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篇名：

Study of Waiter' s English Abilities –Take Starbucks, Crown, and 85℃ as Examples
服務人員外語能力之研究-以高雄市星巴克、金礦和 **85**℃為例

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# I. Introduction

## I.1. Background of the Project

We can often find foreign visitors in multiple shops around Taiwan. It has also become obvious that staff with English speaking abilities has become a must. If people do not know foreign languages much, they would have the communication barriers. It is difficult to cooperate with international business and unfold the global markets (Huang, 2004). Yang (2007) also indicated that as more and more intense of the global competition, businesses now keep seeking for competitive advantages to sustain their operations, and a good staff is the key to it. Moreover, Chen mentioned that the employees contact and communicate with their customers through diverse verbal and non-verbal languages. In this process, employees can understand customers' needs, whereas customers can gain satisfaction from employees' attitudes (2000).

## I.2. Motivation

Nowadays, there are many people drinking coffee because of busy work. They think it can refresh our spirit. In Taiwan, we can see many foreigners drinking coffee all the time. When these foreigners want to buy a cup of coffee, they usually take one of the three main coffee chain stores as their first choices. However, they are sometimes not able to communicate with the waiters in Taiwan. That's why the waiters at coffee shops need to know how to speak English with foreigners. In Liang's study (2008), she concluded that having English ability is useful in workplace.

As a result, the study would like to investigate waiter's English abilities in Taiwan, and we take Starbucks, Crown, and 85℃ as a case study.

## I.3. Purposes of the Project

In order to understand the customer's satisfaction, waiter's points of view and English abilities, this study aims to investigate the waiters who are serving at the three main coffee chain stores in Kaohsiung. We can find out what the waiters need to possess with their English abilities through this study.

## I.4. Research Questions

To reach the purposes of the study, the research attempts to examine the following questions:

1. How are the waiter's English abilities?
2. How are the trainings to the waiters at the chain coffee shops in Kaohsiung?
3. Are there any differences between English they learned at school and English they used in the workplace?
4. How do the consumers think about the waiter's English abilities?

## I.5. Contribution

This study hopes to give results regarding customer's satisfaction at the three main coffee chain stores, the waiter's points of view and their English abilities. Furthermore, it can be as a reference to those who intend to get a job at a café. It may help them have better understanding to the real situations and the qualification to serve at a café, then take as the guidance to know how to be well-prepared for the job.

# II. Context

The study aims to investigate the English abilities of waiters at the three main coffee chain stores in Kaohsiung. This chapter first presents research framework, then describe subject selection and the questionnaire.   The instrumentation of the questionnaire and data collection procedures and data analysis will also be addressed in this chapter.

## II.1. Methods

This study aims at investigating the English abilities of waiters at the three main coffee chain stores in Kaohsiung. In order to collect more substantial information, a questionnaire was developed for quantitative data analysis.

The study attempts to understand waiter's English abilities, the waiter's points of view and customer's satisfaction. As a result, the study would like to investigate waiter's English abilities in Taiwan, and we take the three main coffee chain stores—Starbucks, Crown, and 85℃—as examples. The subjects in this study are the waiters of the three main coffee chain stores in Kaohsiung and their customers. Around thirty waiters serving at the three main coffee chain stores in Kaohsiung and sixty customers are taken to be the subjects of this study.

## II.2. Instrumentation

The instrument in this study is the questionnaire with a five-point Likert scale. It is hoped to get the direct and firsthand feedbacks from the subject waiters and the customers.

The questionnaire for the study was designed step by step based on its objectiveness, validity and reliability. Relevant literature and questionnaires were taken as references. With expert validity and questionnaire reliability, the questionnaire is more objective and fair for this study.

## II.3. Measurement of the Questionnaire

The questionnaire included a five-point Likert Scale and an open-ended question. The questionnaire presented a set of attitude statements. Subjects were asked to express agreement or disagreement on a five-point scale. Each degree of agreement was given a numerical value from one to five. Therefore, a total numerical value could be calculated from all the responses. In the questionnaire of this study, the Likert Scale was comprised of 23 items and the waiters were asked to response from 1(strongly agreed), 2 (agreed), 3 (neutral), 4 (disagreed), to 5 (strongly disagreed).

The questionnaire for customer's satisfaction was also a five-point Likert Scale and an open-ended question. Subjects were asked to express satisfaction or dissatisfaction on a five-point scale. Each degree of satisfaction was given a numerical value from one to five. Therefore, a total numerical value could be calculated from all the responses. In the questionnaire of this study, the Likert Scale was comprised of 20 items and the customers were asked to response from 1(strongly dissatisfied), 2 (dissatisfied), 3 (so-so), 4 (satisfied), to 5 (strongly satisfied).

# III. Findings

## III.1. Results of Data Analysis

The study attempts to understand waiter's English abilities, the waiter's points of view and customer's satisfaction. After the returning of all the questionnaires, the questionnaires are coded, arranged, and analyzed the quantitative data.

According to Figure 1, 23 items of the questionnaire concerning the waiter's points of view are analyzed and discussed as follows. In item one, the majority of waiters (60%) agreed that English is necessary when working at a coffee shop. In item two, the majority of waiters (63%) are neutral concerning attracting foreign customers by waiter's good English abilities. Many waiters (43%) agreed that most coffee shops care about the waiter's English abilities, but they do not think that their coffee shops will make English trainings for them. The majority of waiters (60%) strongly agreed with item five that one's good English can helpful to the job at a coffee job, and in item 6, half of the waiters agreed English professional expressions can help one work more efficiently at a café. In item seven, the majority neither agreed nor disagreed with the opinion that poor English has a bad influence on working at a café. It indicated that the majority of waiters (53%) strongly agreed to have good English abilities for working at a café in item eight. They (53%) also strongly agreed with item nine that talking to foreign customers help one's English, and half of them agreed item ten that they have more chance to serve foreigners than other jobs. In item fourteen, the majority of waiters (43%) agreed that they can have confidence in serving foreigners, and half of them agreed to be afraid and nervous when serving foreigners in English. A large proportion of subjects (37%) agreed that English which they learned at schools can be used in the workplaces, and in item twenty, they (43%) strongly agreed that vocabulary helps one's English professional terminologies. In item twenty-one, the majority of waiters (63%) strongly agreed that English is a must for working. Half of them realize the importance of English after they work, and 57% of them strongly agreed with item twenty-three that they will grasp the opportunity to improve their English.
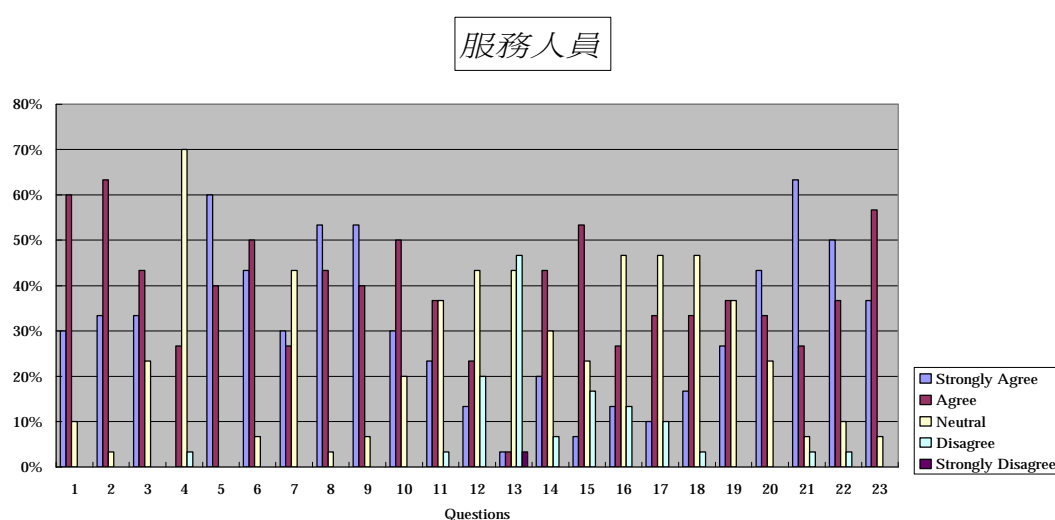


*Figure 1. Waiter's Responses to the Questionnaire*

Moreover, based on Figure 2 of the questionnaire of customer's satisfaction, the majority of customers (40%) do not usually order coffee in English. In items two, three, four, five, and six, half of customers do not care too much about the waiter's English abilities. In item eight, the majority of customers (40%) are satisfied with the idea that working at a café needs English abilities. In items 10~18, the majority of customers are neutral with the ideas that waiters at cafes are confident when speaking English and taking orders in English. The majority of customers (58%) do not feel too much to the English abilities of the waiters at Crown, and neither do the customers (55%) think to the waiters of 85℃. However, they are quite satisfied with the English abilities of the waiters at Starbucks.
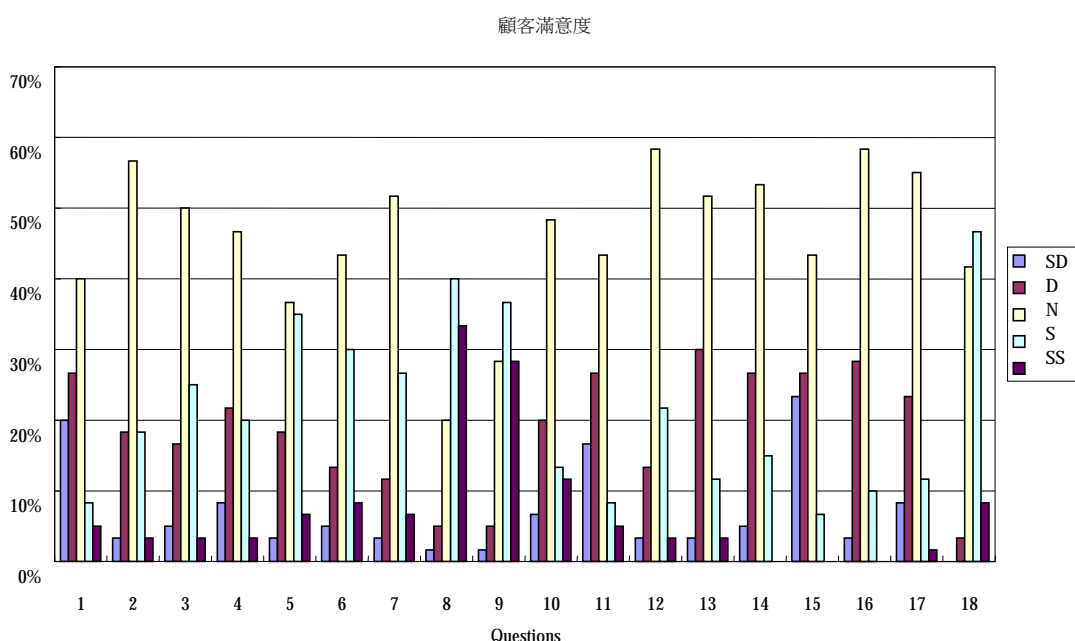


顧客滿意度

*Figure 2. Customer's Satisfaction Concerning Waiter's English Abilities customers*

Note. *N*=60. SD=(strongly dissatisfied), D=(dissatisfied), N=(neutral), S=(satisfied), and SS=(strongly satisfied)

## III.2. Discussion of Research Questions

According to the results of data analysis, the research questions were answered.

1. How are the waiter's English abilities?

Figure 3 pointed out that over half of the waiters agreed that they are usually nervous when they met foreign customers. Waiters consider themselves having poor English abilities, and it is perhaps that many of them are not English majors,
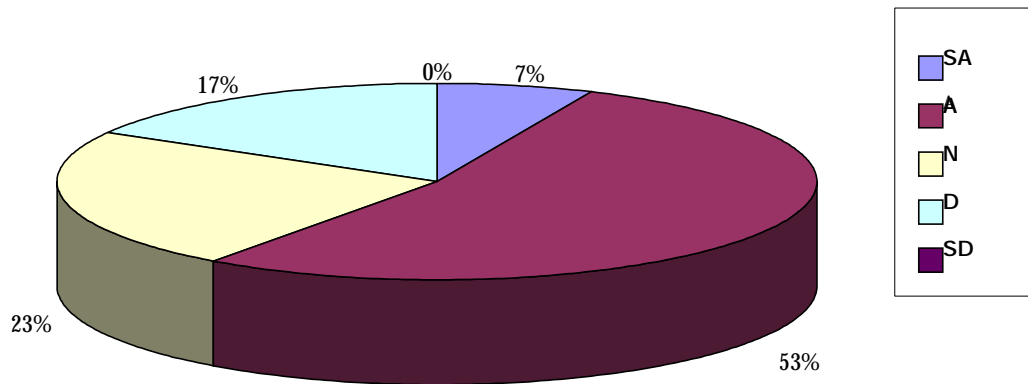
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according to Figure 4.



*Figure 3. Waiter's Response to Item 15( I feel nervous when talking with foreign*
*customers.)*

Note. $N$=30. SA=(strongly agree), A=(agree), N=(neutral), D=(disagree), and
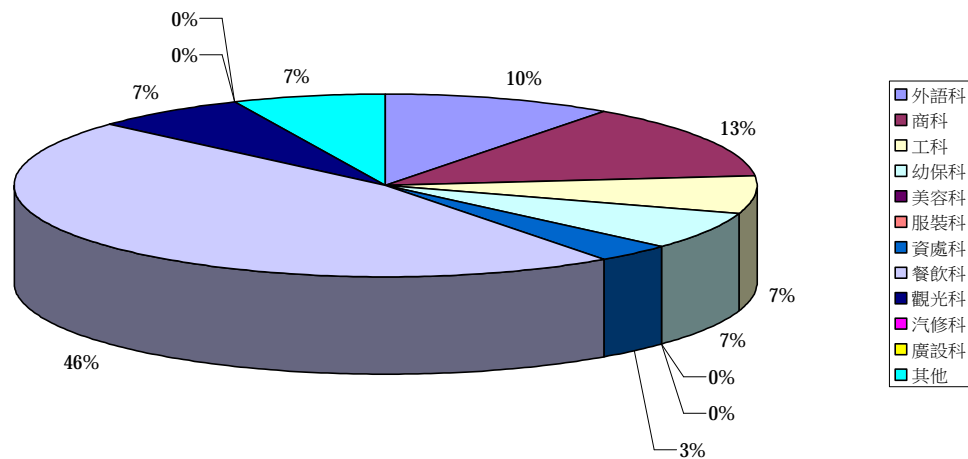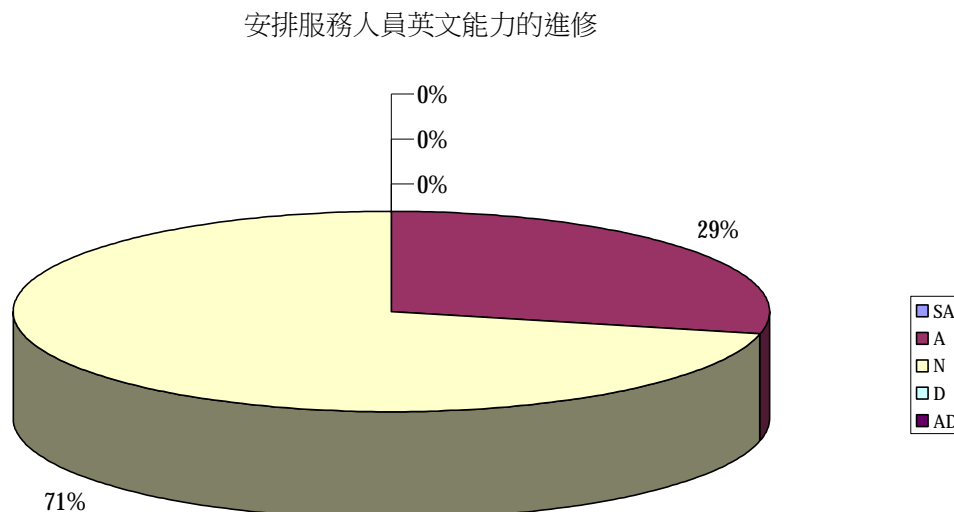SD=(strongly disagree)



*Figure 4. Majors of the Waiters*

2.  How are the trainings to the waiters at the chain coffee shops in Kaohsiung?

According to Figure 5, most waiters neither agree nor disagree that they will gain
some English training from the coffee shops, but some of the waiters do need to learn
some English expression for coffee products.

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安排服務人員英文能力的進修



*Figure 5. Waiter' Response Regarding Their English Training*

Note. *N*=30. SA=(strongly agree), A=(agree), N=(neutral), D=(disagree), and
SD=(strongly disagree)

3. Are there any differences between English they learned at school and English
they used in the workplace?

Figure 6 indicated that many waiters (33%) agreed that English is different from
the way they learned at schools to the way they used in the workplaces. However,
more than 40% of the waiters had no opinions on the item 18. Figure 7 showed 36%
of the waiters agreed that English learned at school can be used in their workplaces,
while 37% of the waiters have no opinions on it.
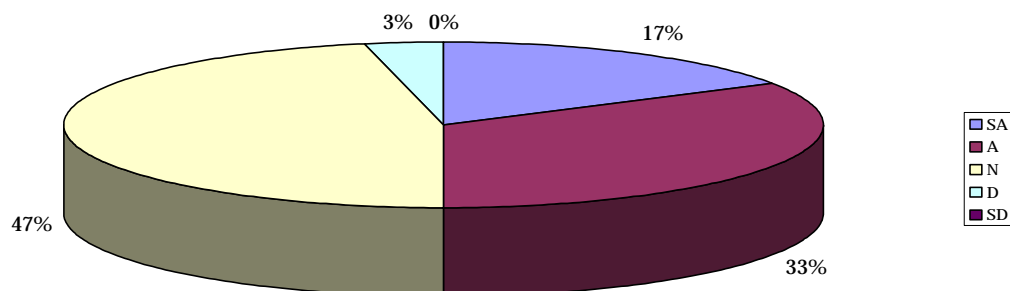
學校的英文和職場上的英文是差別很大

*Figure 6. Waiter's Response Concerning the Differences between English Learning at Schools and in Workplaces.*

Note. *N*=30. SA=(strongly agree), A=(agree), N=(neutral), D=(disagree), and SD=(strongly disagree)
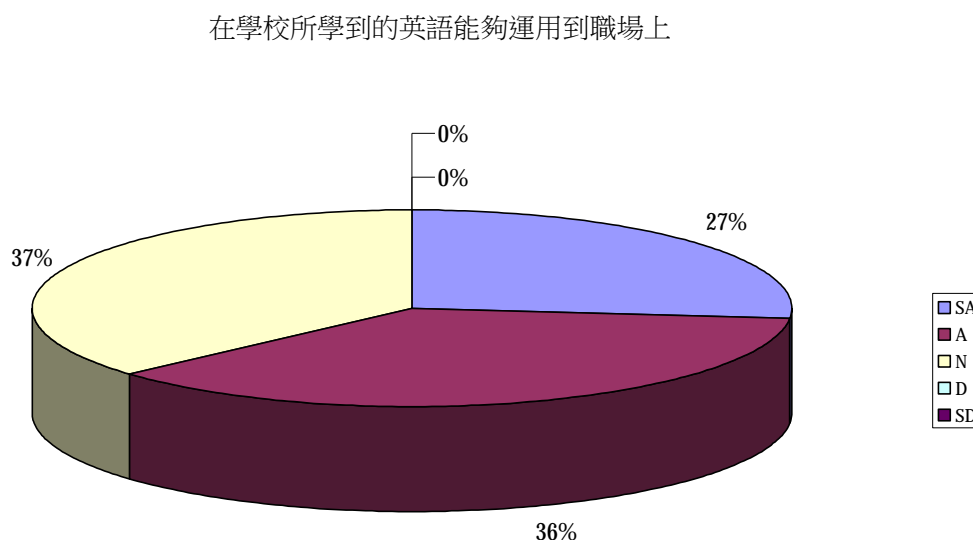
在學校所學到的英語能夠運用到職場上



*Figure 7. Waiter's Response Concerning the Differences between English Learning at Schools and in Workplaces.*

Note. *N*=30. SA=(strongly agree), A=(agree), N=(neutral), D=(disagree), and SD=(strongly disagree)

4. How do the consumers think about the waiter's English abilities?

Figure 8 showed that half of the customers do not feel too much concerning the waiter's English abilities in the three main coffee chain stores. From Figure 9, however, among the three main coffee chain stores, over 90% of the customers were the most satisfied with the waiter's English abilities at Starbucks.
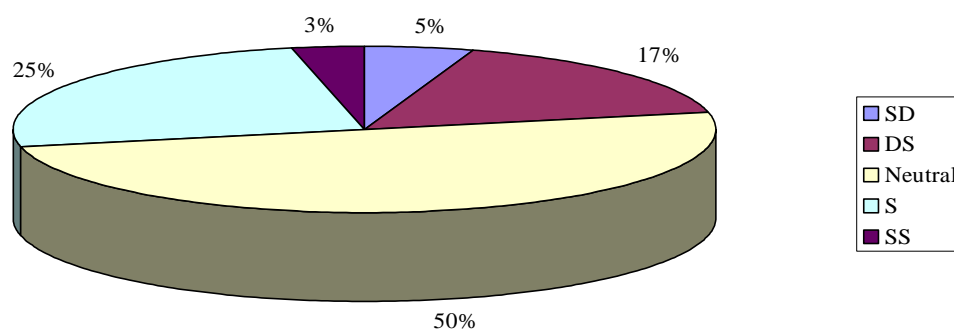
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受訪者認為咖啡店服務人員英文表達能力程度之統計



*Figure 8. Customer's Satisfaction Concerning the Waiter's English Abilities*

Note. *N*=60. SD=(strongly dissatisfied), D=(dissatisfied), N=(neutral), S=(satisfied), and SS=(strongly satisfied)
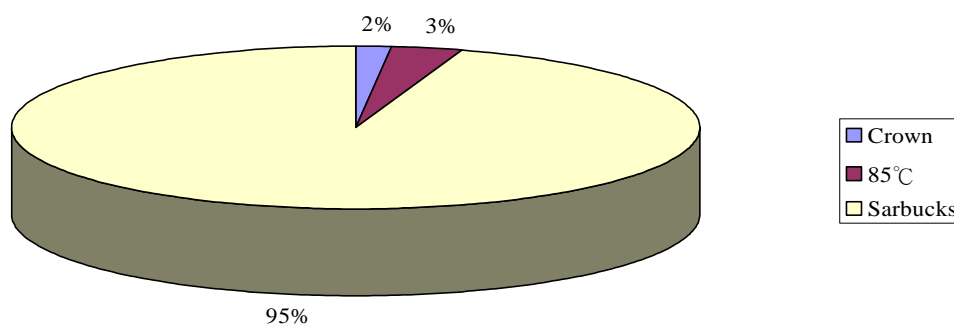
受訪者認為服務人員英文能力較好的場所



*Figure 9. Customer's Satisfaction Concerning the Waiter's English Abilities*

Note. *N*=60. SD=(strongly dissatisfied), D=(dissatisfied), N=(neutral), S=(satisfied), and SS=(strongly satisfied)

      This study tries to investigate waiter's English abilities as well as the customer's satisfaction toward the English service. It is in the hope that it can be taken as a reference to those who intend to get a job at a café. It may help them have better understanding to the real situations and the qualification to serve at a café, then take as the guidance to know how to be well-prepared for the job.

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# IV. References

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