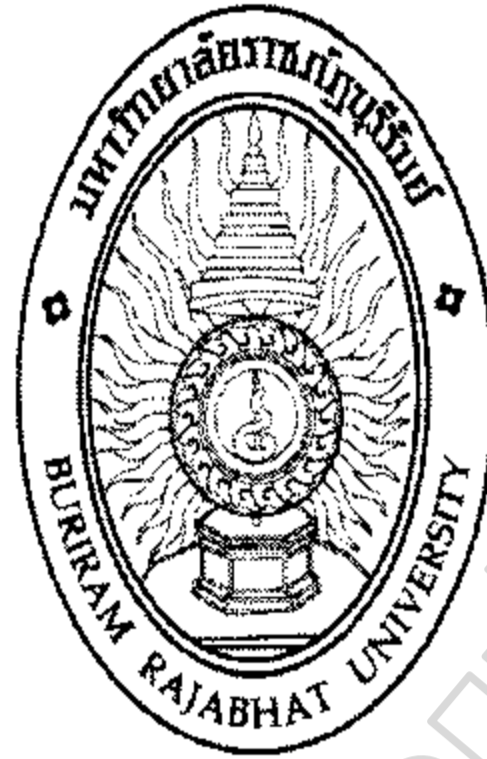
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**เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
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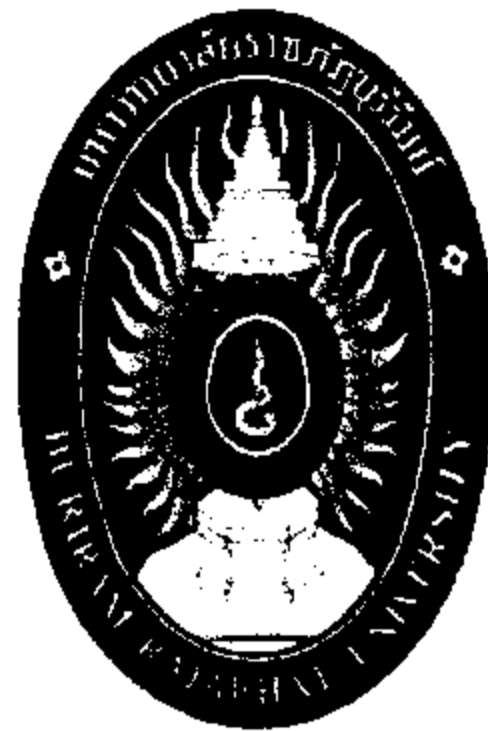
**PROBLEMS AND NEEDS ON ENGLISH LANGUAGE
SKILLS FOR COFFEE HOUSE EMPLOYEES**

Porramet Saisaengjan

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

June 2016

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบปัญหาและความต้องการใช้ทักษะภาษาอังกฤษของพนักงานร้านกาแฟในภาคตะวันออกเฉียงเหนือของประเทศไทย กลุ่มตัวอย่าง เป็นพนักงานร้านกาแฟจำนวน 100 คน โดยจำแนกเป็นพนักงานชงกาแฟ 50 คน และ พนักงานเสิร์ฟกาแฟ 50 คน ที่ทำงานร้านกาแฟในภาคตะวันออกเฉียงเหนือของประเทศไทย ได้มาโดยการสุ่มแบบหลายขั้นตอน เครื่องมือในการวิจัยได้แก่แบบสอบถามและการสัมภาษณ์แบบกึ่งมีโครงสร้าง หลังจากนั้นนำข้อมูลมาวิเคราะห์และเปรียบเทียบ โดยใช้สถิติ ค่าความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าคะแนนที่ที่เป็นอิสระต่อกัน ผลการวิจัย พบว่า พนักงานร้านกาแฟมีความต้องการในการเพิ่มทักษะการใช้ภาษาอังกฤษในการทำงานอยู่ในระดับสูง โดยที่ทักษะในการฟังนั้นมีความต้องการเพิ่มทักษะสูงสุด รองลงมาได้แก่ ทักษะการพูด ทักษะการอ่าน และ ทักษะการเขียนตามลำดับ อนึ่ง พบปัญหาในการสื่อสารของพนักงานร้านกาแฟอยู่ในระดับปานกลาง และพบปัญหาสูงสุดอยู่ที่ทักษะการฟัง รองลงมาได้แก่ ทักษะการพูด ทักษะการอ่าน และทักษะการเขียน อย่างไรก็ตาม จากผลการวิจัยไม่พบความแตกต่างของความต้องการและปัญหาในการใช้ทักษะภาษาอังกฤษในการทำงาน เมื่อนำมาเปรียบเทียบกันระหว่าง ตำแหน่งพนักงานชงกาแฟและ ตำแหน่งพนักงานเสิร์ฟกาแฟ ที่ทำงานในร้านกาแฟในพื้นที่ภาคตะวันออกเฉียงเหนือของประเทศไทย

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ABSTRACT

The research aimed to study and compare problems and needs on English skills used by the employees of the coffee houses in the northeastern region of Thailand. The samples were 50 baristas and 50 serving staff in a total of 100, from the coffee houses in the northeastern region of Thailand. They were selected by multi-stage random sampling technique. The research instruments were a set of questionnaires and the semi-structured interview. The collected data were analyzed by using frequency, percentage, mean, standard deviation and independent samples t-test. The findings revealed that they need the English skills for working at the high level. The listening skill is the most needed, followed by speaking skill, reading skill and writing skill, respectively. In addition, the coffee house employees faced the problems when they communicate with the foreign customers at the moderate level. Also, they faced the listening skill most, followed by speaking skill, reading skill and writing skill, respectively. However, there were not different of needs and problems on English skills classified by positions: baristas and serving staff who work in the coffee houses in the northeastern region of Thailand.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is an important medium for communication in the world. English in the globalised world is considered the most important language widely used in communication, education and business. Kitao (1996) states that the most widespread language in the world is English. There are approximately 350 million native English speakers worldwide and approximately 400 million people who speak English as a second or foreign language. In addition, English is used for many special purposes. Kitao (1996) also points out that the importance of English lay in what it is used for. For example, English is a fundamental influence on world affairs because of its use in spreading news and information, in the way it is used in business, in global diplomacy, and in certain key professions, and in the way it features in the entertainment industry.

In the other Asian countries, English is used as a foreign or international language - for example, in China, Japan, and Thailand. In these places, English is often used as a common language between people who speak different native languages. The difference is that English is spoken as a second language in the former British colonies in Asia and everyday life, even though is not the native language, and that English is studied as a foreign language in the other Asian countries, but is not used much in everyday life. Even though it might be used differently in each country, however, it always performs very important communicative functions, or features prominently in the overall communications that take place within the Asian region.

In Thailand, the native and official language is Thai. English is identified as a foreign language for communicate. But nowadays, technological innovations, globalization and high competition influence the way in which people communicate in various activities such as international politics, business, education, media and so on, and they also require the ability to interpret and analyze data (Jarvis. 2005. Online). However, many of them lack English communication skills because English is mostly used only in the classroom. Schmidt and Gardner (1995; cited in Pradubpongse. 2005) state that a criterion for determining the importance of any communication skill is its frequency of use. In addition, English language training in Thailand focuses on formal writing skills, leaving most Thai-educated citizens uncomfortable with verbal expression and unaccustomed to listening to normal conversations. Pradubpongse (2001) also states that there have been many studies in the area of communication and technology changes in the modern world where English plays the important part.

English has been accepted as an international language for foreign language, but not as an official language, and is not used except by those for whom which have some contacts with English speaking foreigners as a part of their jobs. Nevertheless, Kitao (1996) mentions that in many countries, English is usually the first or most commonly taught foreign language and people have the understanding of it. Thus, the Thai government developed the EFL curriculum reform. In 1995, the Ministry of Education changed its education policy from making English as a foreign language education compulsory for students from the beginning of the fifth grade to making it compulsory from the beginning of the first grade (Mackenzie. 2005).

In the business field, people who can communicate using fluent English seem to have more privileges and are more likely to receive promotion to a higher position,

while in the academic field, English helps students to get in the good schools and universities and opens the world of learning as most textbooks, journals, works of literature, newspaper and magazines are written in English. In everyday life, English is evidently important since almost all products, materials and daily goods come with English explanations. This clearly shows how English is important. As a necessity, non-English speaking countries are now investing a lot of money in improving the teaching and learning of English so as to promote knowledge and ability in English of their people since they consider that the world market requires a workforce that is to some degree comfortable with using English.

The increasing globalization makes people travel around the world. English, which is widely used as a native, a second, or a foreign language, has become a common language for people from the different countries all over the world. It has increasingly gained an important role in both academic and business areas. A person with a good command of English is likely to have a better chance to get a desired job. Thus, it is not surprising why English has been a popular language among employees in Thailand. Therefore, English is widely accepted for using in the business of coffee house. And nowadays, the economy in Thailand is growing steadily and the government is supporting and promoting the country's economy in every way. Many economic policies encourage people to be independent and to run their own business.

At present the business of coffee house is widespread all over Thailand. It is not especially in the big cities such as Bangkok, Chiangmai, Pattaya or Phuket, but also most popularity in the Northeastern provinces such as Nakhon Ratchasima, Khon Kaen and Ubon Ratchathani, Surin which have a number of coffee houses and the number of foreigners who live, work or travel to Surin. The employees of this

business is the person who have the conversation and take the order from the customer every day, and the customer is not only Thai. The number of foreign customer increase every year. The employees who can speak English will pleased by the customer and will promote to the better position. However, the coffee house employees who can speak English in order to effectively serve their foreign customers are in the little amount. Those workers providing services need to be trained both in service and technical English skills.

The researcher is interested in the field of the business coffee house and wants to know which the most English skills that the employees use, wants to learn more and which is the problem in their English using to be the guideline for business of coffee house to make the customer pleased. The aim of this study is to survey the using English in coffee house business needs to provide basic information to use as a guideline for assessing the English training course on specific English skills using in the routine jobs for the employees of coffee house or coffee house in provinces of Thailand. The survey samples are the employees in the provinces in the Northeastern region of Thailand.

Moreover, the results will provide the guidelines for developing the English using materials that correspond with the needs of this group of employees and will develop their business to be famous in their local, areas.

1.2 Research Objectives

1.2.1 To investigate the problems on English skills of the coffee house employees in the northeastern region of Thailand.

1.2.2 To investigate the needs on English skills of the coffee house employees in the northeastern region of Thailand.

1.2.3 To compare the problems on English skills used of the coffee house employees in the northeastern region of Thailand, classified by the positions of barista and serving staff.

1.2.4 To compare the needs on English skills used of the coffee house employees in the northeastern region of Thailand, classified by the positions of barista and serving staff.

1.3 Research Questions

1.3.1 What are the problems on English skills of the coffee employees in the coffee house business in northeastern region of Thailand?

1.3.2 What are the needs on English skills of the coffee employees in the coffee house business in northeastern region of Thailand?

1.3.3 Is there any difference of problems on English skills of the coffee house employees in the coffee house business classified by their positions of barista and serving staff? If so, how?

1.3.4 Is there any difference of needs on English skills of the coffee house employees in the coffee house business classified by their positions of barista and serving staff? If so, how?

1.4 Significance of the Study

1.4.1 The study may provide some useful suggestions for the policy maker and manager to develop more effective English courses for the employees in the coffee house business.

1.4.2 It is anticipated that the results of the present study can be used as a guideline to improve and expand the existing English courses for the employees in the coffee house business.

1.4.3 The study is intended to provide the basic information to use as a guideline for the coffee house in designing its own English in coffee house business contents in the English training courses for the employees in order to improve English competence of their employees and reach their goal set out.

1.5 Scope and Limitations of the Study

1.5.1 This study investigates the problems and needs of English skills in the coffee house business used by the employees, the employees' problems in English use, and the expectations and preferences on English in coffee house business contents of the English training courses on specific English skills using in the routine jobs for the employees of this work.

1.5.2 This study is conducted to complete a needs analysis for using English in the coffee house business for providing data to create their own suitable English training course on specific English skills using in the routine jobs for the employees.

1.6 Definition of Key Terms

Problems refer to the problem in using English skills (listening, speaking, reading and writing) to communicate with the foreigner in the coffee house.

Needs refers to the needs of English skills (listening, speaking, reading and writing) in coffee house business which is required by the employees in order to perform their routine jobs.

Needs analysis (NA) refers to a method of obtaining description of a learner's needs (or group of learner's needs).

English language skills refers to the skill of English use in coffee house business; listening, speaking, reading and writing.

Position refer to a job or duty with the employee was assigned.

Coffee house employees refer to the people who work in the coffee houses, namely barista and serving staff.

Barista refers to a person, usually a coffee house employee, who prepares and serves coffee drinks.

Serving staff refers to the person who have the conversation and take the order from the customer every day.

Northeastern region refers to the area located in the Northeastern of Thailand consisting of 20 provinces: Loey, NongKai, BuengKarn, Udonthani, Nongbualamphu, Sakonnakorn, Nakornphanom, Chaiyapoom, Kon Kaen, Kalasin, Mukdahan, Mahasarakam, Roi-ed, Yasothon, Amnatchareon, Nakohn Ratchasima, Buriram, Surin, Srisaket and Ubon Ratchathani.

1.7 Summary of the Chapter

This chapter attempts to set the scene for the present research by a brief introduction. Firstly, the present research defines the background of the study, research objective, and research questions. Next, the significance of the study and scope and limitations of the research are outlined. Lastly, the definitions of key terms and summary of the chapter are presented.

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CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of related literature on the background of Needs Analysis (NA), and previous studies on needs surveys which are relevant to this study. The review will serve as a basic for conducting this study, and analyzing and discussing the results. The topics will be reviewed as follows;

- 2.1 English for Specific Purposes (ESP)
- 2.2 Needs Analysis.
- 2.3 Coffee House in Thailand and the Others
- 2.4 Functions of English Language
- 2.5 Previous Studies Related to the Present Investigation
- 2.6 Summary of the Chapter

2.1 English for Specific Purpose (ESP)

2.1.1 The Origin of ESP

Hutchinson and Waters (1987) state that the emergence of all ESP resulted from three main reasons: the demands of a Brave New World, a revolution in linguistics, and focus on the learner.

History has gone through two periods that holds the key of ESP life. First, the end of the Second World War brought the forces of science, technology and commerce which soon generated a demand for an international language. Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries, and the primary language of this knowledge became English.

The effect of these historical occurrences resulted in a mass of people wanting to learn the English language because it was the key language for the fields of science, technology and commerce.

The second key reason that had a great impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, the new studies in linguistics began to focus on the ways in which language is used in real communication.

The last reason Hutchinson and Waters (1987) mention that as having influence on the emergence of ESP was the more attention put on the ways in which learners acquire language rather than simply focus on the method of language delivery. Focus on the learners' needs became equally paramount as the methods employed to distribute linguistic knowledge.

According to Anthony (2006), English for Specific Purposes (ESP) has developed to become one of the most prominent areas of EFL teaching from early 1960's until today. The development can be noticeable from the increasing number of universities offering an MA in ESP and a great number of ESP courses offered to overseas students in English speaking countries. Some professionals have considered ESP as simply teaching of English for any purpose that could be specified. Others have described ESP as the teaching of English used in academic studies or the teaching of English for vocation or professional purposes.

2.1.2 Definition of ESP

There are different definitions of ESP proposed by scholars as follows.

According to Hutchinson and Waters (1987), ESP must be seen as an approach to language learning based on learners' needs. ESP does not involve a particular kind of language, methodology or teaching material. On the other hand, the foundation of ESP involves the learners' needs, the language required by learners and the learning context.

Stevens (1988) gives the meaning of ESP in terms of “absolute” and “variable” characteristics. The absolute characteristics of ESP are that ESP comprise of English Language Teaching that is:

1. defined to meet specific needs of the learners;
2. related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
3. centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, and analysis of this discourse; and in contrast with “General English”

Concerning variable characteristics, ESP maybe, but is not necessarily:

1. limited to the learning skills to be learned;
2. taught according to any pre-ordained methodology

Robinson (1991) defines ESP as goal-oriented that normally is study and work purposes. ESP course is based on needs analysis, generally constrained by a limited time period, in which certain objectives have to be achieved, and are taught to adults in homogeneous classes in terms of the work or specialist studies that the students are involved in.

Dudley-Evans and St. John (1998) propose two characteristics of ESP as absolute characteristics and variable characteristics. The first type of characteristics looks at ESP as it is designed to meet specific needs of the learner, makes use of the underlying methodology and activities of the disciplines it serves, and is focused on the language (grammar, lexis and register), skills, discourse and genres appropriate to these activities. The latter type describes that ESP may be related to or designed for specific disciplines, may use a different methodology from that of general English in specific teaching situations, is likely to be designed for adult learners but it can be used for learners at secondary school level, and is generally designed for intermediate or advanced students but it can be used with beginners as well.

It is argued by Dudley-Evans and St. John (1998) that the absolute characteristic of ESP defined by Strevens should be removed. They comment that ESP teaching is not necessarily related to subject content; on the contrary, it should always reflect the underlying concepts and activities of the broad discipline. In their definition, ESP absolute and variable characteristics are modified as follows:

I. Absolute characteristics

1. ESP is designed to meet specific needs of the learner
2. ESP makes use of the underlying methodology and activities of the disciplines that it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres.

II. Variable characteristics

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different

methodology from that of GE.

2.1.3 Types of ESP

According to Dudley-Evans and St. John (1998), ESP can be classified into two major areas which are English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

EAP is differentiated from EOP by the type of learners: future or practicing students as opposed to employees or workers. The type of student typically catered for in EAP courses is either on or about to enter a university course, either at graduate or undergraduate level. A few courses cater for school-age pupils and some have been done for university teachers and researchers (Robinson. 1991).

In EOP, a large and important category is English for Business Purposes (EBP). EBP courses are normally run for job-experienced learners who bring business knowledge and skills to the language-learning situation. These courses are carefully prepared and likely to focus on one or two language skills and specific business communicative situations. Courses are often intensive and groups are small. The materials often include selections from a range of published books, framework materials and specially written activities, probably stemming from the learner's own business context (Dudley-Evans St. John. 1998). Particular business will affect content and lexis (Robinson. 1991). Therefore, needs analysis is a fundamental in Business English, both a target profile of language skills (Target Situation Analysis) and a profile of personal ability (Present Situation Analysis). Such a language audit is

particularly relevant to in-company work and helps to decide how many hours of language tuition are needed, or what should come first where time is limited.

2.1.4 ESP in the Study

Business is increasingly globalized. English is the lingua franca – of industries and of many companies, even where there are no native speakers present. However, while they may have a good grounding in the language, learners increasingly want and need the right language to be successful at work. ESP courses meet these needs. Course participants learn the language skills to perform and participate effectively in an international environment. (directenglishcairo.com/esp.aspx)

2.2 Needs Analysis

2.2.1 Definition of Needs Analysis

The term 'needs analysis' first appeared in India in the 1920s (West, 1994 : 1). However, a definition of 'needs analysis' has remained unclear. Many theorists define 'needs analysis in various ways and from different views. Nunan (1988 : 75) mentions that needs analysis is important to ESP course design. Needs Analysis refers to a family of procedures for gathering information about learners and about communication tasks for use in syllabus design.

According to Richards (1985 : 6), needs analysis is the requirement for fact finding or the collection of data from various sources, for example, the data about the learners, the materials, and so on. The goals of the needs-analysis phase of curriculum planning are to determine what a particular group of learners expect to use English or and what their present level of competence is.

In addition, Ellis and Johnson (1994 : 222) note that 'needs analysis' is a method of obtaining a detailed description of a learner's needs or a group of learners' needs. It will take into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level which is to be achieved. The information could be obtained from a range of different people such as company staff, trainers, and the learners themselves. It will have implications for the approach to training that will be taken.

Robinson (1991) discusses the different meanings or types of needs from many people in five ways. First, needs can refer to students' study or job requirements, that is, what they have to be able to do at the end of their language course. This is a goal-oriented definition of needs according to Widdowson (1981). Second, according to Mountford (1981), needs can mean 'what the user-institution or society at large regards as necessary or desirable to be learnt from a programme of language instruction'. Third, the process-oriented definition of needs: what the learner needs to do to actually acquire the language (Widdowson. 1981). Fourth, the students may have personal aims in addition to the requirement of their studies or jobs: what the students themselves would like to gain from the language course. Finally, he pointed out that needs may be interpreted as lacks, that is, what the students do not know or cannot do in English.

Needs can be paired and the members of each pair seen as polar opposites (Robinson. 1991). Hutchinson and Waters (1987) make a distinction between target needs and learning needs. They look at the target needs in terms of necessities, lacks and wants. Necessities are what the learner has to know in order to function effectively in the target situation. Lacks can be defined by matching those necessities

with the existing proficiency of the learners. The gap between them can then be referred to as the learners' lacks. Wants are a subjective sense of the learners.

"Bearing in mind the importance of learner motivation in the learning process, learner perceived wants cannot be ignored" (Hutchinson & Waters (1987 : 57). For learning needs, they have been considering the question: "What knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?" Learning needs can be considered as the route to the destination (target needs).

Another pair mentioned by Robinson (1991) and Dudley-Evans and St. John (1998): Target Situation Analysis (TSA) and Present Situation Analysis (PSA). TSA is a needs analysis that focuses on students' needs or objectives at the end of the language course whereas Present Situation Analysis (PSA) focuses on analysis of strengths and weaknesses of the students at the beginning of the language course. Three basic sources of information of PSA suggested by Richterich and Chancerel (1980 cited in Robinson, 1991), are the students themselves, the language-teaching establishment, and the 'user-institution', for example the students' place of work. In practice, information from TSA and PSA are used as a combination to design the language course, that is, the course is designed to achieve 'goal' gathered from TSA by also considering what the students are like from PSA; thus, similar language courses may vary among groups of people but, however, head to the same goal.

Brindley (1989 : 65) points out that it is not easy to find a usable definition of "needs" in the context of second language. The definitions are varied according to contextual interpretation and the values of the accessory. Needs in the field of adult education probably means "the gap between what is and what should be". Needs are

considered in two different aspects: objective needs and subjective needs. If needs are deduced from different kinds of factual informant about learners, their use of language in real-life communication situations, their level of language proficiency and language difficulties, then they are objective needs. Conversely, if needs are derived from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations concerning the learning strategies, then they are considered as subjective needs.

2.2.2 Types of Needs

Mackay (1978 : 28) divides the needs into two types:

1. Academic needs - where English is required for further academic study e.g. medical students requiring English in order to understand lectures/read medical textbooks in English etc.
2. Job needs - where English is required in order to perform a particular practical job e.g. technicians requiring English in order to work on a project in which English is used.

The focus in this research will be on job needs where English is required when communicating with people within a common organization.

Richterich and Chancerel (1980: 22) divide the needs into:

1. Objective needs (foreseeable), those that can be deduced from a job analysis, or from a study of a person engaging in the duties of his profession.
2. Subject needs (partly or not at all foreseeable), depending upon the people one meets or the events that occur in an unexpected situation.

There are two types of needs that must be taken into account for needs analysis of ESP course design according to Hutchinson and Waters (1987 : 58)

1. Target needs or target situation needs are what the learner needs to do in the target situation.

2. Learning needs are what the learner needs to do in order to learn.

Moreover, they also divide the needs into 3 components as follows.

1. Necessities or objective needs are what the learner has to know in order to function effectively in the target situation. It means the needs which are derivable from different kinds of actual information about learners, their use of language in real-life communication situation as their current language proficiency and language difficulties (Brindley. 1989 : 66).

2. Lacks are the gaps between the target proficiency and the existing proficiency of the learners.

3. Wants or subjective needs of the learner can be referred to the perception of the need of the learners, which is what the learners want or feel they need. On the other hands, subjective needs refers to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies (Brindley. 1989 : 66).

Nunan (1988 : 14) states that for a needs analysis, "information will need to be collected, not only on why learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus". He defines two types of needs analysis: a learner analysis - what background factors are the learners bringing to the classroom? - and task analysis - for what purposes is the learner learning the target language? Needs

analysis is "concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program" (Richards & Rodgers 1986 : 156).

Needs analysis is the key concept in ESP as clarified by Dudley-Evans and St. John (1998). In terms of needs; it is described as objective and subjective (Brindley. 1989 : 65), perceived and felt (Berwick. 1989 : 55), target situation/goal-oriented and learning (Brindley. 1989 : 65. cited in Dudley-Evans St. John. 1998). These terms help to recognize the different factors and perspectives which constitute the expansion of the concept.

When asking to explain the meaning of the aforementioned, it can be simplified that objective and perceived needs are what are on the outside that is seen, as facts or reality while subjective and felt needs are constructed inside of the individual. It can then be said that these terms are tacitly intertwined to form the process of needs analysis. Further more, one key point which must be considered is what learners already know, a present situation analysis (PSA). With PSA, it can predict the strengths and weaknesses in language, skills, learning experiences (Dudley-Evans & St. John. 1998).

2.2.3 Model of Analyzing Needs

Several techniques can be used for collecting data for needs analysis. The recommended techniques proposed by several scholars are presented as follows.

2.2.3.1. Questionnaires

A questionnaire is the most popular research instrument. Generally, it looks like a test but it attempts to ask for the factual information and opinion from respondents about a given topic. According to Robinson (1991), it is necessary to

pilot questionnaires with a few respondents first to see whether the questions are understood by the respondents and whether the answers can be easily analyzed and compared. The advantage of a questionnaire is that it can be administered with a large number of people. However, the disadvantage of this method can be a low return rate as a lot of people fail to fill it in. Dudley-Evans and St John (1998) state that it takes time to write unambiguous questions.

2.2.3.2 Interviews

Dudley-Evans and St John (1998) indicate that the structured interview is extremely useful in needs analysis. Structured interviews consist of pre-written questions. The interviewer has a standard set of questions that are asked of all interviewees so comparisons can be made. Furthermore, interviewers may ask additional questions for clarification and more detail if the responses are unclear.

2.2.3.3 Observation

According to Robinson (1991), while the questionnaires and interviews are conducted to obtain the respondents' opinions, observation is used to find out the target-level behavior and performance to supplement their opinions. In 1984, Svendsen and Kreb' study (cited in Robinson. 1991 : 3) point out the importance of establishing good relations with the observed participants. For example, observers make only short visits or explain the purpose of the visits. Similarly, Dudley-Evans and St John (1998) claim that observation is a sensitive issue. People may feel uneasy to be watched or recorded. Therefore, the observed people should be informed of the purpose and reasons for the research to get their understanding and help them gain more confidence.

2.2.3.4 Tests

Robinson (1991) suggests that the tests should be administered to students before beginning the ESP course in order that the course designer can ascertain the learners' current level of ability. Students may be asked to perform target-level tasks which enable the course designer to measure in which areas the students have ability to perform and in which areas they lack competence. The reliability and validity of the test will make the analysis of the score easy. An inaccurate idea of the students' initial level of ability can cause serious problems and a hurried remaking of the course.

2.2.3.5 Communicative Needs Process (C.N.P.)

Munby (1978:33) proposes a particular model of language needs analysis namely a processing model for specifying communicative competence in a foreign language. It is a study of the relationship between communicative needs and the English required for specific purposes. The heart of this model is called the "Communication Needs Process: (C.N.P.). C.N.P. consists of a range of questions about key communication variables which can be used to identify the target language needs of any group of learners e.g. age, nationality, sex, mother-tongue, and so on.

The kinds of questions which the course designer has to find and answer in order to build up his learners' C.N.P. are:

1. Participant- Learner's age, sex, nationality, first language, target language, other language.
2. Purposive domain- Occupational/academic framework in general: providing details of study or job description.

3. Setting- The time and place in which the job or study is carried out.
4. Interaction- The role(s) in which the participant finds himself, in term such as status, age group and social relationships.
5. Dialect- The variety of English used in the target situation.
6. Target level- the level of linguistic proficiency that will be required.
7. Communicative event- What the learner will have to do in English.
8. Communicative key- The manner in which communication needs to be carried out.

Finally the results from the processing details in each of the parameters are written out as the profile of the communicative needs for that particular participant.

The Munby needs analysis model is a tool for the course designer rather than the learner. It presupposes a language training situation with reasonably specific occupational or educational objectives involving a reasonably homogeneous learning group. Given this, it should enable a course designer to achieve two things:

1. Produce a detailed profile of what the learner needs to be able to do in English in the occupation or studies for which he is being trained.
2. Produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile.

To prepare the questions for the questionnaires used in the present study, the researcher refers to Munby's model as a valuable checklist to assess the needs of the learners. Some parts of the C.N.P. parameters are used for collecting data, for example, the communicative event (what the learner will have to do in English).

Moreover, it will be helpful to look at the steps in needs analysis, Hall and Crabbe (1994 : 7), give a summary of the methods of collecting data of needs analysis as follows:

1. Gathering information on the learners' needs- This means that you need to gather a certain amount of information on what the learners need English for.
2. Basic course planning decisions- You need to have an initial idea of the shape of the course: what the goals are, what types of classroom activity are likely to be appropriate, how the class work relates to the outside world, what components there will be in the course.
3. Taking account of local conditions- A curriculum is only likely to work when the designer is fully conscious of, and takes account of, local constraints in designing the language learning tasks and the associated materials.
4. Planning for course management -When you have designed your program, then you need to run it in systematic way. You need to make sure that certain things happen in the classroom to make learning more efficient, and you need to set ways of evaluating learners and the program itself.

It can be seen that there are several methods for being model of analyzing needs to collect data. However, a questionnaire was used as the main data-gathering instrument in this study because it is considered to be the most appropriate tool to find out the opinions of the subjects. It is well designed to cover all of the categories or variables required in the model (type of information) and what the information collected can be easy to analyze in order to establish statistically significant trends.

2.2.4 Needs in the Study

For this study, needs refers to the needs of English skills (listening, speaking, reading and writing) in coffee house business which is required by the employees in order to perform their routine jobs. The employees who can speak English will pleased by the customer and will promote to the better position. However, the coffee house employees who can speak English in order to effectively serve their foreign customers are in the little amount. Those workers providing services need to be trained both in service and technical English language skills.

2.3 Coffee House in Thailand and Overseas

The general meaning of coffee house is a restaurant where coffee and other refreshments are served, especially one where people gather for conversation, games, or musical entertainment.

Haine (1998) started The World of the Paris Café Coffeehouse and coffee shop are related terms for an establishment which primarily serves prepared coffee and other hot beverages. Café or cafe or caff may refer to a coffee house, bar, tea room, small and cheap restaurant, transport cafe, or other casual eating and drinking place, depending on the culture. A coffee house may share some of the same characteristics of a bar or restaurant, but it is different from a cafeteria. As the name suggests, coffeehouses focus on providing coffee and tea as well as light snacks. Many coffee houses in the Middle East, and in West Asian immigrant districts in the Western world, offer shisha (nargile in Turkish and Greek), flavored tobacco smoked through a hookah. Espresso bars are a type of coffeehouse that specializes in serving espresso and espresso-based drinks.

Merriam Webster, (2012) mentions that from a cultural standpoint, coffee houses largely serve as centers of social interaction: the coffeehouse provides social members with a place to congregate, talk, write, read, entertain one another, or pass the time, whether individually or in small groups of two or three people. A coffeehouse serves as an informal club for its regular members.

2.3.1 History

The Ottoman chronicler İbrahim Peçevi reports in his writings (1642–49) about the opening of the first coffeehouse in Istanbul.

Bernard Lewis (1989) states that until the year 962 [1555], in the High, God-Guarded city of Constantinople, as well as in Ottoman lands generally, coffee and coffee-houses did not exist. About that year, a fellow called Hakam from Aleppo and a wag called Shams from Damascus came to the city; they each opened a large shop in the district called Tahtakale, and began to purvey coffee. Various legends involving the introduction of coffee to Istanbul at a "Kiva Han" in the late 15th century circulate in culinary tradition, but with no documentation.

Coffee house in Mecca soon became a concern as places for political gatherings to the imams who banned them, and the drink, for Muslims between 1512 and 1524. In 1530, the first coffee house was opened in Damascus,^[8] and not long after there were many coffee houses in Cairo.

The 17th century French traveler Jean Chardin gave a lively description of the Persian coffeehouse scene: People engage in conversation, for it is there that news is communicated and where those interested in politics criticize the government in all freedom and without being fearful, since the government does not heed what the people say. Innocent games... resembling checkers, hopscotch, and chess, are played.

In addition, mollas, dervishes, and poets take turns telling stories in verse or in prose. The narrations by the mollas and the dervishes are moral lessons, like our sermons, but it is not considered scandalous not to pay attention to them. No one is forced to give up his game or his conversation because of it. A molla will stand up in the middle, or at one end of the qahveh-khaneh, and begin to preach in a loud voice, or a dervish enters all of a sudden, and chastises the assembled on the vanity of the world and its material goods. It often happens that two or three people talk at the same time, one on one side, the other on the opposite, and sometimes one will be a preacher and the other a storyteller.

2.3.2 Coffee House in Europe

In the 17th century, coffee appeared for the first time in Europe outside the Ottoman Empire, and coffeehouses were established and quickly became popular. The first coffeehouses appeared in Venice in 1729 due to the traffic between La Serenissima and the Ottomans; the very first one is recorded in 1645. (Reich, Anna. 2010). The first coffeehouse in England was set up in Oxford in 165 (Koffeekorner. 2000) by a Jewish man named Jacob at the Angel in the parish of St Peter in the East. A building on the same site now houses a cafe-bar called The Grand Café.

Oxford's Queen' Lane Coffee House, established in 1654, is also still in existence today. The first coffeehouse in London was opened in 1652 in St Michael's Alley, Cornhill. The proprietor was Pasqua Rosée, the servant of a trader in Turkish goods named Daniel Edwards, who imported the coffee and assisted Rosée in setting up the establishment in St Michael's Alley, Cornhill. In London, coffeehouses preceded the club of the mid-18th century, which skimmed away some of the more aristocratic clientele. Jonathan's Coffee-House in 1698 saw the listing of stock and

commodity prices that evolved into the London Stock Exchange. Lloyd's Coffee House provided the venue for merchants and shippers to discuss insurance deals, leading to the establishment of Lloyd's of London insurance market, the Lloyd's Register classification society, and other related businesses. Auctions in salesrooms attached to coffeehouses provided the start for the great auction houses of Sotheby's and Christie's.

During the 18th century the oldest extant coffee houses in Italy were established: Caffè Florian in Venice, Antico Caffè Greco in Rome, Caffè Pedrocchi in Padua, Caffè dell'Usseero in Pisa and Caffè Fiorio in Turin. So, In the 19th and 20th century, coffeehouses were commonly meeting point for writers and artists, across Europe.

In most European countries, such as Austria, Denmark, Germany, Norway, Sweden, Portugal, and others, the term café means a restaurant primarily serving coffee as well as pastries such as cakes, tarts, pies, Danish pastries, or bun. Many cafés also serve light meals such as sandwiches. European cafés often have tables on the pavement (sidewalk) as well as indoors. Some cafés also serve alcoholic beverages, particularly in Southern European countries.

In both Ireland and the United Kingdom, a café (with the acute accent) is similar to those in other European countries, while a cafe (without acute accent, and often pronounced "caff") is more likely to be a greasy spoon style eating place, serving mainly fried food, in particular breakfast dishes.

In the Netherlands and Belgium, a café is the equivalent of a bar, and also sells alcoholic beverages. In the Netherlands a koffiehuis (nl) serves coffee, while a coffee

shop (using the English term) sells soft drugs (cannabis and hashish) and is generally not allowed to sell alcoholic beverages.

In France most cafés serve as lunch restaurants in the day, and bars in the evening. They generally do not have pastries except during mornings, where a croissant or pain au chocolat can be purchased with breakfast coffee.

In Italy cafés are similar to those found in France and known as bar. They typically serve a variety of espresso coffee, cakes and alcoholic drinks. Bars in city centres usually have different prices for consumption at the bar and consumption at a table.

2.3.3 Coffee House in the United States

Coffee shops in the United States arose from the espresso- and pastry-centered Italian coffeehouses of the Italian American immigrant communities in the major U.S. cities, notably New York City's Little Italy and Greenwich Village, Boston's North End, and San Francisco's North Beach. From the late 1950s onward, coffeehouses also served as a venue for entertainment, most commonly folk performers during the American folk music revival. This was likely due to the ease at accommodating in a small space a lone performer accompanying himself or herself only with a guitar. Both Greenwich Village and North Beach became major haunts of the Beats, who were highly identified with these coffeehouses.

As the youth culture of the 1960s evolved, non-Italians consciously copied these coffeehouses. The political nature of much of 1960s folk music made the music a natural tie-in with coffeehouses with their association with political action. A number of well known performers like Joan Baez and Bob Dylan began their careers performing in coffeehouses. Blues singer Lightnin' Hopkins bemoaned his woman's

inattentiveness to her domestic situation due to her overindulgence in coffeehouse socializing in his 1969 song "Coffeehouse Blues". Starting in 1967 with the opening of the historic Last Exit on Brooklyn coffeehouse, Seattle became known for its thriving countercultural coffeehouse scene; the Starbucks chain later standardized and mainstreamed this espresso bar model.

From the 1960s through the mid-1980s, churches and individuals in the United States used the coffeehouse concept for outreach. They were often storefronts and had names like The Lost Coin (Greenwich Village), The Gathering Place (Riverside, CA), Catacomb Chapel (New York City), and Jesus For You (Buffalo, NY). Christian music (often guitar-based) was performed, coffee and food was provided, and Bible studies were convened as people of varying backgrounds gathered in a casual setting that was purposefully different than the traditional church. An out-of-print book, published by the ministry of David Wilkerson, titled, *A Coffeehouse Manual*, served as a guide for Christian coffeehouses, including a list of name suggestions for coffeehouses. (Bethany Fellowship. 1972.)

In general, prior to about 1990, true coffeehouses were little known in most American cities, apart from those located on or near college campuses, or in districts associated with writers, artists, or the counterculture. During this time the word "coffeeshop" usually denoted family-style restaurants that served full meals, and of whose revenue coffee represented only a small portion. More recently that usage of the word has waned and now "coffeeshop" often refers to a true coffeehouse.

2.3.4 Coffee House in Middle East

Gézim (2011). Mentions that the Middle East, the coffeehouse (Arabic: maqha; Persian: qahveh-khaneh; Turkish: kahvehane or kiraathane) serves as an

important social gathering place for men. Men assemble in coffeehouses to drink coffee (usually Arabic coffee). In addition, men go there to listen to music, read books, play chess and backgammon, watch TV and enjoy other social activities around the Arab world and in Turkey. Hookah (shisha) is traditionally served as well. Coffeehouses in Egypt are colloquially called 'ahwah /hwa/, which is the dialectal pronunciation of Alexandria and gharza (rural inns). In the early 20th century, some of them became crucial venues for political and social debates.

2.3.5 Coffee House in Asia and Oceania

In China, an abundance of recently started domestic coffeehouse chains may be seen accommodating business people for conspicuous consumption, with coffee prices are sometimes even higher than in the West.

In Malaysia and Singapore, traditional breakfast and coffee shops are called *kopi tiam*. The word is a portmanteau of the Malay word for coffee (as borrowed and altered from the Portuguese) and the Hokkien dialect word for coffee shop (POJ:tiàm). Menus typically feature simple offerings: a variety of foods based on egg, toast, and coconut jam, plus coffee, tea, and Milo, a malted chocolate drink which is extremely popular in Southeast Asia and Australasia, particularly Singapore and Malaysia.

In the Philippines, coffee shops like Starbucks became prevalent in upper and middle class professionals especially in Makati. However, Carinderias also serve coffee alongside viands. Events such as "Kapihan" often officiated at bakeshops and restaurants that also served coffee for breakfast and merienda.

In Australia, coffeeshops are generally called cafés. Since the post-World War II influx of Italian immigrants introduced espresso coffee machines to Australia in the

1950s, there has been a steady rise in café culture. The past decade has seen a rapid rise in demand for locally (or on-site) roasted specialty coffee, particularly in Melbourne due in part to the hipster, student, or artist population, with the ‘flat white’, a popular coffee drink.

2.3.6 Coffee House in Thailand

Highland Arabica Coffee Production, Chiangmai University. In 1824th, first coffee tree in Thailand but have only plant at Royal castle so ordinary people don't know about coffee that time. The coffee in that time come with merchant from overseas country but do not have clearly history to say where it come from.

Later in 1904, the first type of coffee “Robusta” come to Thailand by Isilamies Mr.Timoon (Ti-moon) has plant coffee on Slongklar at restrict Tanode. This is first time to ordinary people in Thailand to know about coffee. It is belived that he get it from Indonesia ,because in that time Indonesia have very interesting about coffee and improve people to plat the coffee So Mr.Timoon is merchant travel between Thai to Indonesia. In that time, Thai people cannot speak “coffee” so Thai people call “Ka-fare” and use this word until now. Which refer to one type of tree it come from another country and seed can above hot water to drink like tea”

In 1906 - coffee generation was started in Thailand. Thai people sold coffee in borrow and walk around the city. So in 1910 ~ 1919 many Chinese guys in Thailand open the coffee shop in capital of Thailand so the coffee become popular in Thailand that time. But Thai people in that time do not like the original flavor of coffee So It has “O-reank” come out it mix between coffee 25 – 30 % and sugar. It tease sweet more than like coffee and today still can find it.

Presently, coffee shop has changed from the Chinese style to western style by the students and people who study and work in the western country. Nowadays, we can see that the modern style of coffee shop or coffee house in the business and entertainment complex, shopping center, gas station, minimart or at the corner of the road.

2.4 Functions of English Language

Functions of English Language is usage of the English language required to perform a specific function. This is typically taught as a foundation subject as a good command of English is often required for academic study and career progression. Ravindran (2004), points out that in some cases, a particular form of technical English may be required for a particular vocation such as aviation. Such specialised usage is known and taught as English for Specific Purposes (ESP). "Functional language" is the language that we use to perform various functions such as giving advice or apologizing. These pages show typical phrases used at various levels.

2.4.1 Giving Advice

The following lists useful phrases for the language function of giving advice and recommendations to other people.

- (I think/I really think) you need to/must/should ...
- How about ...?
- It is usually a good idea to ...
- My suggestion/advice is (to) ...
- Why don't you ...?
- You could (try) ...

- You probably/definitely/really should ..
- Have you tried ...?
- ... would probably work.
- You'd better ...
- Etc.

2.4.2 Making a Request

The following lists useful phrases for the language function of making a request for something or some action from other people.

- ...borrow... (from you)
- ...lend me...
- Can I...? /Can you...?
- Could I possibly...? /Could I...?
- Could you possibly...? /Could you...?
- I look forward to hearing from you soon.
- I need (to)... Can you help?
- I'd be (very) grateful if you could...
- May I...?
- ...would really help (me).
- Do you have a/an...that you could lend me?
- Have you got a/an/any...that I could borrow?
- Have you got time to...?
- I don't think I can do...on my own.
- Do you think you could...?
- If you could..., I'd/I'll...

- If..., that would be a great help.
- ..., will you?
- Help me (to)..., will you?
- If you want to help, you could...
- Etc.

2.4.3 Apologize

The following lists useful phrases for the language function of apologizing.

- I apologize/ I'm really sorry/ I'm so sorry/ I'm sorry/ I'm sorry but.../ Sorry
- ...is/was my fault
- I (really) must apologize
- I hope you can forgive me (one day)
- I really am so sorry
- I'd like to apologize
- Please forgive me
- (Please) don't be angry
- I accept (full) responsibility
- I do apologize
- Pardon me!
- Please accept my/our apologies
- Etc.

2.4.4 Giving Bad News

The following lists useful phrases for the language function of giving bad or unwelcome news to the other people.

- I'm sorry but .../ I'm afraid .../ Actually .../ Because of ...

- I regret to inform you that .../ I tried ... but ...
- I'm sorry to say (that) .../ I'm sorry to tell you (that) ...
- In answer to your request, ...
- It's not ... enough (for/to ...)/ It's too ... (for/to be able to ...)
- That is usually okay, but ...
- There are some problems (with ...)
- There have been some problems (with ...)
- I am sorry to have to tell you that ...
- I have some bad news for you (I'm afraid).
- I tried my best but ...
- In fact, ...
- It's only available ...
- That is usually true, but ...
- That used to be possible/allowed/permitted, but ...
- Bad news, I'm afraid.
- Do you want the good news or the bad news first?
- I am sorry to have to inform you that ...
- I attempted (to) ... , but ...
- I can see/understand why you might/would think that (but ...)
- I thought ... was possible, but ...
- I was planning to ... , but ...
- I would love to help you, but ...
- I'd like to be able to help you but ...
- That's the best I can do.

- There are some issues with ...
- There's no easy/nice way to say this, ...
- There's good news and bad news.
- Etc.

2.4.5 Agreeing

The following lists useful phrases for the language function of agreeing

- I agree./ I think so too./That's what I think too.
- That's true/right./ you're right.
- (That's a) good point. / (That's) so true.
- I also think that.../ I feel the same way. / I'm sure you are right.
- That's my opinion too. / (So, we are/that is) agreed.
- Absolutely!/Exactly!/Precisely!
- I feel/think that way too. / I guess so.
- I think everyone would agree with that.
- I am/We are in complete agreement.
- I can accept that.
- Etc.

2.4.6 Disagreeing

The following lists useful phrases for the language function of disagreeing.

- I understand what you are saying, but.../ That's a good point, but...
- You could be right, but.../ (But) don't you think that...?
- (But) what about...?/ I don't really agree.
- I read something about this and.../ I used to think that (way)..., but...
- I'd like to agree (with you), but...

- That doesn't really make sense (to me).
- You could say that, but.../ I agree up to a point, but...
- I don't know as much about this as you, but.../ I have (very) limited experience of this, but...
- I heard/ learnt/ read that too, but.../ I'm no expert on this, but...
- Etc.

2.4.7 Disagreeing Strongly

The following lists useful phrases for the language function of disagreeing strongly.

- I (really) don't think so. / I (strongly) disagree. / I don't/can't agree.
- That's not right. / Absolutely not.
- Do you really believe/think that (...)?
- I don't agree at all. / I totally disagree.
- That's (totally) wrong. / I can't accept that.
- I'm surprised that you would say that.
- Nonsense! / Ridiculous! / Rubbish!
- That is just not true/right.
- There is no way I can accept that.
- You don't really think that, do you?
- You must be joking.
- (I think) you are mistaken.
- Are you honestly/seriously saying...?
- Are you out of your mind?
- Etc.

2.4.8 Offering

The following lists useful phrases for the language function of offering (to do something).

- Can I help (you) (with...)?
- Do you want me to... (for you)?/ Would you like me to...(for you)?
- Can I offer (you) (some help with) ...? / I'd like to offer (some help with)...
- I'll... (for you) (if you like)
- If you have any problems,... / If you like, I can... (for you)
- If you need..., just/please... / Shall I...(for you)?
- (Do you) need some help (with...)? / (Please) let me... (for you).
- Can I help (you) at all (with...)?
- Is there anything I can do to help (with...)?
- May I help you (with...)?
- Etc.

2.4.9 Asking for Opinions

The following lists useful phrases for the language function of asking for opinions.

- Do you think ...? / How do you feel about ...?
- In your opinion, ...? / Please tell me your opinion on ...
- What do you think about ...? / What's your opinion on ...?
- Do you (also) think that ...? / Do you believe that ...?
- Do you have an opinion on ...? / Do you have any opinions on/about ...?
- In your experience, ...? / In your honest opinion, ...?
- Etc.

2.5 Previous Studies Related to the Present Investigation

Schutz and Derwing (1981) conducted a survey of English language needs of educated Taiwanese who worked or studied in the areas of science and technology. More than half of the informants reported that English was useful for their studies and professions. Most of them thought that English language was the best international language. They rated speaking the most important of the language skills in terms of needs. However, they ranked speaking first in case of their wants. In other words, there was a conflict between objective needs and personal wants.

Kongjaroen (1991) investigated the problems of English use at work among graduates from the Hotel and Tourism Training Institute, Tourism Authority of Thailand (TAT) as perceived by themselves and immediate chiefs. The finding summarized that concerning problems of English use for job purposes, the graduates and their immediate chiefs perceived that the graduates from Restaurant and bar Department, Kitchen Department, and House-keeping Department have such problems at the low level. That is they can use English grammatically correctly in different situations, but not fluently. But for graduates from Front Office Department, the graduates and their immediate chiefs perceived that they had such problems at the lowest level. That is they can use English to communicate in different situations grammatically correctly and fluently.

Akkakoson (1994) carried out an examination of the use of English for business communication in top Thai companies. The subjects of the study were 17 human resource management representatives of 15 sampled companies divided into three levels: high-level company, middle-level company and low-level company. The results of the study revealed that English was an important tool for business

communication and English all four skills were required. English was very useful for most of the employees. The human resource management representatives of the high status group were thought that all four macro skills were also important to supervisory level staff while only listening and speaking skills were very important to junior level staff. The human resource management representatives of the middle status group thought that only listening and reading were of importance to the supervisory level whereas the human resource management representatives of the low status group considered that listening, speaking and writing were essential to the supervisory level.

Littlewood, Liu, and Yu (1996) did a survey by using two sets of questionnaire conducted as part of the LEAP (Learning Experiences And Proficiency) Project based at the English Centre of the University of Hong Kong. The main purposes were to investigate the English learning experiences, proficiency and perceptions of students entering tertiary education in Hong Kong by focusing on students' oral English, and to find out teacher's perceptions of undergraduate's English competence and teacher's judgments' of the domains of competence most important for academic success. The target population of the teacher survey was teachers at the University of Hong Kong (HKU) and the Chinese University of Hong Kong (CUHK). The investigation revealed that students who enter tertiary education in Hong Kong have grown accustomed to passive speech roles in class and had limited experience of speaking. The results of these surveys indicated the need for three areas of development, which have implications both for English language learning and for wider aspects of the student's learning.

Sukpradit (1999) investigated the needs and problems for using English by Thai secretaries in communication and telecommunication companies. The

questionnaires were administered to eighty-six secretaries randomly selected from twenty communication and telecommunication companies based on the Nation Business Review Magazine in 1997. The findings indicated that reading was the biggest problem in using English, followed by speaking, listening and writing. The task mostly needed in using English was listening. Reading ranked second while speaking and writing ranked last and were in the same level of needs. Thai secretaries' perception toward the importance of English in business communication was at the greatest level. They found that English is vital to their careers and the role of English language significantly influences their everyday work. In addition, the results showed that educational level and frequency of English used for business communication in the companies had great effect on the English problems.

Prapawuttikul (2004) analyzed needs of MIT staff in English writing and speaking. Findings revealed that 10 respondents were not satisfied with the in-house English training course because the course content was based on general English. Unfortunately, what they preferred was English for Specific Business. Data showed that 90% of respondents ranked their English ability as being fair. This explains why general English is not necessary. Rather, English for Specific Business Purposes (ESBP) would fit their actual preference. It is noteworthy that without conducting needs analysis, the company may have wasted time and money without getting anything in return.

Phaisuwan (2006) surveyed needs and problems of Seagate planners in using English to establish an ESP course. The instrument used in the study was a questionnaire. Seventeen planners were asked to rank the levels of problem in using English for communication. The results showed that the majority of the respondents

had most difficulty in listening, followed by speaking, reading and writing respectively. The listening was most problematic to them when the speakers spoke too fast. They had most problems with speaking English when they lacked topic for conversation. Concerning reading, the main problem was being unable to understand general vocabulary. They had problems with grammar and sentence structure when writing. The respondents wanted English classes focusing on listening, speaking, reading and writing respectively, which related to the problems they had.

Phutirat and Suwannapatama (2007) investigated the problems, needs and wants of English for hospital pharmacists. The subjects of this study were hospital pharmacists who worked in Bumrungrad and Phayathai 2 Hospitals in Bangkok. The findings were as follows; listening skill was the most serious problem for hospital pharmacists followed by speaking, writing and reading. The English language problems of the hospital pharmacists were listening to English conferences and listening to foreign patients' general enquiries. In terms of the use of English skill in their work, reading was indicated as the most needed skill. The respondents perceived that speaking was indicated as the most important skill for practice and they all agreed that they wanted English courses to carry out their work. They wanted content in the courses for pharmaceutical science and for general English. In addition, they wanted two-hour sessions for studies, two days a week and the participants mainly preferred the morning class.

Sangsook (2007) made a conclusion in her study that the needs of listening and speaking skills was what staff who worked for Bangkok Product Merchandising would like to improve the most, especially fluency, vocabulary for listening skill and comprehension for speaking skill. In spite of their everyday English used, they had

needs to attain their career advancement. Not only could they communicate with NNSs, but also their career path would step forward if these skills needed were improved.

Naphon (2008) conducted a survey study of needs and problems of English usage at work for the Big4's auditors, and wants regarding English training courses. A questionnaire was used as an instrument to collect data. The findings revealed that writing was the most necessary skill at work, followed by reading, listening, and speaking skill respectively. The respondents frequently used writing skill in writing audit reports, writing audit working papers and writing e-mails to colleagues and clients. The auditors encountered most problem in using speaking skill, followed by writing, reading and listening skill respectively. Concerning the auditors' wants, the result showed that the respondents preferred to learn English with foreign teachers and learn in an English class that focused on the four skills equally.

Kaur and Clarke (2009) researched in human resource (HR) personnel of multinational companies. The subjects were expected to possess good English language skills. They claimed that in today's globalized workplaces, HR staffs were often confronted with specific language demands in the course of performing their job functions at their workplaces. This study comprised 25 staff and three managers from the HR departments of two American multinational companies in Penang, Malaysia. The primary objective of the study was to identify the English language skills of the HR staff and to investigate the HR staff's perceptions of their English language skills at the workplace. It also aimed to explore any possible differences between the expected English language skills and the actual performance of the HR staff at the workplace. Data were gathered by means of questionnaires and interviews. The

findings showed that communicative events such as chairing and speaking in meetings, writing reports, and editing written materials were deemed very important by the respondents. The findings revealed that the HR staff from both companies perceived that they did not perform well in speaking, reading, and writing skills. The implications of this study indicate that the HR personnel need to improve their English language skills and abilities if they wish to function more effectively in their daily tasks at their workplaces.

Wanlaya (2009) studied English needs analysis of Siam Nissan Automobile Company Limited. The objective of the study was to explore and specify the employees' needs for English communication using each language skill with consideration on job tasks which employees have to deal with in everyday situations. The main focus was on the needs for English communication skills and the needs for English communication improvement. Also employees' general background and English background were investigated. The survey data was gathered by appropriate survey technique based on a questionnaire from 17 respondents in 4 sections of the department of Export Vehicle Department; namely ordering group, business group, delivery group, and invoicing group. The questionnaire consisted of 29 questions. The needs analysis and the findings revealed that speaking and writing skill were rated as the most needed among other skills. The need to be able to understand the conversation that takes place between customers was considered the most important thing for their career. However, listening skill was the least preferred way of improvement. The statistical Package for Social Sciences (SPSS) program was used to analyze the descriptive data (percentage, frequency count, mean, and standard deviation) in order to interpret the outcome. The research carried out for this

independent study lead to results that benefit developing employee's English proficiency in the organization.

Prachanant (2012) investigated the needs analysis on English language use in tourism industry. This study surveyed the needs, functions and problems of English language use by 40 tourism employees. A questionnaire was used and data were analyzed by frequency, percentage, mean and standard deviation. Findings revealed that speaking is most important, then listening, reading and writing. The three most relevant functions in using English language were giving information, followed by providing services, and offering help. English use problems included; inability inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge.

2.6 Summary of the Chapter

According to the review of literature and related research conducted in Thailand and other countries, it can be seen that needs analysis is important for academic purposes and working or training purposes. In this case study, needs analysis, the researcher focused on surveying English problems and needs for working purposes to serve as background information with the intention that the findings would provide guidelines to create an effective English training course on specific English skills using in the routine jobs for the employees of the coffee house.

CHAPTER 3

RESEARCH METHODOLOGY

This study investigates and compare the problems and needs on English skills in coffee house business as well as to provide the guidelines for developing the English skills of the coffee house employees in their routine jobs. This chapter contains the following components:

3.1 Population and Samples

3.2 Research Instruments

3.3 Data Collection

3.4 Data Analysis and Statistical Procedures

3.5 Summary of the Chapter

3.1 Population and Samples

The population of this study included all of employees who work in the business of coffee houses located in the Northeastern region of Thailand.

The samples were 100 employees who work in 50 coffee houses in the Northeastern region of Thailand. They were selected by multi-stage random sampling as the following steps:

Firstly the 10 from 20 provinces in the Northeastern region of Thailand were selected by simple random sampling technique.

Secondly the 5 coffee houses in each selected province were chosen by purposive sampling technique.

Thirdly, two employees who are in the positions of barista and waitperson were obtained by purposive sampling technique.

Finally, 20 employees were selected for interview.

The employees were considered to be the most significant samples because they used English in their real life and know the extent of English language needs to perform in their routine jobs. Thus, they are aware of their needs/wants for learning language. As a result, they have ideas of what kind of English in coffee house business needed and what kind of English should be taught in order to help them improve their language proficiency. Therefore, they are in the appropriate positions to provide information on the English needs in the real world of the coffee house business.

According to Ary et al. (1979: 130), sampling is indispensable to the researcher because time, money, and effort involved do not permit a researcher to study all possible members of a population. Moreover, it is not necessary to study all cases to understand the phenomenon under consideration and it is also not possible to gather information from the whole population of employees.

3.2 Research Instruments

This study employed two types of instruments. The details of each instrument and how to construct them were as follows:

3.2.1 Questionnaires

The questionnaire was designed for the coffee house employees in the northeastern region in order to survey their needs and problems on using English in their routine jobs at the present time. The questionnaire consisted of 3 parts; general information, needs and problems, and expectation for contents and methodology of the training course.

Part 1 comprising 4 checklist items which are addressed general information of the respondents indentifying there, sex, age, education, and English background.

Part 2 comprising 7 main items in order to survey the extent of employees' problems of English for coffee house business and the level of present typical characteristics of English used by the employees in their routine jobs. Furthermore, the respondents were also required to specify some characteristics of English for coffee house business. The respondents were asked to rate their opinions based on a 5 - point Likert scales to the following criteria.

Level of the problems and present typical characteristics and problems of English for coffee house business in their routine jobs.

5 – the highest problem

4 – high problem

3 – moderate problem

2 – low problem

1 – the lowest problem

Level of needs and present typical characteristics and needs of English for coffee house business in their routine jobs.

5 – the highest need

4 – high need

3 – moderate need

2 – low need

1 – the lowest need

Part 3 comprising 14 checklist items concerned with the expectations and needs of the English in coffee house business. Although the samples of employees do not graduate from the right field, they have working experience and know problems of using English in their routine jobs. They can give useful ideas, expectations, and suggestions, as well as their preferences regarding to English training course for themselves. The respondents were asked to rate their opinions based on a 5 - point Likert scales to the above criteria.

This instrument is used to gather the data about the use, problems and needs on English in coffee house business.

3.2.1.1 The construction of these questionnaires followed a logical sequence.

1. The related research and literature on needs analysis is reviewed in order to get the whole picture of needs which related to this study. Then, the preliminary interviews with some employees and also the consultation with some administrators are conducted. Based on the information obtained, this information provides guidelines for topics in the draft questionnaires.

2. The information from these interviews are examined and used to design two questionnaires. Each draft questionnaire are examined and modified with the help of the thesis advisors.

3. After that, some irrelevant items are later excluded, some ambiguous phrases are clarified, and the questionnaires are thus revised by the thesis advisors and three experts to find out the validity of the questionnaire by (IOC) Index of Congruence.

The three experts are as follows:

1). Mr. Akapol Bhutjun, the lecturer in Computer Technology Group, Faculty of Industrial Technology, Ubon Ratchathani Rajabhat University.

2). Dr. Surachai Piyanukool, the English lecturer at Faculty of Humanities and Social Sciences, Buriram Rajabhat University.

3). Asst. Prof. Suthamat Kotcharat, the English lecturer at Faculty of Humanities and Social Sciences, Buriram Rajabhat University.

4. The questionnaires are tried out with 30 coffee house employees who are not the samples.

5. The collected data are analyzed by The Cronbach Alpha method to find out the reliability.

6. The completed questionnaires were edited and revised to use with the samples.

Finally, the questionnaires were administered to the subjects.

The components of the questionnaire for the samples was constructed according to the study purposes as follows:

3.2.1.2 Validity of the Questionnaire

Validity indicates the degree to which the questionnaire is capable of measuring real quantities. Reliability refers to the accuracy of measurement (Isacc & Michael. 1971: 83). In addition, Ary et al. (1979: 196) interpret validity as the extent to which an instrument measures what it is intended to measure.

The validity was classifies into 4 types:

1. Content validity- the extent to which the elements within a measurement procedure are relevant and representative of the construct that they will be used to measure (Haynes et al., 1995). Establishing content validity is a necessarily initial task in the construction of a new measurement procedure (or revision of an existing one).
2. Predictive validity- assessing predictive validity involves establishing that the scores from a measurement procedure (e.g., a test or survey) make accurate predictions about the construct they represent (e.g., constructs like intelligence, achievement, burnout, depression, etc.).
3. Concurrent validity- assessing the concurrent validity of a measurement procedure when two different measurement procedures are carried out at the same time.
4. Construct validity- an overarching term to assess the validity of the measurement procedure (e.g., a questionnaire) that you use to measure a given construct (e.g., depression, commitment, trust, etc.).

The development and construction of the questionnaires were based on the purpose of the study. Literature related to research studies, and the preliminary interviews of employees and administrators were considered in drafting the

questionnaires. Then, the draft questionnaire was modified and revised by the thesis advisors. The comments and suggestions of the thesis advisors and the implications of the questionnaire ambiguity reflected from the draft contribute the development of the final questionnaire for the main study.

3.2.1.3 Reliability of the questionnaire

The reliability of a measuring instrument is the degree of consistency or stability with which it measures whatever it is measuring (Ary et al. 1978: 206) states that there are 5 methods to measure reliability:

- 1). Test-retest
- 2). Parallel form
- 3). Split-half
- 4). Kuder-Richardson
- 5). Alpha-Coefficient

The Alpha-coefficient method (α – coefficient) is popularly employed by researchers because the scores given are not ranked 1 or 0 according to the correctness or error of each item. Instead the score can take a value 5 4 3 2 1. This method is based on Cronbach's formula, adapted from Kuder Richardson Formula 20 in 1951.

The formula is as follows:

$$\alpha = \frac{1}{n} \left\{ \frac{S_2}{S^2} \right\}$$

α = Coefficient of Reliability

n = the total items of questions

S_2 = the score of variance of each item

S^2 = the score of variance of the whole questions

The items of the test were edited and revised by the thesis advisors before proposing to the experts were examined the validity by using IOC (Index of Congruence) formula as follows (Phattiyathanee. 2003: 219).

- +1 = When it is sure that items of the test are coincident with objectives.
- 0 = When it is not sure that items of the test are coincident with objectives.
- 1 = When it is sure that items of the test are not coincident with objectives.

3.2.2 Semi-structured interview.

The semi-structured interview is designed for coffee houses employees in the north-eastern region to survey their needs and problems in using English on their routine jobs at the present time. The semi-structured was consisted of 7 questions; general information, needs and problems, and expectation for contents and methodology of the training course.

The constructions of the semi-structured interview were as follows:

1. The related research and literature on needs analysis were reviewed in order to get the whole picture of needs which related to this study. Then, try to understand the format and procedure of making the semi-structured interview in the reviewed research and literature on needs analysis.
2. The semi-structured interview was designed to 7 questions for employees of coffee houses in the north-eastern region to survey their needs and problems in using English in their routine jobs.

2.1 The general information of the respondents indemnifying there, sex, age, education, and English background.

2.2 The extent of employees' need of English for coffee house business and the level of present typical characteristic of English used by the employees in their routine jobs. Furthermore, the respondents are also required to specify some characteristics of English for coffee house business which is not used to perform their jobs if there are any

2.3 The expectations and preference to be the content and methodology of the English in coffee house business. Although the samples of employees do not graduate from the right field, they have working experience and know problems of using English in their routine jobs. They can give useful ideas, expectations, and suggestions, as well as their preferences regarding content and methodology of English training course for themselves.

3. The form of semi-structured interview was revised and checked by the thesis advisors.

4. The form of semi-structured interview was revised and checked by three experts and rectify the form of semi-structured interview.

5. The completed semi- structured were edited and revised to use with the samples.

3.3 Data Collection

After getting a cover letter from the Dean of Graduate School, Buriram Rajabhat University. The questionnaire used in the study was distributed to 100 employees in 50 coffee houses in the 10 from 20 provinces in the northeastern region. The researcher collected all data by himself and the questionnaire was administered with a target from December 2013 to February 2014 with the total of 3 months.

The questionnaire package made included:

1. A cover letter from the Dean of Graduate School, Buriram Rajabhat University, asking for co-operation in completing the questionnaire.
2. A copy of the questionnaire.

The questionnaires were distributed by hand to 100 samples. All samples finished the questionnaire on the same day, then received the copies are collected back with 100 % return rate. The questionnaires were collected in the right away. Then the codes were assigned to the data, which was used with the SPSS software program in order to analyze the data.

3.4 Data Analysis and Statistical Procedures

Statistical Package for Social Sciences (SPSS) was used to analyze the data from the final questionnaire collection.

3.4.1 The items of the test were edited and revised by the thesis advisors before proposing to the experts were examined the validity by using IOC (Index of Congruence) formula as follows (Phattiyathanee. 2003: 219).

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

The researcher calculates IOC index, The IOC index of the questions was 0.90 and the questions which have the IOC index at level 0.5-1.00 were chose to be a test.

Validity of achievement test by using IOC (Index Item of Congruence)

formula (Phattiyathanee, 2003: 220) as follows:

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between question and objective

$\sum R$ = Total scores of experts' opinion

N = Number of experts

3.4.2 The Cronbach Alpha Coefficient employed to ascertain the reliability of the responses for those items which used a 5 - point Likert scale.

Reliability coefficient of the satisfaction questionnaire by using Cronbach's

Alpha-coefficient (α -Coefficient) (Srisa-ard. 2002: 99)

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum S_i^2}{S^2} \right]$$

α = Reliability coefficient

k = Number of statements

$\sum S_i^2$ = Total of each statement's variance

S_t^2 = Variance of total scores

3.4.3 Percentage (%) and Frequency (f) used in the analysis of answers concerning general background (Srisa-ard. 2002: 104).

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the data

N = Numbers of total frequency

3.4.4 A 5-point Likert scale is used to score the levels of the problems and needs problems of present typical characteristics of English for coffee house business and the level in using present typical characteristics of English for coffee house business in each employees' routine jobs. The criteria used for scoring are as follows; (Nunan. 1996):

Table 3.1

A 5- Point Likert Scale

Rank	Use	Problems	Need	Mean range
5	Highest	The highest problem	The highest needs	4.50-5.00
4	High	High problem	High need	3.50-4.49
3	Moderate	Moderate problem	Moderate need	2.50-3.49
2	Low	Low problem	Low need	1.50-2.49
1	Lowest	The lowest problem	The lowest need	1.00-1.49

3.4.5 Mean (\bar{x}) is used to calculate the average level of needs in using coffee house business to be emphasized the suitable English training course on specific English skills using in the routine jobs for the employees of coffee house. (Srisa-ard. 2002: 105)

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Mean

$\sum x$ = Total scores in group

N = Number of scores in group

3.4.6 The standard deviation (S.D.) used to indicate how widely individuals in a group vary. (Srisa-ard. 2002: 106)

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

S.D. = Standard Deviation

X = Score of each item

\bar{X} = Mean

N = Number of scores in group

\sum = Total scores

3.4.7 Independent samples t-test used to determine the two sets of data (barista and serving staff) are with the significant difference from each other, when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. (Srisa-ard.2002: 112).

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}}$$

t = Statistical index used to compare with critical index to find out a significant difference

D = Different result of minus between a pair of scores

n = Number of samples or a pair of scores

3.5 Summary of the Chapter

In summary, the present investigation has proposed a research procedure. It was conducted with group of participants from coffee house in the Northeastern region province. The instrument used to collect the data was questionnaire. The results of the data analyses for the group of participants will be presented in the next chapter.

CHAPTER 4

RESULTS OF THE STUDY

This chapter presents the findings from the questionnaires. The purpose of the study was to investigate and compare the problems and needs on English skills; a set of the questionnaire was formulated and distributed to the subject selected. The tables present the rating of the respondent subjects in the form of percentage, mean, and standard deviation. The analyses are presented in seven parts as follows:

4.1 General Information of Participants.

4.2 The Present Typical Characteristics of English Used and Problems on English Language Skills for the Coffee House Employees in the Northeastern region of Thailand.

4.3 Needs on English language skills for the coffee house employees in the northeastern region of Thailand.

4.4 A Comparison of problems on English Language Skills for the coffee house employees in the northeastern region of Thailand.

4.5 A Comparison of needs on English Language Skills for the coffee house employees in the northeastern region of Thailand.

4.6 The Result from the Semi-Structured Interview.

4.7 Summary of the chapter.

4.1 General Information of Participants

This part concerns with general information about the employees who work in 50 coffee houses in Northeastern region, Thailand as shown in table 4.1 below.

Table 4.1

General Information of the Coffee House Employees in the Northeastern Region of Thailand

General Information	Barista		Serving Staff	
	f	%	f	%
1. Gender				
1.1 Male	10	20.00	6	12.00
1.2 Female	40	80.00	44	88.00
Total	50	100.00	50	100.00
2. Age				
2.1 Below 25	14	28.00	30	60.0
2.2 25-45	36	72.00	18	36.0
2.3 Over 45	-	-	2	4.00
Total	50	100.00	50	100.00
3. Educational Level				
3.1 Primary School	1	2.00	5	10.00
3.2 High School	20	40.00	17	24.00
3.3 Certificate Level	2	4.00	2	4.00
3.4 Vocational Certificate Level	4	8.00	6	12.00
3.5 Bachelor's Degree	23	46.00	18	36.00
3.6 Master's Degree	-	-	2	4.00
Total	50	100.00	50	100.00
4. English Background				
A. Beginning to Learn English				
Primary School	41	82.00	43	86.00
High School	5	10.00	6	12.00
Certificate Level	-	-	-	-
Vocational Certificate Level	1	2.00	-	-
Bachelor's Degree	3	6.00	1	2.00

Table 4.1 (Continued)

Total	50	100.00	50	100.00
B. Total years of learning English				
Less than 5 years	7	14.00	12	24.00
More than 5 years	43	86.00	38	76.00
Total	50	100.00	50	100.00
C. Do you still study English				
Yes	19	38.00	20	40.00
No	31	62.00	30	60.00
Total	50	100.00	50	100.0

As shown in Table 4.1, it presents the details of the sex, age, level of the highest education and English background of the participants.

From Table, it can be seen that the total numbers of subjects were 100, dividing to 50 barista and 50 serving staff. In the term of sex (gender) the number of employees who work as the barista is 20% of male and 80% of female. While the serving staff is 12% of male and 88% of female.

In terms of age, a large proportion is 72% are between 25 -45 years of age, 28% are below 25 years of age in barista. The number of serving staff is 60% below 25 years of age, 36% are between 25-45 years of age and only 4% is over 45 years of age.

According to the survey, 46% of barista finished bachelor's degree, 40% are high school, 8% are vocational certificate level, 4% are certificate level and only 2% finished primary school. And the serving staff is 36% bachelor's degree, 34% high school, 12% vocational certificate level, 10% primary school, and master's degree and certificate level are at the same number of 4% finished.

In terms of English background, the beginning to learn English of barista is 82% primary school, 10% high school, 6% bachelor's degree and 2% vocational certificate level. And the result of serving staff is 86% primary school, 12% high school, and 2% from bachelor's degree.

In the total years of learning English, 86% is more than 6 years, and 14% are less than 5 years in number of barista. In the number of serving staff the number is 76% more than 6 years and 24% less than 5 years.

At present, there are 38% of barista still studying English. In contrast, 62% do not study English. While 40% of serving staff still study English and 60% do not study English.

4.2 The Present Typical Characteristics of English Used and Problems on English Language Skills for the Coffee House Employees in the Northeastern Region of Thailand

The questionnaire consists of 7 items dealing with the problems and needs of English use in routine jobs of coffee house business. Following these are items to find the need levels of 4 skills: reading, listening, speaking, writing. In addition the 7th item searches for problems in English use in their jobs.

4.2.1 The Present Typical Characteristics of English Used by the Coffee House Employees in the Northeastern Region of Thailand

When asking the employees to rate their present typical characteristics of English used, the employees rated the present typical used as follows:

Table 4.2

The Present Typical Characteristics of English Used by the Coffee House Employees in the Northeastern Region of Thailand

The table 4.2 shown the rates of all macro four English skills used from the coffee houses as shown on table below.

Skills	\bar{X}	S.D.	Meaning	Rank
Listening	3.55	1.10	High	1
Speaking	3.44	1.10	Moderate	2
Reading	3.10	1.14	Moderate	3
Writing	2.93	1.13	Moderate	4
Total	3.25	1.11	Moderate	-

From table 4.2, the all four skills were at the moderate level ($\bar{X} = 3.25$, S.D. = 1.11). Also the result showed that the employees rated the listening skill as their most used English skill at the high level ($\bar{X} = 3.55$, S.D. = 1.10), followed by speaking skill ($\bar{X} = 3.44$, S.D. = 1.10), reading skill ($\bar{X} = 3.10$, S.D. = 1.14), and writing skill ($\bar{X} = 2.93$, S.D. = 1.13), respectively.

When the employees of the coffee houses were asked to rate their typical characteristic English listening skills used in their work, they rated their English listening skills used as shown on table 4.3

4.2.2 The Present Typical Characteristics of English Listening Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

The employees rated their present typical characteristics of English listening skills as the table below.

Table 4.3

The Present Typical Characteristics of English Listening Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Listening Skills	\bar{X}	S.D.	Meaning	Rank
1 Listening to description / explanation	2.91	1.01	Moderate	10
2 Listening to news or information	2.96	1.04	Moderate	8
3 Listening to customers' question	3.34	1.12	Moderate	2
4 Listening to figures e.g. telephone number, address, price	3.30	1.15	Moderate	3
5 Listening to suggestion / comments	2.94	1.03	Moderate	9
6 Listening to customers' complaint	3.07	1.14	Moderate	5
7 Listening to lectures / seminars	3.03	1.12	Moderate	7
8 Listening to general conversations	3.25	1.06	Moderate	4
9 Listening to customers' order / request	3.43	1.18	Moderate	1
10 Listening to music / plays / movies	3.05	1.06	Moderate	6
Total	3.12	1.09	Moderate	-

As shown in table 4.3, the coffee house employees rated the English listening used skill at the moderate level ($\bar{X} = 3.12$, S.D. = 1.09), and the listening to customers' order/request is the most used listening skill ($\bar{X} = 3.43$, S.D. = 1.18) followed by listening to customers' question ($\bar{X} = 3.34$, S.D. = 1.12), listening to

figures e.g. telephone number, address, price ($\bar{X} = 3.30$, S.D. = 1.15), and the lowest rank is listening to description / explanation ($\bar{X} = 2.91$, S.D. = 1.01).

4.2.3 The Present Typical Characteristics of English Speaking Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

When asking the employees to rate their present typical characteristics of English speaking skills used, they rated their present typical characteristics of English speaking skills used as follows:

Table 4.4

The Present Typical Characteristics of English Speaking Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Speaking Skills	\bar{X}	S.D.	Meaning	Rank
1 Giving information / explanation / description	3.18	1.14	Moderate	7
2 Informing figures e.g. price / expense	3.49	1.17	Moderate	1
3 Telephoning	2.81	1.22	Moderate	17
4 Introducing yourself / other	3.29	1.06	Moderate	3
5 Giving advice / opinion	2.95	1.08	Moderate	13
6 Introducing product / service	3.27	1.25	Moderate	4
7 Giving sympathy / Comforting customers	2.78	1.12	Moderate	18
8 Using English on different social occasion e.g. greeting, thanks	3.36	1.15	Moderate	2
9 Telling local time / world time	3.07	1.09	Moderate	9
10 Giving direction	3.18	1.11	Moderate	7
11 Telling the setting of places	3.24	1.15	Moderate	6
12 Offering help	3.01	1.04	Moderate	11
13 Setting appointment, time and places	3.01	1.11	Moderate	11

Table 4.4 (Continued)

14 Encouraging customers to buy product or to service	3.25	1.10	Moderate	5
15 Negotiating	2.92	1.17	Moderate	14
16 Informing the prohibition	2.91	1.12	Moderate	15
17 Asking for help or cooperation	2.87	1.08	Moderate	16
18 Asking for information	3.02	1.18	Moderate	10
Total	3.05	1.13	Moderate	-

From the above table, the coffee house employees rated their English speaking skill at moderate level ($\bar{X} = 3.05$, S.D. = 1.13), and their most English speaking skill was informing figures e.g. price / expense ($\bar{X} = 3.49$, S.D. = 1.17), followed by using English on different social occasion e.g. greeting, thanks ($\bar{X} = 3.36$, S.D. = 1.15), introducing yourself / other ($\bar{X} = 3.29$, S.D. = 1.06), and the lowest is giving sympathy / comforting customers ($\bar{X} = 2.78$, S.D. = 1.12), respectively.

4.2.4 The Present Typical Characteristics of English Reading Skills Used by the Coffee House Employee in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their typical characteristic English reading skills used in their work, they rated their English listening skills used as shown in table 4.5

Table 4.5

The Present Typical Characteristics of English Reading Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Reading Skills	\bar{X}	S.D.	Meaning	Rank
1 Reading travel documents	2.97	1.10	Moderate	5
2 Reading journals, magazines, newspapers	2.84	1.12	Moderate	11
3 Reading map	2.93	1.14	Moderate	8
4 Reading government letters written in English	2.68	1.20	Moderate	13
5 Reading notice board / signs / advertisements	3.13	1.09	Moderate	2
6 Reading programs and schedules	2.78	1.10	Moderate	12
7 Reading English correspondence or E- mail	2.97	1.21	Moderate	5
8 Reading application or forms	2.88	1.21	Moderate	10
9 Reading menu	3.35	1.12	Moderate	1
10 Reading instruction / manual	3.06	1.04	Moderate	3
11 Reading text information for work	2.92	1.08	Moderate	9
12 Reading books and general information	2.98	1.10	Moderate	4
13 Reading memo /report	2.94	1.10	Moderate	7
Total	2.95	1.12	Moderate	-

From table 4.5, it showed that the coffee house employees rated the English reading skill at the moderate level ($\bar{X} = 2.95$, S.D. = 1.12), with the most English reading skill was reading menu ($\bar{X} = 3.35$, S.D. = 1.12), followed by reading notice board / signs / advertisements ($\bar{X} = 3.13$, S.D. = 1.09), reading instruction / manual ($\bar{X} = 3.06$, S.D. = 1.04), and the lowest skill was reading government letters written in English ($\bar{X} = 2.68$, S.D. = 1.20), respectively.

4.2.5 The Present Typical Characteristics of English Writing Skills Used by the Coffee House Employees in the Northeastern Region of Thailand.

When the employees of the coffee houses were asked to rate their typical characteristic English writing skills used in their work, they rated their English listening skills used as shown in table 4.6

Table 4.6

The Present Typical Characteristics of English Writing Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Writing Skills	\bar{X}	S.D.	Meaning	Rank
1 Writing appointment / schedule	2.74	1.08	Moderate	4
2 Writing letters / E-mails	2.75	1.14	Moderate	3
3 Writing short message	2.98	1.14	Moderate	1
4 Filling forms / order forms	2.76	1.19	Moderate	2
5 Writing instruction / suggestion	2.54	1.04	Moderate	7
6 Writing memo	2.64	1.12	Moderate	5
7 Writing advertisement / notice / commands	2.60	1.08	Moderate	6
Total	2.71	1.11	Moderate	-

From table 4.6, the employees rated their English writing skill used at the moderate level ($\bar{X} = 2.71$, S.D. = 1.11), and the most English writing skill used was writing short message ($\bar{X} = 2.98$, S.D. = 1.14), followed by filling forms / order forms ($\bar{X} = 2.76$, S.D. = 1.19), writing letters / E-mails ($\bar{X} = 2.75$, S.D. = 1.14), and the lowest skill writing instruction / suggestion ($\bar{X} = 2.54$, S.D. = 1.04), respectively.

4.2.6 Problems on English Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their problems on English skills used in their work, they rated all macro four English skills used as shown in table 4.7

Table 4.7

Problems on English Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Skills	\bar{X}	S.D.	Meaning	Rank
Listening	3.20	0.73	Moderate	1
Speaking	3.00	0.90	Moderate	2
Reading	2.92	1.03	Moderate	3
Writing	2.83	1.00	Moderate	4
Total	2.99	0.92	Moderate	-

As shown in table 4.7, the result showed that the coffee house employees rated all four skills as the moderate level ($\bar{X} = 2.99$, S.D. = 0.92). When considering in each English problem skills, it was found that listening is considered the most problems on their work ($\bar{X} = 3.20$, S.D. = 0.73), followed by speaking ($\bar{X} = 3.00$, S.D. = 0.90), reading ($\bar{X} = 2.92$, S.D. = 1.03) and writing ($\bar{X} = 2.83$, S.D. = 1.00), respectively.

4.2.7 Problems on English Listening Skills Used by the Coffee House

Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their problems on English listening skills used in their work, they rated their English listening skills problems as shown in table 4.8

Table 4.8

Problems on English listening Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Listening Skills	\bar{X}	S.D.	Meaning	Rank
1 I cannot translate English into Thai for conversation	3.28	0.94	Moderate	1
2 I cannot understand foreign culture and custom	3.07	0.96	Moderate	4
3 I cannot negotiate with foreign customer	3.23	1.09	Moderate	3
4 I cannot understand foreigners	3.25	1.02	Moderate	2
Total	3.20	1.00	Moderate	-

As shown in table 4.8, the coffee house employees rated the problems on English listening skills at the moderate level ($\bar{X} = 3.20$, S.D. = 1.00). When considering each item, it was found that “I cannot translate English into Thai for conversation” was the most problem ($\bar{X} = 3.28$, S.D. = 0.94), followed by “I cannot understand foreigners” ($\bar{X} = 3.25$, S.D. = 1.02), “I cannot negotiate with foreign customer” ($\bar{X} = 3.23$, S.D. = 1.09) and “I cannot understand foreign culture and custom” ($\bar{X} = 3.07$, S.D. = 0.96), respectively.

4.2.8 Problems on English Speaking Skills Used by the Coffee House

Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their problems on English speaking skills used in their work, they rated their English speaking skills problems as shown in table 4.9

Table 4.9

Problems on English Speaking Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Speaking Skills	\bar{X}	S.D.	Meaning	Rank
1 I cannot translate Thai into English for communication	3.22	1.13	Moderate	1
2 I cannot converse with foreigners face to face	2.85	1.16	Moderate	6
3 I cannot give suggestion or explanation to customer	2.98	1.10	Moderate	4
4 I cannot communicate on the telephone	2.99	1.18	Moderate	3
5 I cannot perform well with foreign customer	2.92	1.15	Moderate	5
6 I can understand what the foreigner say but cannot communicate back	3.07	1.18	Moderate	2
Total	3.00	1.15	Moderate	-

From the table 4.9, the coffee house employees rated the problems on English speaking skills at the moderate level ($\bar{X} = 3.00$, S.D. = 1.15). The employees rated “I translate Thai into English for communication” was the most problem ($\bar{X} = 3.22$, S.D. = 1.13), followed by “I can understand what the foreigner say but cannot communicate back” ($\bar{X} = 3.07$, S.D. = 1.18), “I cannot communicate on telephone”

($\bar{X} = 2.99$, S.D. = 1.18), and “ I cannot converse with foreigner face to face” was the lowest rank ($\bar{X} = 2.85$, S.D. = 1.16).

4.2.9 Problems on English Reading Skills Used by the Coffee House

Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their problems on English reading skills used in their work, they rated their English reading skills problems as shown in table 4.10

Table 4.10

Problems on English Reading Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Reading Skills	\bar{X}	S.D.	Meaning	Rank
1 I cannot translate English into Thai for reading	2.97	1.22	Moderate	1
2 I cannot translate Thai into English for reading	2.90	1.08	Moderate	2
3 I cannot understand letters, messages or reports	2.89	1.12	Moderate	3
Total	2.92	1.14	Moderate	-

As shown in table 4.10, the coffee house employee rated the problems on English reading skills at the moderate level ($\bar{X} = 2.92$, S.D. = 1.14). When “ I cannot translate English into Thai for reading” was the most problem ($\bar{X} = 2.97$, S.D. = 1.22), followed by “ I cannot translate Thai into English for reading” ($\bar{X} = 2.90$, S.D. = 1.08), “ I cannot understand letters, message or reports” ($\bar{X} = 2.89$, S.D. = 1.12), respectively.

4.2.10 Problems on English Writing Skills Used by the Coffee House

Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their problems on English writing skills used in their work, they rated their English writing skills problems as shown in table 4.11

Table 4.11

Problems on English Writing Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Writing Skills	\bar{X}	S.D.	Meaning	Rank
1 I cannot translate English into Thai for writing	2.88	1.10	Moderate	3
2 I cannot translate Thai into English for Writing	2.93	1.16	Moderate	1
3 I cannot write letter or E-mail	2.89	1.18	Moderate	2
4 I cannot fill forms or document in English	2.62	1.11	Moderate	4
Total	2.83	1.13	Moderate	-

From table 4.11, the rate of the problems on English writing skills was in the moderate level ($\bar{X} = 2.83$, S.D. = 1.13). The most problems on English writing skills is “I cannot translate Thai into English for writing” ($\bar{X} = 2.93$, S.D. = 1.16), followed by “I cannot write letter or e-mail” ($\bar{X} = 2.89$, S.D. = 1.18), “I cannot translate English into Thai for writing” ($\bar{X} = 2.88$, S.D. = 1.10), and “I cannot fill forms or document in English” ($\bar{X} = 2.62$, S.D. = 1.11), respectively.

4.3 Needs on English Language Skills for the Coffee House

Employees in the Northeastern Region of Thailand

4.3.1 Needs on English Language Skills for the Coffee House Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their needs on English skills used in their work, they rated all macro four English skills needs as shown in table 4.12

Table 4.12

Needs on English Language Skills for the Coffee House Employees in the Northeastern Region of Thailand

Skills	\bar{X}	S.D.	Meaning	Rank
Listening	3.81	0.94	High	1
Speaking	3.67	0.89	High	2
Reading	3.59	0.91	High	3
Writing	3.43	0.88	Moderate	4
Total	3.62	0.90	High	-

As illustrated in Table 4.12, the coffee house employees rated the needs on English reading skills at the high level ($\bar{X} = 3.62$, S.D. = 0.90), It was found that the employees needs to improved their listening English skill most ($\bar{X} = 2.88$, S.D. = 1.10), followed by speaking skill($\bar{X} = 3.67$, S.D. = 0.89), reading skill ($\bar{X} = 3.59$, S.D. = 0.91),and writing skill in the moderate level ($\bar{X} = 3.43$, S.D. = 0.90), respectively.

4.3.2 Needs on English Listening Skills Used by the Coffee House

Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their needs on English listening skills used in their work, they rated their English listening skills needs as shown in table 4.13

Table 4.13

Needs on English Listening Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Listening Skills	\bar{X}	S.D.	Meaning	Rank
1 Listening for communicating with foreign customers	4.00	1.00	High	1
2 Listening for daily life	3.91	1.01	High	2
3 Listening for multimedia usage	3.60	1.07	High	4
4 Listening for main idea	3.73	1.09	High	3
Total	3.81	1.04	High	-

As shown in table 4.13, the coffee house employees rated the needs on English listening skills at the high level ($\bar{X} = 3.81$, S.D. = 1.04). When listening for communicating with foreign customer was the most problem ($\bar{X} = 4.00$, S.D. = 1.00), followed by listening for daily life ($\bar{X} = 3.91$, S.D. = 1.01), listening for main idea ($\bar{X} = 3.73$, S.D. = 1.09) and listening for multimedia usage ($\bar{X} = 3.60$, S.D. = 1.07), respectively.

4.3.3 Needs on English Speaking Skills Used by the Coffee House

Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their needs on English speaking skills used in their work, they rated their English speaking skills needs as shown in table 4.14

Table 4.14

Needs on English Speaking Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Speaking Skills	\bar{X}	S.D.	Meaning	Rank
1 Conversing general topics	4.00	1.01	High	1
2 Specific conversation for coffee house	3.76	1.07	High	2
3 Strategy and psychology for speech	3.60	1.04	High	4
4 Telephoning	3.44	1.09	Moderate	6
5 Conversation for career purpose	3.58	1.00	High	5
6 Conversation for making impression	3.69	1.08	High	3
Total	3.67	1.04	High	-

From table 4.14, the coffee house employee rated the needs on English speaking skills at the high level ($\bar{X} = 3.67$, S.D. = 1.04). When Conversing general topic was the most problem ($\bar{X} = 4.00$, S.D. = 1.01), followed by specific conversation for coffee house ($\bar{X} = 3.76$, S.D. = 1.07), conversation for making impression ($\bar{X} = 3.69$, S.D. = 1.08), and telephoning ($\bar{X} = 3.44$, S.D. = 1.09), respectively.

4.3.4 Needs on English Reading Skills Used by the Coffee House

Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their needs on English reading skills used in their work, they rated their English reading skills needs as shown in table 4.15 below.

Table 4.15

Needs on English Reading Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Reading Skills	\bar{X}	S.D.	Meaning	Rank
1 Reading general articles	3.73	1.08	High	1
2 Reading government letters and formal document	3.38	1.09	Moderate	6
3 Principle of general reading	3.68	1.02	High	3
4 Reading for main idea	3.69	1.03	High	2
5 Reading for details	3.56	1.03	High	4
6 Reading for pleasure e.g. movies, novel	3.51	1.15	High	5
Total	3.59	1.06	High	-

As shown in table 4.15, the coffee house employees rated the needs on English reading skills at the high level ($\bar{X} = 3.59$, S.D. = 1.06). When the content of reading general articles was the most problem ($\bar{X} = 3.73$, S.D. = 1.08), followed by reading for main idea ($\bar{X} = 3.69$, S.D. = 1.03), principle of general reading ($\bar{X} = 3.68$, S.D. = 1.02), and reading government letter and document ($\bar{X} = 3.38$, S.D. = 1.09), respectively.

4.3.5 Needs on English Writing Skills Used by the Coffee House

Employees in the Northeastern Region of Thailand

When the employees of the coffee houses were asked to rate their needs on English writing skills used in their work, they rated their English writing skills needs as shown in table 4.16 below.

Table 4.16

Needs on English Writing Skills Used by the Coffee House Employees in the Northeastern Region of Thailand

Writing Skills	\bar{X}	S.D.	Meaning	Rank
1 Writing general topics	3.62	1.09	High	2
2 Writing for coffee house business	3.67	1.14	High	1
3 Writing schedules and programs	3.21	1.02	Moderate	9
4 Writing for suggestion and comment	3.28	1.05	Moderate	8
5 Writing English for business purpose	3.33	1.07	Moderate	7
6 Writing for sympathy or comforting	3.51	1.14	High	3
7 Writing letters or E-mail	3.35	1.16	Moderate	6
8 Writing memo	3.48	1.12	Moderate	5
9 Principle of writing	3.49	1.06	Moderate	4
Total	3.43	1.09	Moderate	-

From table 4.16, the rate of needs on English writing skills was at the moderate level ($\bar{X} = 3.43$, S.D. = 1.09). The employees rated writing for coffee house business as the most ($\bar{X} = 3.67$, S.D. = 1.14), followed by writing general topics ($\bar{X} = 3.62$, S.D. = 1.09), writing for sympathy or comforting ($\bar{X} = 3.51$, S.D. = 1.14), and

the lowest rank was writing schedules and programs ($\bar{X} = 3.21$, S.D. = 1.20), respectively.

4.3.6 The Characteristics of English Language Needs on Working of the Coffee House Employees in the Northeastern Region of Thailand

This section presents the needs on others aspects in English that the employees were asked to select their needs topic without the four main English skills.

Table 4.17

The Characteristics of English Language Needs on Working of the Coffee House Employees in the Northeastern Region of Thailand

Skills and Activities	\bar{X}	S.D.	Meaning	Rank
1 Reasons for learning English.				
1.1 To extend the knowledge	4.01	0.92	High	1
1.2 To improve ability of work	3.94	0.98	High	2
1.3 To prepare for further studying	3.38	1.30	Moderate	5
1.4 To be proud of yourself	3.54	1.20	High	4
1.5 To improve organization	3.56	1.12	High	3
Total	3.68	1.10	High	-
2 What kind of language are needed to use for training?				
2.1 Only Thai	2.81	1.26	Moderate	3
2.2 Only English	2.93	1.24	Moderate	2
2.3 Both Thai and English	4.05	1.25	High	1
Total	3.26	1.25	Moderate	-
3 Types of the trainer for English skills				
3.1 Thai trainer who is working in your organization	2.95	1.13	Moderate	6
3.2 Foreigner who is working in your organization	3.28	1.17	Moderate	4

Table 4.17 (Continued)

3.3 Both Thai and Foreign trainer who are working in the organization	3.33	1.07	Moderate	3
3.4 Thai trainer from other organization	3.24	1.08	Moderate	5
3.5 Foreigner from other organization	3.42	1.06	Moderate	2
3.6 Both Thai and foreign trainer from other organization	3.53	1.08	High	1
Total	3.29	1.10	Moderate	-
4 The course Arrangement				
4.1 Only lectures	2.90	0.95	Moderate	5
4.2 Workshop	3.64	1.05	High	1
4.3 Assignment	3.13	1.01	Moderate	4
4.4 Self study	2.85	1.04	Moderate	6
4.5 Doing post-test of specific knowledge for each department after training	3.26	1.07	Moderate	2
4.6 Doing post-test about coffee house business after training	3.14	1.10	Moderate	3
Total	3.15	1.03	Moderate	-
5 Days for English training course				
5.1 After work daily	2.92	1.17	Moderate	3
5.2 Sometimes after work	2.92	1.18	Moderate	2
5.3 Every weekend	3.42	1.28	Moderate	1
Total	3.08	1.21	Moderate	-
6 Duration of taking English training course				
6.1 One month course	3.38	1.21	Moderate	1
6.2 Three month course	3.22	1.15	Moderate	2
6.3 Six month course	2.94	1.24	Moderate	3
Total	3.18	1.20	Moderate	-
7 Place for taking English course				
7.1 At workplace	2.88	1.34	Moderate	2
7.2 At other workplace	3.51	1.25	Moderate	1

Table 4.17 (Continued)

7.3 At home (self study)	2.85	1.28	Moderate	3
Total	3.08	1.29	Moderate	-
8 Which one is suitable for affording the expense of English training course				
8.1 The organization	3.46	1.31	Moderate	1
8.2 The trainee	2.86	1.34	Moderate	3
8.3 Both organization and trainee	2.94	1.32	Moderate	2
Total	3.08	1.32	Moderate	-
9 Which content is suitable for making course				
9.1 Specifying English for using in coffee house business.	3.64	1.02	High	2
9.2 English for daily life	4.05	1.05	High	1
9.3 Knowledge of western culture and society	3.44	1.16	Moderate	6
9.4 Knowledge of Thai culture and society	3.43	1.17	Moderate	7
9.5 Studying general vocabulary	3.56	1.15	High	4
9.6 Studying basic grammar	3.47	1.15	Moderate	5
9.7 Studying immediate and advance grammar	3.31	1.17	Moderate	8
9.8 Practicing accent and intonation	3.58	1.16	High	3
Total	3.56	1.12	High	-

From table 4.17, the coffee house employees rated their reasons for learning English at the high level ($\bar{X} = 3.68$, S.D. = 1.10), The most reason was to extend the knowledge ($\bar{X} = 4.01$, S.D. = 0.92), followed by to improve ability of work ($\bar{X} = 3.94$, S.D. = 0.98), to improve organization ($\bar{X} = 3.56$, S.D. = 1.12), to be proud of yourself ($\bar{X} = 3.54$, S.D. = 1.20) and to prepare for further study ($\bar{X} = 3.38$, S.D. = 1.30), respectively.

The findings showed that the most language they need to use in training is both Thai and English ($\bar{X} = 4.05$, S.D. = 1.25), and the only English is ($\bar{X} = 2.93$, S.D. = 1.24), followed by only Thai language ($\bar{X} = 2.81$, S.D. = 1.26), respectively.

From the content of who should be the trainer, the coffee house employees rated that both Thai and foreign trainers from other organization was the most person to be the trainer ($\bar{X} = 3.43$, S.D. = 1.08), followed by foreigner from other organization ($\bar{X} = 3.42$, S.D. = 1.06), both Thai and foreign trainers who are working in your organization ($\bar{X} = 3.33$, S.D. = 1.07), foreigner who is working in your organization ($\bar{X} = 3.28$, S.D. = 1.17), Thai trainer from other organization ($\bar{X} = 3.24$, S.D. = 1.28) and Thai trainer who is working in your organization ($\bar{X} = 2.95$, S.D. = 1.13), respectively.

From the content of the course arrangement, the table showed that the coffee house employees want to take the course that they want the workshop was the most course ($\bar{X} = 3.64$, S.D. = 1.05), followed by Doing post-test of specific knowledge for each department after training ($\bar{X} = 3.26$, S.D. = 1.07), Doing post-test about coffee house business after training ($\bar{X} = 3.14$, S.D. = 1.10), Assignment ($\bar{X} = 3.13$, S.D. = 1.01), only lectures ($\bar{X} = 2.90$, S.D. = 0.95) and Self study ($\bar{X} = 2.85$, S.D. = 1.04), respectively.

The coffee house employees want of to take the English in every weekend ($\bar{X} = 3.42$, S.D. = 1.28), followed by sometimes after work ($\bar{X} = 2.92$, S.D. = 1.18) and after work daily ($\bar{X} = 2.92$, S.D. = 1.17), respectively.

As shown in the table of the duration of taking English training course, most of the coffee house employees wanted to take the English course for one month ($\bar{X} = 3.38$, S.D. = 1.21), and for three month course ($\bar{X} = 3.22$, S.D. = 1.15), and six month course is ($\bar{X} = 2.94$, S.D. = 1.24), respectively.

In the table of place for taking English course, the coffee house employees rated that taking the English course at the other workplace was the most ($\bar{X} = 3.51$, S.D. = 1.25), followed by at workplace ($\bar{X} = 2.88$, S.D. = 1.34), and at home for self study ($\bar{X} = 2.85$, S.D. = 1.28), respectively.

In table of which one is suitable for affording the expense of English training course, it showed that the most organization was the most suitable for affording the expense of English training course ($\bar{X} = 3.46$, S.D. = 1.31), followed by both organization and trainee ($\bar{X} = 2.94$, S.D. = 1.32) and only the trainee ($\bar{X} = 2.86$, S.D. = 1.34), respectively.

In addition, the coffee house employees rated that the most suitable content to make course is the English for daily life ($\bar{X} = 4.05$, S.D. = 1.05), followed by specifying English for using in coffee house business ($\bar{X} = 3.64$, S.D. = 1.02), practicing accent and intonation ($\bar{X} = 3.58$, S.D. = 1.16), studying general vocabulary ($\bar{X} = 3.56$, S.D. = 1.15), studying basic grammar ($\bar{X} = 3.47$, S.D. = 3.47), knowledge of western culture and society ($\bar{X} = 3.44$, S.D. = 1.16), knowledge of Thai culture and society ($\bar{X} = 3.43$, S.D. = 1.17), and for studying immediate and advance grammar ($\bar{X} = 3.31$, S.D. = 1.17), respectively.

4.4 A Comparison of Problems on English Language Skills for the Coffee House Employees in the Northern Region of Thailand

This part describes the comparison of problems on English skills used by employees of the coffee houses in the northeastern region of Thailand classified by the position; barista and serving staff.

Table 4.18

A Comparison of Problems on English Language Skills for the Coffee House Employees in the Northern Region of Thailand Classified by Positions

Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
Listening	3.31	0.63	3.10	0.81	1.40
Speaking	3.04	0.88	2.96	0.93	0.42
Reading	2.94	1.00	2.89	1.09	0.26
Writing	2.85	0.94	2.81	1.06	0.20
Total	3.03	0.86	2.94	0.97	0.57

As shown in Table 4.18, it reveals the comparison problems on English skills used by employees of the coffee houses in the northeastern region of Thailand classified by the position: barista and serving staff. The finding indicates that there were not statistically significant differences of problems on English skills used.

The following shows the comparison on English language skill used divided by each content are as follows:

Table

4.19A Comparison of Problems on English Language Skills Used Divided by Each Content

Listening Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1 I Cannot translate English into Thai for conversation	3.20	0.85	3.36	1.02	0.84
2 I Cannot understand foreign culture and custom	3.32	0.84	2.82	1.02	2.66
3 I Cannot negotiate with foreign customer	3.36	0.89	3.10	1.24	1.19
4 I Cannot understand foreigners	3.36	0.87	3.14	1.16	1.07
Total	3.31	3.86	3.11	1.11	1.44
Speaking Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1 I Cannot translate Thai into English for communication	3.26	1.00	3.18	1.25	0.35
2 I Cannot converse with foreigners face to face	2.94	1.11	2.76	1.22	0.77
3 I Cannot give suggestion or explanation to customer	2.80	1.17	3.16	1.01	1.63
4 I Cannot communicate on the telephone	3.00	1.12	2.98	1.25	0.08
5 I Cannot perform well with foreign customer	3.18	1.15	2.66	1.09	2.30
6 I Can understand what the foreigners say but cannot communicate back	3.08	1.24	3.06	1.13	0.08
Total	3.04	1.13	2.96	1.15	0.86
Reading Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1 I Cannot translate English into Thai for reading	3.08	1.14	2.86	1.30	0.89
2 I Cannot translate Thai into English for reading	2.88	1.04	2.92	1.14	0.18
3 I Cannot understand letters, messages or reports	2.88	1.17	2.90	1.09	0.08
Total	2.94	1.11	2.89	1.17	0.38
Writing Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1 I Cannot translate English into Thai for writing	2.84	1.07	2.92	1.14	0.36
2 I Cannot translate Thai into English for Writing	2.86	1.04	3.00	1.27	0.59
3 I Cannot write letter or E-mail	3.04	1.15	2.74	1.20	1.26
4 I Cannot fill forms or document in English	2.66	1.08	2.58	1.16	0.35
Total	2.85	1.08	2.81	1.19	0.64

As shown in Table 4.19, it reveals the comparison of problems by each content of English skills used by employees of the coffee houses in the northeastern

region of Thailand classified by the position: barista and serving staff. The finding indicates that there were not statistically significant differences of problems on English skills used.

4.5 A Comparison of Needs on English Language Skills for the Coffee House Employees in the Northern Region of Thailand

This part describes the comparison of needs on English skills used by employees of the coffee house in the northeastern region of Thailand classified by the position; barista and serving staff.

Table 4.20

A Comparison of Needs on English Language Skills for the Coffee House Employees in the Northern Region of Thailand Classified by Positions

Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
Listening	3.79	0.89	3.83	1.00	0.21
Speaking	3.67	0.83	3.68	0.95	0.02
Reading	3.53	0.85	3.65	0.97	0.67
Writing	3.29	0.79	3.58	0.95	1.64
Total	3.57	0.84	3.68	0.96	0.63

In table 4.20, it reveals the comparison needs on English skills used by employees of the coffee houses in the northeastern region of Thailand classified by the position: barista and serving staff. The finding indicates that there were not statistically significant differences of needs on English skills used.

The following shows the comparison on English language skill used divided by each content are as follows:

Table 4.21

A Comparison of Needs on English Language Skills Used Divided by Each

Content

Listening Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
Listening for communicating with foreign customers	4.02	0.95	3.98	1.05	0.20
Listening for daily life	3.90	0.97	3.92	1.06	0.10
Listening for multimedia usage	3.56	1.03	3.64	1.12	0.37
Listening for main idea	3.68	1.09	3.78	1.09	0.45
Total	3.76	1.01	3.83	1.08	0.28
Speaking Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
Conversing general topics	4.06	0.99	3.94	1.03	0.60
Specific conversation for coffee house	3.78	0.95	3.74	1.19	0.18
Strategy and psychology for speech	3.60	1.04	3.60	1.04	0.00
Telephoning	3.40	1.01	3.48	1.18	0.36
Conversation for career purpose	3.64	0.98	3.52	1.03	0.60
Conversation for making impression	3.58	1.10	3.80	1.06	1.01
Total	3.67	1.01	3.68	0.08	0.45
Reading Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
Reading general articles	3.68	1.07	3.78	1.09	0.46
Reading government letters and formal document	3.28	1.08	3.48	1.11	0.90
Principle of general reading	3.56	1.05	3.80	0.98	1.17
Reading for main idea	3.72	0.94	3.66	1.11	0.28
Reading for details	3.48	0.97	3.64	1.10	0.76
Reading for pleasure e.g. movies, novel	3.46	1.12	3.56	1.18	0.43
Total	3.53	1.03	3.65	1.09	0.66
Writing Skills	Barista		Serving Staff		t
	\bar{X}	S.D.	\bar{X}	S.D.	
Writing general topics	3.50	1.09	3.74	1.10	1.09
Writing for coffee house business	3.66	1.11	3.68	1.18	0.08
Writing schedules and programs	2.96	0.92	3.46	1.07	2.49
Writing for suggestion and comment	3.06	0.95	3.50	1.11	2.12
Writing English for business purpose	3.10	1.03	3.56	1.07	2.18
Writing for sympathy or comforting	3.40	1.08	3.62	1.19	0.96
Writing letters or E-mail	3.08	1.14	3.62	1.14	2.36
Writing memo	3.36	1.02	3.60	1.21	1.06

Table 4.21 (Continued)

Principle of writing	3.52	0.97	3.46	1.16	0.28
Total	3.29	1.03	3.58	1.13	1.40

As shown in Table 4.21, it reveals the comparison of needs by each content of English skills used by employees of the coffee houses in the northeastern region of Thailand classified by the position: barista and serving staff. The finding indicates that there were not statistically significant differences of needs on English skills used.

4.6 The Result of Semi-Structured Interview Data of Thailand

The semi-structured interview is designed for coffee house employees in the north eastern region to survey their problems and needs in using English on their routine jobs at the present time. The semi-structured interview consisted of 7 questions; general information, needs and problems, and expectation for contents and methodology of the training course. The 20 coffee house employees were asked about the general information, needs and problems, and expectation for contents and methodology of the training course as follow:

1. Opportunities in English using.
2. Which English language skills are the most needed?
3. Which is the most problem in using English language skills?
4. Do you want to extend your English language?
5. The reason to extend your English language.
6. Which English language skills are wanted?
7. Which topic do you wanted to learn most?

From the first question, “The opportunities in English using”, most of the employees mentioned that they have many chance to use English language in their work every day because there are many foreigners in their province. One of the most answers is:

“I have a chance in English using every day because the foreign teacher use my place to make the meeting after their work.”

For the second, “Which English language skills are the most needed?”, most of the employees preferred that the conversation is the most needed and listening and speaking skills are their most needed:

“The conversation is the most needed for my work especially listening and speaking skills to make the conversation, describe the information and receive the menu or the review from the foreign customers.”

From the question of “Which is the most problem in using English language skills?”, there are many various answers from the employees such as the communication, the listening skill or the writing skill. But, one of the most interested problems in their English language skill is:

“I cannot understand the grammar and the accents from some foreign customers who are not native speaker.”

And, when asked for the question of “Do you want to extend your English language?”, most of the employees said they wanted to learn more English language skill but they do not have more time for learning.

For the 5th question, “The reason to extend your English language.”, most of the employees claimed that the main reason to extend their English is for communication with the foreign customer. Also, one of the most interested reason is:

“My reason to learn more English language skill is to make more understand when making the conversation and taking an order from the foreign customers.”

In the question of “Which English language skills are wanted?”, the employees claimed that the communicate skill is the most wanted especially the listening and speaking skills.

“I want to learn more listening and speaking skills in order to communicate with my foreign customers.”

For the last question “Which topic that you wanted to learn most?”, the employees have a various answers:

“I want to learn the English communication skills especially to explain and present the products to the foreign customers.”

4.7 Summary of the Chapter

To summarize, this chapter presents the findings from the data analyses. It examines the problems and the needs on English language skills. The findings presented in the chapter four will be concluded and discussed as follows;

1. The listening and speaking skills are the most problems and needs skills for the coffee house employees. The employees require these skills to communicate with their foreign customer especially to take the menu and giving the information.
2. When divided their problems and needs on English language skills in each position (barista and serving staff), it was not different of problems and needs on English skills classified by positions: barista and serving staff who work in the coffee houses in the northeastern region of Thailand.

CHAPTER 5

CONCLUSION AND DISCUSSION

Chapter 5 presents discussion and recommendations based on the findings of this research in order to provide data to design a suitable English training course focused on specific English skills using in the routine jobs for the employees in the business of coffee house. The discussion and interpretations of the finding are as follow:

5.1 Summary of the Findings

The finding indicated that the problems and needs on English language skills for the 100 employees of coffee houses (barista and serving staff) who work in 50 coffee houses in the northeastern region of Thailand should focus on main four skills for communication, especially, listening, speaking, reading and writing according to their opinions and the importance of English in their work.

The research objectives were: 1) to investigate the problems on English skills of the coffee house employees in the northeastern region of Thailand. 2) to investigate the needs on English skills of the coffee house employees in the northeastern region of Thailand. 3) to compare the problems on English skills used of the coffee house employees in northeastern region of Thailand, classified by positions and 4) to compare the needs on English skills used of the coffee house employees in northeastern region of Thailand, classified by positions.

The research questions were: 1) What are the problems on English skills of the coffee employees in the coffee house business in northeastern region of Thailand?

2) What are the needs on English skills of the coffee employees in the coffee house business in northeastern region of Thailand? 3) Is there any difference of problems on English skills of the coffee house employees in the coffee house business classified by their positions? If so, how? and 4) Is there any difference of needs on English skills of the coffee house employees in the coffee house business classified by their positions? If so, how?

The population of this study included all of employees who work in the business of coffee houses located in the northeastern region of Thailand. The samples were 100 employees who work in 50 coffee houses in the northeastern region of Thailand. They were selected by multi-stage random sampling. The researcher instruments questionnaire and semi-structure interview with the total of 3 month in the data collecting process.

The data were analyzed by the SPSS program as follows:

1. The items of the test were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using IOC (Index of Congruence) formula as follows.
2. The Cronbach Alpha Coefficient was employed to ascertain the reliability of the responses for those items which used a five point Likert scale. Reliability coefficient of the satisfaction questionnaire was used by Cronbach's Alpha-coefficient (α -Coefficient)
3. Percentage (%) and Frequency (f) were used in the analysis the data concerning general background.
4. A 5-point Likert scale was used to score the levels of the needs and problems of present typical characteristics of English for coffee house business and

the level in using present typical characteristics of English for coffee house business in each employees' routine jobs.

5. Mean (\bar{x}) was used to calculate the average level of needs in using coffee house business to be emphasized the suitable English training course on specific English skills using in the routine jobs for the employees of coffee house.

6. The standard deviation was a numerical value used to indicate how widely individuals in a group vary, if individual observations vary greatly from the group mean.

7. Independent samples t-test was used to determine the two sets of data (barista and serving staff) which are significantly different from each other, and is most commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known.

The findings were as follows:

1. For the problems of English skills for the coffee house employees, both of barista and serving staff concerned to listening skill is the most problem followed by speaking, reading and writing skill.

2. For the needs of English skills for the coffee house employees, both of barista and serving staff concerned to listening skill is the most problem followed by speaking, reading and writing skill also.

3. For the comparison of the problems by each content of English skills used by employees of the coffee houses in the northeastern region of Thailand classified by the position: barista and serving staff. The finding indicates that there were not statistically significant differences of problems on English skills used.

4. For the comparison of the needs by each content of English skills used by employees of the coffee houses in the northeastern region of Thailand classified by the position: barista and serving staff. The finding indicates that there were not statistically significant differences of needs on English skills used.

5.2 Discussion of the Findings

5.2.1 Problems on English Language Skills for the Coffee House

Employees in the Northeastern Region of Thailand

The finding showed that the employees of the coffee houses rate the problems on English used skills in the moderate level. Listening is regarded as the most problem of the employees, followed by speaking, writing, and reading, respectively. They concern the problem of listen to foreign customers almost as much as to speak to them.

It is generally accepted that English is widely spoken in Thailand, sometimes, even by those employees in very low skilled positions and presumably with fairly limited education. There can be little doubt that English is the most commonly used language of tourists and travelers worldwide. In many parts of the world, including Thailand, (Prachanant. 2012) although the study of English is not limited to school any more. Nevertheless, most Thai people rarely use English in their daily life especially in listening and speaking, which is considered as very serious problems.

This may be explained that not all employees of the coffee house can speak English fluently. Some may use English like a native while others may be able to use a little English or cannot communicate with the language at all. Therefore, it is

possible that the tourism employees cannot comprehend and listen to the variety of English accents accurately, choose the appropriate words and expressions, use correct grammar when speak, read and write about coffee house.

5.2.2 Needs on English Language Skills for the Coffee House Employees in the Northeastern Region of Thailand

The finding showed that the majority of the employees of the coffee house in the study rate the needs on English skills as highly needed. In conclusion, listening is regarded as the most problem of the employees followed by speaking, writing, and reading, respectively.

Listening is rated as the most needs on English skills. This clearly explains that listening to the foreign customer' enquiries is the most important because it is the key factor that leads the employees of the coffee house to understand the thing that the foreign customer would need and want when they ask for the services or the information.

Speaking is the second most needs on English skills. They need to speak English fluently as well as appropriately because they have to make the conversation with the foreign customer; therefore, they need to practice the conversation to answer or describe the information.

For the reading skills, the employees of the coffee house need to read the information when the foreign customer asks for the information or reading the request. They also need to practice reading for understanding and scanning information. Besides, they need to practice guessing the meaning.

With the writing skills, it was viewed as the least important by tourism employees. This is perhaps explained by the fact that writing is only use when

employees of coffee house prepare and outline the information that they give to the foreign customer. The result consistent with this study is found that writing was ranked as less important than the other skills.

5.2.3 A Comparison of Problems on English Language Skills for the Coffee House Employees in the Northeastern Region of Thailand

A comparison shows that both of two positions (barista & serving staff) have rated their problems on English language skills in the same ranking. Their most problems is listening skill followed by speaking skill, reading skill and writing skill. Nevertheless, the barista rated their main four English skills problems score for a little bit more than the serving staff.

This can be analyzed that the barista have less time in communicated with the foreign customer than the serving staff. Some of the barista described that their main position is prepared coffee at the bar or counter but the serving staff have more chance to make the conversation and describe the communication with the foreign customer.

However, both of two positions rated the problems in the same moderate level score, it reveals that the finding indicates that there were statistically significant differences of problems on English skills used.

5.2.4 A Comparison of Needs on English Language Skills for the Coffee House Employees in the Northeastern Region of Thailand

For a comparison of needs on English language skills, the employees also rated their needs in the same ranking. Their most needs is listening skill followed by speaking skill, reading skill and writing skill. But, the serving staff is the position that rated their main four English skills needs score for a little bit more than the barista.

The serving staff explained that they have more chance to make the conversation, take the order and give the information to the foreign customer. This maybe one of the main reason in their needs on English language skill.

However, both of two positions rated the problems in the same high level score, it reveals that the finding indicates that there were statistically significant differences of needs on English skills used.

5.3 Implication of the Findings

Based on the findings of the study, it is suggested that English activities course for the employees should be contain the needed information for the needs on English language skills of the coffee house employees who need to use English in their job, the communicating with the foreign customer who seek a certain form of assistance from them.

Moreover, from the question about the other aspect of problems and needs, it showed that the main four English language skills is not only the problems and needs for the coffee house employees. For example, the question of chance to meet the foreigners, the reason for learns English language or which topic is suitable for making course. These questions can explain the problems and needs on English language skills for the coffee house Employees too.

In conclusion, the researcher believes the study will be the evidence of the employees of the coffee houses in the northeastern region of Thailand (barista and serving staff) problems and needs in their English used skills. It is hoped that the work achieved here will be an important first step in creating changes in process of teaching and learning as well as doing research in the field of English.

5.4 Suggestions for Future Studies

There are some limitations during the research process. In order to gain a better insight into the English information of the employees in the business of coffee house in north-eastern region of Thailand. The suggestions for further study are as follows.

5.4.1 A survey of problems and needs in English use in coffee house business in the specific sub careers should be conducted in order to provide guidelines to set up short training course specific to each group.

5.4.2 Further studies of problems and needs in using technical English for coffee house business should be carried out with other workplace to provide the common knowledge because the result can be used together with the present study to develop course that would serve the needs employees as a whole.

5.4.3 Further studies of intercultural communication should be carried out with the coffee house employees. The result can be used together with ESP or other aspects.

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มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

APPENDIX A

The Formal Letter

The Letter for Asking Permission to Collect the Research Data

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/W521

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, HAILAND

December 4, 2013

Dear Mr. Director of Operator Manager or Supervisor.

Subject: Asking Permission to Collect the Research Data.

Buriram Rajabhat University (BRU) presents this letter to the Director of Operator Manager or Supervisor to asks permission to collect the research data. I wish to inform you that Mr. Porramet Saisaengjan, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Problems and Needs on English Language Skills for Coffee House Employees.”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. Director of Operator Manager or Supervisor to allow he to collect the research data from at Operator Manager or Supervisor by responding to her research methodologies in December 2013.

Please accept, Operator Manager or Supervisor, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax. 0 4461 2858

APPENDIX B

The Letters For Experts

The Letter Requesting to be the Expert for the Research Instruments

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University



No. 0545.11/C500

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

May 16, 2016

Dear Mr. Akaol Bhutjun,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr. Porramet Saisaengjan, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Problems and Needs on English Language Skills for Coffee House Employees.”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C500

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

May 16, 2016

Dear Dr. Surachai Piyanukool,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr.Porramet Saisaengjan , a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Problems and Needs on English Language Skills for Coffee House Employees.”** under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C500

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

May 16, 2016

Dear Assistant Professor Sutamat Kotcharat,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr.Porramet Saisaengjan , a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Problems and Needs on English Language Skills for Coffee House Employees.”** under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-onghong)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX C
QUESTIONNAIRE
(ENGLISH AND THAI VERSION)

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

QUESTIONNAIRE FOR EMPLOYEES**PART 1****GENERAL INFORMATION**

Instruction: please put a / in the () of each item that you choose.

1. SEX () Male () Female

2. AGE () below 25 () 25-45 () Over 45

3. LEVEL OF THE HIGHEST EDUCATION

() Primary School () Vocational Certificate Level

() High School () Bachelor's Degree

() Certificate Level () Master's Degree

4. ENGLISH BACKGROUND

A. Beginning to learn English in

() Primary School () Certificate Level

() High School () Vocational Certificate Level

() Bachelor Degree

B. Total years of learning English is

() Less than 5 years () More than 6 years

C. At present do you still study English?

() Yes () No

If yes, where do you learn English? (can answer more than one)

() Language Institutes () Work Place () Home

Part 2 and Part 3

Part 2 Level of Present Typical Characteristics of English Used by the Employees and Employees' Problems in English Use

Part 3 Level of Expectations and Preferences on English in Coffee House Business Content and Methodology

Part 2 Instruction: Please put / in check box of each item that you choose to see the needs of present typical characteristics of English for working effectively and the problems

Part 3 Instruction: Please put / in check box of each item that you choose to see the expectations and preferences on English in Coffee house Business Content and Methodology

Needs of present typical characteristics of English for working effectively

5 = The Highest Need / The Highest Problem

4 = High Need / High Problem

3 = Moderate Need / Moderate Problem

2 = Low Need / Low Problem

1 = The Lowest Need / The Lowest Problem

Part 2

**Level of Present Typical Characteristics of English Used by the Employees
and Employees' Problems in English Use**

Skills and Activities	Level of Problems				
	5	4	3	2	1
1. The main general business English skills	5	4	3	2	1
1.1 Listening					
1.2 Speaking					
1.3 Reading					
1.4 Writing					
2. Listening skill	5	4	3	2	1
2.1 Listening to description / explanation					
2.2 Listening to news or information					
2.3 Listening to customers' question					
2.4 Listening to figures e.g. telephone number, address, price					
2.5 Listening to suggestion / comments					
2.6 Listening to customers' complaint					
2.7 Listening to lectures / seminars					
2.8 Listening to general conversations					
2.9 Listening to customers' order / request					
2.10 Listening to music / plays / movies					
3. Speaking skill	5	4	3	2	1
3.1 Giving information / explanation / description					
3.2 Informing figures e.g. price / expense					
3.3 Telephoning					
3.4 Introducing yourself / others					
3.5 Giving advice / opinion					
3.6 Introducing product / service					
3.7 Giving sympathy / Comforting customers					
3.8 Using English in different social occasion e.g. greeting, thanks					
3.9 Telling local time / world time					
3.10 Giving direction					
3.11 Telling the setting of places					
3.12 Offering help					
3.13 Setting appointment, time and places					
3.14 Encouraging customers to buy product or to use service					
3.15 Negotiating					
3.16 Informing the prohibition					
3.17 Asking for help or cooperation					
3.18 Asking for information					
4. Reading	5	4	3	2	1
4.1 Reading travel documents					
4.2 Reading journals, magazine, newspaper					
4.3 Reading map					

4.4 Reading government letter written in English					
4.5 Reading notice board / sign / advertisement					
4.6 Reading program and schedules					
4.7 Reading English correspondence or E-mail					
4.8 Reading application or forms					
4.9 Reading menu					
4.10 Reading construction / manual					
4.11 Reading text information for work					
4.12 Reading books and general information					
4.13 Reading memo / report					
5 Writing	5	4	3	2	1
5.1 Writing appointment / schedule					
5.2 Writing letters / E-mails					
5.3 Writing short message					
5.4 Filing forms / order forms					
5.5 Writing instruction / suggestion					
5.6 Writing memo					
5.7 Writing advertisement / notice / commands					
6. Problems	5	4	3	2	1
Listening					
6.1 I Cannot translate English into Thai for conversation					
6.2 I Cannot understand foreign culture and custom					
6.3 I Cannot negotiate with foreign customers					
6.4 I Cannot understand foreigners					
Speaking					
6.5 I cannot translate Thai into English for communication					
6.6 I cannot converse with foreigners face to face					
6.7 I cannot give suggestion or explanation to customer					
6.8 I cannot communicate on the telephone					
6.9 I cannot perform well with foreign customer					
6.10 I can understand what the foreigner say but cannot communicate back					
Listening					
6.11 I cannot translate English into Thai for reading					
6.12 I cannot translate Thai into English for reading					
6.13 I cannot understand letters, messages or reports					
Writing					
6.14 I cannot translate English into Thai for writing					
6.15 I cannot translate Thai into English for Writing					
6.16 I cannot write letter or E-mail					
6.17 I cannot fill forms or document in English					
6.18 Having no chance to meet foreigners					

Part 3
Level of Expectations and Preferences on English in Coffee house Business
Content and Methodology

Skills and Activities	Level of Needs				
	5	4	3	2	1
1. Reasons for learning business English	5	4	3	2	1
1.1 To extend the knowledge					
1.2 To improve ability of work					
1.3 To prepare for further studying					
1.4 To be proud of yourself					
1.5 To improve organization					
2. Skills that are suitable for your present work	5	4	3	2	1
2.1 Listening					
2.2 Speaking					
2.3 Reading					
2.4 Writing					
3. What kind of language are needed to use for training?	5	4	3	2	1
3.1 Only Thai					
3.2 Only English					
3.2 Both Thai and English					
4. Who should be the trainer?	5	4	3	2	1
4.1 Thai trainer who is working in your organization.					
4.2 Foreigner who is working in your organization.					
4.3 Both Thai and Foreign trainer who are working in your organization.					
4.4 Thai trainer from other organization					
4.5 Foreigner from other organization					
4.6 Both Thai and foreign trainer from other organization					
5. How does the course should be arranged?	5	4	3	2	1
5.1 Only lectures					
5.2 Workshop					
5.3 Assignment					
5.4 Self study					
5.5 Doing post-test of specific knowledge for each department after training					
5.6 Doing post-test about hotel industry after training					
6. Which days are suitable to take the course?	5	4	3	2	1
6.1 After work daily					
6.2 Sometimes after work					
6.3 Every weekend					
7. What should be concerned to make an effective course?	5	4	3	2	1
7.1 One month course					
7.2 Three-month course					
7.3 Six-month course					

8. Where should be to take course?	5	4	3	2	1
8.1 At workplace					
8.2 At other workplace					
8.3 At home (self study)					
9. Which one is suitable for affording the cost of course?	5	4	3	2	1
9.1 The organization					
9.2 The trainee					
9.3 Both organization and trainee					
10. Which one is suitable for making course?	5	4	3	2	1
10.1 Specifying English for using in coffee house business					
10.2 English for daily life					
10.3 Knowledge of western culture and society					
10.4 Knowledge of Thai culture and society					
10.5 Studying general vocabulary					
10.6 Studying basic grammar					
10.7 Studying immediate and advance grammar					
10.8 Practice accent and intonation					
11. Which speaking skills should be concerned?	5	4	3	2	1
11.1 Conversing general topics					
11.2 Specific conversation for coffee house					
11.3 Strategy and psychology for speech					
11.4 Telephoning					
11.5 Conversation for career purpose					
11.6 Conversation for making impression					
12. Which listening skills should be concerned?	5	4	3	2	1
12.1 Listening for communicating with foreign customers					
12.2 Listening for daily life					
12.3 Listening for multimedia usage					
12.4 Listening for main idea					
13. Which reading skills should be concerned?	5	4	3	2	1
13.1 Reading general articles					
13.2 Reading government letters and formal document					
13.3 Principle of general reading					
13.4 Reading for main idea					
13.5 Reading for details					
13.6 Reading for pleasure e.g. movie, novel					
14. Writing	5	4	3	2	1
14.1 Writing general topics					
14.2 Writing for coffee house business					
14.3 Writing schedules and programs					
14.4 Writing for suggestion and comment					
14.5 Writing English for business purpose					
14.6 Writing for sympathy or comforting					
14.7 Writing letters or E-mail					

14.8 Writing memo					
14.9 Principle of writing					

*** Thank you ***

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

แบบสอบถามสำหรับพนักงานร้านกาแฟ

ส่วนที่ 1

ข้อมูลทั่วไป

คำชี้แจง: กรุณาทำเครื่องหมาย x ในช่อง () และ/หรือเติมข้อความใน.....ที่เป็นจริงสำหรับท่าน

1. เพศ () ชาย () หญิง

2. อายุ () ต่ำกว่า 25 ปี () 25-45 ปี () มากกว่า 45 ปี

3. วุฒิการศึกษาสูงสุดของท่าน

() ป.6 () ปวช. () ปริญญาตรี

() ม.6 () ปวส. () ปริญญาโท

4. พื้นฐานความรู้ภาษาอังกฤษ

ก. เริ่มศึกษาภาษาอังกฤษเมื่ออยู่ชั้น

() ป.6 () ปวช.

() ม.6 () ปวส.

() ปริญญาตรี

ข. รวมเวลาที่ท่านศึกษาภาษาอังกฤษทั้งสิ้น

() น้อยกว่า 5 ปี () มากกว่า 6 ปี

ค. ปัจจุบันท่านศึกษาภาษาอังกฤษเพิ่มเติมหรือไม่

() ศึกษา () ไม่ศึกษา

ถ้าท่านยังคงศึกษาอยู่ท่านศึกษาที่ใด

() สถาบันสอนภาษา () ที่ทำงาน () ศึกษาด้วยตนเองที่บ้าน

ส่วนที่ 2 และ ส่วนที่ 3

ส่วนที่ 2 ลักษณะของการใช้ภาษาอังกฤษ และ ปัญหาประเภทต่างๆในการทำงานของท่าน

ส่วนที่ 3 ลักษณะของการเรียนการสอนภาษาอังกฤษประเภทต่างๆที่ต้องการในการทำงานของท่าน

คำชี้แจง: กรุณาทำเครื่องหมาย / ลงในช่องว่างเพื่อแสดงให้เห็นว่า ลักษณะของ
ภาษาอังกฤษประเภทใดบ้างที่มีความจำเป็นต่อท่าน โดยลำดับความสำคัญของ
ความจำเป็นในการใช้ว่า มีมากหรือน้อยเพียงใด และมีระดับความถี่ในการใช้
ภาษาอังกฤษประเภทนั้นๆ มากเท่าไร โดยอาศัยเกณฑ์การประเมินดังต่อไปนี้

ระดับของปัญหาในการทำงาน

5 หมายถึงมีปัญหามากที่สุดมาก

4 หมายถึงมีปัญหามาก

3 หมายถึงมีปัญหาพอประมาณ

2 หมายถึงมีปัญหาน้อย

1 หมายถึงมีปัญหาน้อยที่สุด

ระดับความจำเป็นต่อการทำงาน

5 หมายถึงมีความจำเป็นต่อการทำงานมากที่สุด

4 หมายถึงมีความจำเป็นต่อการทำงานมาก

3 หมายถึงมีความจำเป็นต่อการทำงานปานกลาง

2 หมายถึงมีความจำเป็นต่อการทำงานน้อย

1 หมายถึงมีความจำเป็นต่อการทำงานน้อยที่สุด

ส่วนที่ 2

ลักษณะของการใช้ภาษาอังกฤษ และ ปัญหาประเภทต่างๆในการทำงานของท่าน

ข้อความ	ระดับของปัญหา				
	5	4	3	2	1
1. ทักษะการใช้ภาษาอังกฤษ 4 ทักษะหลัก	5	4	3	2	1
1.1 การฟัง					
1.2 การพูด					
1.3 การอ่าน					
1.4 การเขียน					
2. ความจำเป็นในการใช้ทักษะการฟังภาษาอังกฤษของท่าน	5	4	3	2	1
2.1 ฟังการบรรยาย / อธิบาย					
2.2 ฟังข่าวสาร ข้อมูลจากสื่อต่างๆ					
2.3 ฟังข้อซักถามต่างๆจากลูกค้า					
2.4 ฟังจำนวนตัวเลข เช่น หมายเลขโทรศัพท์ราคา ที่อยู่ ค่าใช้จ่าย และอัตราแลกเปลี่ยน					
2.5 ฟังข้อเสนอแนะ/ข้อเสนอแนะ					
2.6 ฟังข้อตำหนิ / ต่อว่า / คำร้องเรียนจากลูกค้า					
2.7 ฟังการเรียน/การสอน/การอบรม					
2.8 ฟังการสนทนาเรื่องทั่วไป					
2.9 ฟังคำสั่ง / ขอร้องจากลูกค้า					
2.10 ฟังเพลงสากล ละคร ภาพยนตร์					
3. ความจำเป็นในการใช้ทักษะการพูดภาษาอังกฤษของท่าน	5	4	3	2	1
3.1 ให้ข้อมูล/อธิบาย/บรรยายบริการ					
3.2 แจกแจงรายละเอียดตัวเลข เช่น ราคา ค่าใช้จ่าย					
3.3 สนทนาทางโทรศัพท์					
3.4 แนะนำตนเอง หรือบุคคลต่างๆให้รู้จักกัน					
3.5 ให้ข้อเสนอแนะและแสดงความคิดเห็น					
3.6 แนะนำสินค้าหรือบริการต่างๆ					
3.7 กล่าวแสดงความเห็นใจ หรือปลอบโยนลูกค้า					

3.8 ติดต่อสื่อสารในโอกาสต่างๆ ทางสังคม เช่น กล่าวทักทาย กล่าวลา อวยพร กล่าวขอบคุณ					
3.9 บอกเวลาท้องถิ่นและ / หรือเวลาต่างประเทศ					
3.10 บอกทิศทาง					
3.11 บอกสถานที่					
3.12 เสนอความช่วยเหลือ					
3.13 กล่าวนัดหมายเรื่องเวลาและสถานที่					
3.14 กล่าวชักจูงให้ซื้อสินค้า หรือใช้บริการ					
3.15 พูดต่อรองกับลูกค้า เช่น ต่อรอราคา					
3.16 กล่าวตักเตือนหรือแจ้งข้อห้ามต่างๆ					
3.17 ขอความช่วยเหลือ / ขอความร่วมมือ					
3.18 ชักถามเพื่อให้ได้มาซึ่งข้อมูล					
4. ความจำเป็นในการใช้ทักษะการอ่านภาษาอังกฤษของท่าน	5	4	3	2	1
4.1 อ่านเอกสารทางการท่องเที่ยว					
4.2 อ่านวารสาร นิตยสาร หนังสือพิมพ์					
4.3 อ่านแผนที่ภาษาอังกฤษ					
4.4 อ่านเอกสารทางราชการภาษาอังกฤษ					
4.5 อ่านป้ายประกาศสั้นๆ / เครื่องหมาย / โฆษณา					
4.6 อ่านรายการ หรือหมายกำหนดการต่างๆ					
4.7 อ่านจดหมาย หรือ E-mail					
4.8 อ่านแบบฟอร์มต่างๆ					
4.9 อ่านเมนู รายการอาหารภาษาอังกฤษ					
4.10 อ่านคำสั่ง/คู่มือ/ข้อแนะนำการใช้ต่างๆ					
4.11 อ่านตาราง / หมายกำหนดการต่างๆ					
4.12 อ่านหนังสือ/ตำราเกี่ยวกับสาขางานที่ทำ					
4.13 อ่านหนังสือ/ตำราทั่วไป					
5. ความจำเป็นในการใช้ทักษะการเขียนภาษาอังกฤษของท่าน	5	4	3	2	1
5.1 เขียนหมายกำหนดการ หรือรายการต่างๆ					
5.2 เขียนจดหมาย หรือ E-mail					

5.3 บันทึกข้อความสั้นๆ					
5.4 กรอกแบบฟอร์มต่างๆ หรือใบสั่งสินค้า					
5.5 เขียนข้อเสนอแนะ/ข้อเสนอแนะต่างๆ					
5.6 เขียน memo					
5.7 เขียนคำโฆษณา/ประกาศ/คำสั่งต่างๆ					
6. ท่านคิดว่าท่านพบปัญหาการใช้ภาษาอังกฤษในเรื่องต่อไปนี้มากน้อยเพียงใด	5	4	3	2	1
การฟัง					
6.1 ไม่สามารถแปลภาษาอังกฤษเป็นภาษาไทยเพื่อสนทนา					
6.2 ไม่สามารถปฏิบัติตัวให้ถูกต้องตามมารยาทกับลูกค้าชาวต่างชาติ					
6.3 ไม่สามารถเจรจาท่องทีกับลูกค้าชาวต่างชาติได้					
6.4 ไม่เข้าใจเมื่อฟังชาวต่างชาติพูด					
การพูด					
6.5 ไม่สามารถแปลภาษาไทยเป็นภาษาอังกฤษเพื่อการสนทนา					
6.6 ไม่สามารถสนทนาภาษาอังกฤษกับชาวต่างชาติได้ตัวต่อตัว					
6.7 ไม่สามารถให้คำแนะนำหรืออธิบายข้อมูลต่างๆ ให้แก่ลูกค้าได้					
6.8 ไม่สามารถสนทนาทางโทรศัพท์ได้					
6.9 ไม่สามารถปฏิบัติตัวให้ถูกต้องตามมารยาทกับลูกค้าชาวต่างชาติ					
6.10 ฟังชาวต่างชาติพูดแล้วเข้าใจ แต่ไม่สามารถสนทนาโต้ตอบกลับ					
การอ่าน					
6.11 ไม่สามารถแปลภาษาอังกฤษเป็นภาษาไทยเพื่อการอ่าน					
6.12 ไม่สามารถแปลภาษาไทยเป็นภาษาอังกฤษเพื่อการอ่าน					
6.13 ไม่สามารถเข้าใจเมื่ออ่านจดหมาย ข้อความหรือรายงาน					
การเขียน					
6.14 ไม่สามารถแปลภาษาอังกฤษเป็นภาษาไทยเพื่อการเขียน					
6.15 ไม่สามารถแปลภาษาไทยเป็นภาษาอังกฤษเพื่อการเขียน					

6.16 ไม่สามารถเขียนจดหมาย หรือ E-mail					
6.17 ไม่สามารถกรอกแบบฟอร์มหรือเอกสารต่างๆเป็น ภาษาอังกฤษ					
6.18 โอกาสในการติดต่อกับชาวต่างชาติ					

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

ส่วนที่ 3

ลักษณะของการเรียนการสอนภาษาอังกฤษประเภทต่างๆที่ต้องการในการทำงานของท่าน

ข้อความ	ระดับความต้องการ				
	5	4	3	2	1
1. เหตุผลที่ต้องมีการเรียนการสอนภาษาอังกฤษเพิ่มเติม	5	4	3	2	1
1.1 เพื่อเพิ่มพูนความรู้					
1.2 เพื่อความก้าวหน้าในอาชีพการงาน					
1.3 เพื่อเตรียมตัวศึกษาต่อ					
1.4 เพื่อเป็นศักดิ์ศรีแก่ตัวเอง					
1.5 เพื่อพัฒนาองค์กร					
2. ทักษะภาษาอังกฤษทักษะใดที่เหมาะสมต่อการเรียนรู้เพิ่มเติมของท่าน	5	4	3	2	1
2.1 การฟัง					
2.2 การพูด					
2.3 การอ่าน					
2.4 การเขียน					
3. ขณะมีการดำเนินการเรียนการสอนท่านควรได้รับการอบรมด้วยภาษาอะไร	5	4	3	2	1
3.1 ภาษาไทยเท่านั้น					
3.2 ภาษาอังกฤษเท่านั้น					
3.2 ใช้ทั้งสองภาษา					
4. ผู้เป็นวิทยากรในการสอนควรเป็นใคร	5	4	3	2	1
4.1 คนไทยซึ่งเป็นเจ้าหน้าที่ในองค์กรของท่าน					
4.2 เจ้าของภาษาซึ่งเป็นเจ้าหน้าที่ในองค์กรของท่าน					
4.3 ทั้งจากคนไทยและเจ้าของภาษาซึ่งเป็นเจ้าหน้าที่ในองค์กรของท่าน					
4.4 คนไทยซึ่งเป็นวิทยากรจากองค์กรอื่น					
4.5 เจ้าของภาษาซึ่งเป็นวิทยากรจากองค์กรอื่น					
4.6 ทั้งจากคนไทยและเจ้าของภาษาซึ่งเป็นวิทยากรจากองค์กรอื่น					
5. ลักษณะการเรียนการสอนควรเป็นในลักษณะใดที่เหมาะสมต่อท่าน	5	4	3	2	1
5.1 ฟังบรรยายจากวิทยากรอย่างเดียว					

5.2 ฝึกปฏิบัติการใช้ภาษาอังกฤษ โดยจำลองสถานการณ์จริง					
5.3 วิทยากรมอบหมายงานให้ผู้เรียนไปค้นคว้ามารายงาน					
5.4 ไม่ต้องมีวิทยากร แต่มีสื่อพัฒนาความรู้ภาษาอังกฤษให้ศึกษาเองที่บ้าน					
5.5 มีการทดสอบความรู้ภาษาอังกฤษเฉพาะของแผนกหลังจากได้รับการเรียนแล้ว					
5.6 มีการทดสอบความรู้ภาษาอังกฤษด้านการโรงแรมหลังจากได้รับการเรียนแล้ว					
6. ระยะเวลาที่เหมาะสมต่อการเรียนการสอนภาษาอังกฤษของท่าน	5	4	3	2	1
6.1 ทุกๆวันหลังเวลาเลิกงาน					
6.2 วันเว้นวันหลังเวลาเลิกงาน					
6.3 ทุกๆ วันเสาร์-อาทิตย์					
7. รูปแบบการจัดการเรียนการสอนภาษาอังกฤษที่ท่านเห็นว่าเหมาะสม	5	4	3	2	1
7.1 เป็นหลักสูตรระยะสั้นประมาณไม่เกิน 1 เดือน					
7.2 เป็นหลักสูตรระยะกลางประมาณ 3 เดือน					
7.3 เป็นหลักสูตรระยะยาวประมาณ 6 เดือน					
8. สถานที่อบรมควรจัดขึ้นที่ใด	5	4	3	2	1
8.1 ที่ทำงาน					
8.2 สถานที่อื่น					
8.3 ที่บ้าน (กรณีศึกษาด้วยตนเอง)					
9. ข้อใดเหมาะสมต่อการรับผิดชอบค่าใช้จ่ายที่เกิดขึ้นในการเรียน	5	4	3	2	1
9.1 องค์กร (ร้านกาแฟ)					
9.2 พนักงาน (ผู้เรียน)					
9.3 องค์กรและพนักงานเป็นผู้รับผิดชอบค่าใช้จ่ายร่วมกัน					
10. หัวข้อที่ควรได้รับจัดทำเป็นหลักสูตรการเรียนการสอนสำหรับองค์กรของท่าน	5	4	3	2	1
10.1 เน้นเนื้อหาภาษาอังกฤษ					
10.2 เน้นเนื้อหาภาษาอังกฤษในชีวิตประจำวัน					
10.3 ความรู้ด้านวัฒนธรรมตะวันตก ประเพณีและมารยาทในสังคม					

10.4 ความรู้ด้านวัฒนธรรมไทย ประเพณีและมารยาทในสังคม					
10.5 การศึกษาศัพท์เฉพาะ					
10.6 การศึกษาไวยากรณ์ขั้นพื้นฐาน					
10.7 การศึกษาไวยากรณ์ระดับกลาง และ/หรือระดับสูง					
10.8 การฝึกออกเสียง และสำเนียง					
11. ทักษะการพูดที่ควรบรรลุในหลักสูตร	5	4	3	2	1
11.1 การสนทนาเรื่องทั่วไป					
11.2 การสนทนาเกี่ยวกับตัวร้าน					
11.3 กลยุทธ์และหลักจิตวิทยาทั่วไปในการพูด					
11.4 การสนทนาทางโทรศัพท์					
11.5 การสนทนากับผู้ที่ทำงานในสาขาอาชีพเดียวกัน					
11.6 การสนทนาเพื่อสร้างความประทับใจหรือพึงพอใจให้กับลูกค้า					
12. ทักษะการฟังที่ควรบรรลุในหลักสูตร	5	4	3	2	1
12.1 การฟังเพื่อการสนทนากับลูกค้าต่างชาติ					
12.2 การฟังเพื่อการสนทนาในชีวิตประจำวัน					
12.3 การฟังจากสื่อต่างๆ เช่น โทรทัศน์ เพลง ภาควิทยาศาสตร์					
12.4 หลักและกลยุทธ์ในการฟังเพื่อจับใจความสำคัญ					
13. ทักษะการอ่านที่ควรบรรลุในหลักสูตร	5	4	3	2	1
13.1 การอ่านเรื่องทั่วไป					
13.2 การอ่านเอกสารสำคัญ เช่น สัญญา หนังสือราชการ เอกสารทางธุรกิจ					
13.3 หลักการอ่านทั่วไป					
13.4 การอ่านเพื่อจับใจความสำคัญ					
13.5 การอ่านเพื่อจับใจความรายละเอียดทั่วไป					
13.6 การอ่านเพื่อความบันเทิง การอ่าน โฆษณา ป้ายประกาศ					
14. ทักษะการเขียนที่ควรบรรลุในหลักสูตร	5	4	3	2	1
14.1 การเขียนเรื่องทั่วไป					
14.2 การเขียนเพื่องานด้านร้านกาแฟ					
14.3 การเขียนหมายกำหนดการ ตาราง					

14.4 การเขียนเพื่อเสนอแนะ หรือคำเตือน					
14.5 การเขียนเชิงธุรกิจ					
14.6 การเขียนเพื่อแสดงความขอบคุณ ความเสียใจ และการคัดต่างๆ					
14.7 การเขียนจดหมาย หรือ E-mail					
14.8 การจดข้อความสั้นๆ					
14.9 หลักการเขียนทั่วไป					

ขอบพระคุณครับ

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

APPENDIX D

SEMI - INTERVIEW

(ENGLISH AND THAI VERSION)

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

บทสัมภาษณ์

1. โอกาสในการใช้ภาษาอังกฤษ

.....

2. ทักษะการใช้ภาษาอังกฤษด้านใดมีความจำเป็นมากที่สุด

.....

3. พบปัญหาในการใช้ภาษาอังกฤษในเรื่องใดมากที่สุด

.....

4. อยากเรียนภาษาอังกฤษเพิ่มเติมหรือไม่

.....

5. เหตุผลที่อยากเรียนภาษาอังกฤษเพิ่มเติม

.....

6. ทักษะภาษาอังกฤษด้านใดที่อยากเรียนเพิ่มเติม

.....

7. เนื้อเรื่องหรือหัวข้อที่ต้องการเรียน

.....

Semi - Interview Question

1. Opportunities in English using

.....
.....

2. Which English language skills are the most needed

.....
.....

3. Which is the most problems in using English language skills

.....
.....

4. Do you want to extend your English language

.....
.....

5. The reason to extend your English language

.....
.....

6. Which English language skills are wanted

.....
.....

7. Which topic that you wanted to learn most

.....
.....

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