Second language needs analysis in the workplace: a case study of Hispanic immigrant manufacturing workers

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Second language needs analysis in the workplace: A case study of Hispanic immigrant manufacturing workers

by

Silke Tietjens Wettergren

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

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Program of Study Committee:
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2005
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Silke Tietjens Wettergren

has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy
DEDICATION

This thesis is dedicated to my family, especially my husband Jan and my two wonderful children Janine (9) and Mattias (6), for their tremendous sacrifices, love and support, and to my good friend and colleague Moisés for his continuous encouragement and help with this project and the kids.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>CHAPTER 1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER 2. LITERATURE REVIEW</td>
<td>11</td>
</tr>
<tr>
<td>CHAPTER 3. METHODOLOGY</td>
<td>31</td>
</tr>
<tr>
<td>CHAPTER 4. RESULTS</td>
<td>44</td>
</tr>
<tr>
<td>CHAPTER 5. DISCUSSION AND CONCLUSION</td>
<td>76</td>
</tr>
<tr>
<td>APPENDIX A. IMMIGRATION STATISTICS</td>
<td>89</td>
</tr>
<tr>
<td>APPENDIX B. TABLE OF QUESTIONNAIRE DATA</td>
<td>90</td>
</tr>
<tr>
<td>APPENDIX C. JOB DESCRIPTION SHEET</td>
<td>96</td>
</tr>
<tr>
<td>APPENDIX D. QUESTIONNAIRE (ENGLISH)</td>
<td>97</td>
</tr>
<tr>
<td>APPENDIX E. QUESTIONNAIRE (SPANISH)</td>
<td>103</td>
</tr>
<tr>
<td>APPENDIX F. INTERVIEW PROTOCOL</td>
<td>109</td>
</tr>
<tr>
<td>APPENDIX G. NOTE SHEET</td>
<td>112</td>
</tr>
<tr>
<td>APPENDIX H. MEMO POSTED FOR WORKERS</td>
<td>120</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>121</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>126</td>
</tr>
</tbody>
</table>
ABSTRACT

In the fall of 2004 a needs analysis (NA) was conducted at the SweetDreams\textsuperscript{1} Mattress manufacturing plant in Houston Texas to determine the language needs of Hispanic immigrant workers in the workplace. For the past 4 years needs analyses have been conducted on the needs of academic second language learners, and numerous researches have focused on Hispanic immigrant workers, but few studies have attempted to combine Hispanic immigrants and language learning, especially at the workplace. Time, financial resources, business and worker expectations ask for more reliable methods and sources of information to provide more insight into the target situation. This study on Hispanic manufacturing workers uses qualitative techniques in NA. Methods include: non-participant observation, semi-structured and unstructured interviews, and questionnaires. Sources were the workers, leads/coordinators, supervisors, and staff as part of the factory floor, human resource staff, and the plant manager. Methods and sources were triangulated to determine credibility of the data. The study concludes with the discovery that Hispanic workers do not depend on English skills to do their jobs due to the target domain and that standard NA are not sufficient enough to give a complete assessment of the target situation and the social factors that influence the relationship between language task, language need and language use. The results of this study call for a more critical perspective on NA to allow for the inclusion of a wider range of people's voices as well as factors that stretch beyond the workplace.

\textsuperscript{1} Names of all participants and of the company have been changed to ensure confidentiality.
CHAPTER 1. INTRODUCTION

The continued growth of the immigrant Spanish-speaking population in the United States and its continuous integration to the workforce in the primary and secondary sectors of the economy (US Census Bureau, 2001) has created urgency to research the language-related needs of both workers and employers in businesses that highly rely on Hispanic immigrant workers. There is a need for a deeper understanding of how language in the changing workforce is related to the operations of companies across the country.

While several other immigrant groups, such as Asian and European, also perform these essential entry-level jobs, the size of the Hispanic population makes its impact on the economy and social structure more salient (Immigration Policy Focus 2002). The sociocultural characteristics of this population—of which language is an essential part—along with the many complex ways in which those characteristics are perceived by and interact with the dominant Anglo culture have turned the phenomenon outlined in the previous paragraph into a much discussed topic. Perceptions and attitudes about language, learning, diversity and work ethics as held by the many stakeholders play a major role in the development of this debate, making it a critical issue to look at for policy makers in education and business alike (Gillespie, 1996).

Furthermore, the statistics of the Department of Labor (2004) and the Census Bureau (2004) indicate that the need for immigrant workers will continue to rise and that by the year 2010, 43 % (24.7 million) of all prospective job openings will be for people with minimum education level of which many have limited English proficiency, as can be seen in Table 2 in Appendix A. In particular, many of the leading manufacturing plants in the US hire
extremely high numbers of Hispanic manufacturing workers that in some cases make up their entire workforce. In recent years, language-related problems at the workplace have been at the center of the controversy surrounding immigrants. Immigrant workers' ability to communicate with their employers and acquire sufficient language skills to function in the workplace are two of the key points to their success (Burwell, 1998; Crossling & Ward 2002) and arguably for the success of the business as well. When immigration happens on the scale at which Hispanic immigration does in the United States, the success of the immigrants and the businesses they work for can be argued to be important for the success of American society as a whole. Clearly, an understanding of the role of language use and limited English proficiency in this dynamic workplace situation is needed. It is important to uncover how language interacts with and is influenced by sociocultural and affective forces and thus gain insight into the role language plays at the workplace that may bring about beneficial change for all the stakeholders.

In order to contribute to the understanding of these phenomena, this study uses a needs analysis approach to explore the interactions between speakers of Spanish and predominantly monolingual English speakers at the workplace. It will uncover the needs of workers and employers and how those shape and are shaped by the motivational, attitudinal and sociocultural factors involved at the SweetDreams Mattress manufacturing plant, the site chosen for this needs analysis.

Needs analysis is known to be the primary component of English for Specific Purposes (ESP) (Robinson, 1991). ESP is an approach to the teaching of English as a Second Language (ESL) that focuses on determining the linguistic needs of a specific group of learners and then designing courses to satisfy them in the most efficient manner possible.
Because it is addressed to a specific group of learners with similar characteristics, an ESP course usually focuses on the topics and language of a specific discipline, occupation, or activity (Strevens, 1988; in Dudley-Evans & St John, 1998). It is well known that the process of a standard needs analysis is said to be the most important step to course development/material design as well as in determining vocational and workplace language and communication needs. Much has been written especially in the fields of ESP and English for Vocational Purposes (EVP), also referred to as Vocational ESL (VESL). Researchers have discussed how and why to conduct a needs analysis, often providing a check list of language, discourse and language use areas (Brindley, 1984, West 1994). Many researchers such as Dudley-Evans, West, Long, Brindley, Friedenberg, etc point out the importance of a well-conducted needs analysis and describe a detailed process of observing workers on the job, interviewing all stakeholders, and collecting written material to determine the basic skills needed to do a specific job. These procedures and methods are suggested to provide valid and comprehensive information to serve as the foundation for any course or program design. Much emphasis has been given to the methods and sources of gathering such information, but a gap exists between the findings of a needs assessment and the sociocultural and affective factors that have influenced those findings.

In particular, little attention has been given in the ESP literature to the learner as a source of information and to the learner's sociocultural environment. As a result, limited English proficient immigrants are often not accommodated in the programs resulting from such analyses because course developers often do not focus on vocational interests or do not use valid instruments to assess English language needs in the learners' native language (Gillespie, 1996).
An explanation for this situation may be that most methods for conducting a standard needs analysis mainly focus on the relationship of language to the task and not on the factors that influence that relationship. It is factors such as level of motivation, social environment, attitudes, language and educational background that often go beyond the task and include the workplace environment. These factors directly influence the relationship between language need, language use and language wants of the workers. In other words, the variables that can influence the needs of a target population are many: cultural issues, psycholinguistic topics, occupational status, as well as the level of education and level of English proficiency for ESL learners.

Needs are not things that can be determined by a pre-constructed checklist, they vary depending on the interaction between individuals and their environment as well as their activities. We as researchers are therefore obligated to get a better understanding of the characteristics of a target group in order to identify their language needs. We need to include sociocultural factors of the workplace combined with an analysis of the language in the target situation and beyond to get a comprehensive picture of the learners' needs. The information gathered, provided by the learner, will lend workers a voice, which is necessary to draw valid inferences from all the data collected during this needs analysis.

Previous studies have addressed workplace needs analysis with immigrant populations (Jasso Aguilar, 1999; Mead & Florence, 2000; Bosher & Smalkoski, 2002), but they have not addressed the specific situation of immigrants at a manufacturing plant. These empirical studies have used needs analysis, in particular Target Situation Analysis (TSA), to provide detailed and specific information about the language needs in their particular setting. With the exception of Aguilar's study, these investigations have relied strongly on outside
experts, the developers' intuition, or assumptions what exactly these specific language needs are and what will help non-native speakers to achieve success in the workplace. Decision makers, therefore, did not receive accurate and complete information concerning the extent of the learners' needs and their language use.

In view of the complexity of all the factors that contribute to the identification of language needs and how it relates to the workplace, a standard TSA can merely be seen as one of many tools to get an objective, impartial and not too circumstantial interpretation of what language needs Hispanic manufacturing workers really have. There is a need for more research to be conducted, where the emphasis lies on the learner as a source of information on language needs where the researcher includes the voice of the learner as part of a multiple source approach, and where the data then can be triangulated to give the findings of NA better validity and reliability.

BACKGROUND OF STUDY

This study was carried out at a mattress manufacturing plant in Houston, Texas. Numerous conversations of frustrated supervisors and management concerning miscommunications and difficulties with their Spanish speaking workforce were overheard, often ending in statements such as "Why don’t they just learn English? We are in America!" But what kind of English is needed to perform better on the job? The ideas of management on what the issues were led by intuition and assumptions. What was sorely needed was a needs assessment of the target situation and its sociocultural/affective influences to identify the language needs and use of immigrant workers, from the main perspective of the workers. The sources for this study included a number of informants, such as, human resources,
supervisors and former supervisors, office staff, leads/coordinators, mechanics, plant
manager and various immigrant workers, documents of job descriptions, memos, etc.

The study's original aim was to conduct a traditional standard needs analysis,
defining, assessing and identifying the language needs of Hispanic manufacturing workers in
an American Mattress manufacturing plant in Houston, Texas. It aimed to provide specific
information for a vocational English course or workplace language program design that
would be geared towards satisfying the specific language needs of these workers. The
program envisioned to arise from this kind of analysis was going to focus on language skills,
particular on the workers' tasks on the job and their workplace. General English as a second
language (ESL) programs often focus on survival and general English only and do not
include Vocational ESL (VESL) to help fulfill the need of constantly increasing immigrant
workers that are already on the job.

This study started out with a set of hypotheses to test and the search for specific data
through conducting a standard TSA in order to compile information leading to an ESP course
or workplace language program. This was a more deductive approach, where a researcher
begins a study with either a theory or specific assumptions of what the data will show, as
shown in Part A of Figure 1 of the research cycle suggested by Wallace (1971). However,
due to the unique sociocultural loaded target situation of this study, the research design
adopted a more ethnographic method or inductive approach, through the multiple data-
collection procedure, especially onsite observation and interviews, allowing for meaningful
units of analysis to emerge from the data, as shown in part B of Figure 1.
THE RESEARCH CYCLE.

Using this inductive, ethnographic approach, this study is going to adapt the insider perspective on events and analyze data for meaning within the participant's culture, not that of the researcher, aiming for credibility of the analysis through triangulation. Through this inductive approach this study is seeking a deeper understanding of events of the target situation rather than making generalizations that go beyond the setting of this research project.

SCOPE OF STUDY

The design of this study resulted from a combination of two types of interest: (1) interest in the workplace language needs of entry-level immigrants working for an American manufacturing company and their perceptions of those needs; and (2) interest in ESP programs to shine light and gain more understanding on occupational language use in order to bridge the gap between academics and workplace English. The study's objectives will be
to use the principles of the ESP approach and employ a target situation analysis (TSA) with multiple sources and methods of collecting data to gain insight, provide an overview and identify the tasks performed by Hispanic immigrant workers during a regular work day. It will analyze the language involved in those tasks, describing the English language use situation of Hispanic workers employed by a national American mattress manufacturing company in Houston, Texas. Several researchers (West, 1994, Long, in press) have pointed out the inadequacy of outsider intuition and the value of insider perspectives in needs analysis (NA), curriculum development and materials design for language teaching, as well as the importance of using multiple sources and methods.

This study sets out to gain insight focusing on the voice of the worker, using the potential learner as a main source in this project. It will investigate the objective needs of English for the work tasks of the workers, the perceptions of all the stakeholders, as well as factors such as motivation and attitudes about language in the workplace. It will also show what relationship these factors play in conducting a TSA to identify language needs. Individual needs such as the ones of Hispanic immigrants cannot be separated from the company’s needs and the work environment, because they exist as a result of their interaction. The study therefore focuses on the use of multiple sources and methods using triangulation to validate the findings and presenting perceived language needs from only one angle. Triangulation of sources will provide information of the same situation through multiple sources (informants) and will therefore increase the quality of information gathered.

The present study will argue that needs as analyzed by this outside researcher and the needs perceived by the management and the workers themselves may be quite different. Though Richterich (1983) questions the reliability of workers as informants, in regards to
their awareness of what they need linguistically, this study will show that the learners/workers' views and perceptions of language at the workplace are key elements for the English needs of these workers. I will triangulate data by source and triangulate the methods of observations, questionnaire and interviews to provide more credibility to the study.

RESEARCH QUESTIONS

This study aims to answer the following questions

1. What are the objective English language tasks needs of immigrant workers?
   1.1 for their daily operation?
   1.2 for workplace issues outside production?

2. What are the perceptions of the workers and management on the English needs of the workers?

3. What are the communication problems related to English language use?

4. Do sociocultural and affective factors influence English use for Hispanic workers?

This introduction establishes a basis for the study and is followed by a review of the literature in chapter 2 to place this study in context. The methodology which describes the data collection; Instruments, setting, participants and the procedures of this research will be presented in chapter 3. Chapter 4 will provide a presentation of the results. The final chapter, 5, discusses the findings of this study, provides concluding remarks and offers a critical perspective on the use of a TSA. I will show that for ESP, language needs analysis must go
beyond the traditional process of standard TSA of collecting data as discussed in the literature in the following chapter.
CHAPTER 2: LITERATURE REVIEW

To answer the research questions listed in Chapter 1, definitions of the concepts of ESP, Needs Analyses (NA), English Workplace Programs (EWP), and English for Vocational Purposes (EVP) also known as Vocational English as a Second Language (VESL), including studies that have been conducted in these areas, will be provided. This review of the literature will also provide a background on motivation from a socio-cultural perspective since it will explore some of the framework of factors such as attitude and perception that influence the relationship between task and language. It is important to investigate what prior research studies have done to fully understand the purpose of this study and what it hopes to show as related to the conduction of a needs analysis to determine the language needs of Hispanic/Mexican immigrant manufacturing workers in the USA.

ENGLISH FOR SPECIFIC PURPOSES (ESP)

English for Specific Purposes (ESP) refers to a wide area of English language teaching that concentrates on teaching English in both academic and vocational/occupational frameworks. ESP is generally seen as a separate activity within English Language Teaching and ESP research is regarded as an obvious component of applied linguistic research. Although they diverge on minor points, current definitions of ESP agree that it is based on the identification of the language needs of a specific group of learners as related to the occupation/profession shared by all the members of the group (Palmer, 1969, Hutchinson & Waters, 1987; Strevens, 1988; Robinson, 1991). ESP has seen an enormous growth in the past 30 years (Dudley-Evens 1998). ESP courses are often set up in response to educational
or occupational demands. Those demands usually originate in areas of medicine, engineering, tourism, business negotiations, etc. Labels for these courses usually correspond with the role the learner plays in settings such as “English for Hotel Waiters” “English for Nurses,” English for Tourist Guides,” “English for Engineers,” etc. ESP has focused on specific needs of learners related to a specific discipline and their practical outcomes, which puts ESP within a learner-centered approach. Its main goal has been preparing learners to communicate effectively in the tasks prescribed by their study or work situation, leaning on the results of needs analysis, text analysis, and genre and discourse analysis (Dudley-Evans, 1998). Robinson (1991) points out that most ESP courses are “designed for a reasonable number of students with identical or nearly identical needs” (pp. 12), which are usually related to their work or study.

Strevens’ (1988) definition includes the distinction between four absolute and two variable characteristics of what separates ESP from General English:

Absolute characteristics of ESP are:

1. designed to meet specific needs of learners;
2. related to content to particular disciplines, occupations and activities;
3. centered on language; discourse analysis (lexis, syntax, semantics);
4. in contrast with ‘General English’.

Variable characteristics of ESP:

1. may be restricted to the learners needs of language skills;
2. may not be taught to a pre-ordained methodology.

Strevens (1988) concludes that most ESP courses assume basic knowledge of the language system, but that these characteristics can also be adapted to work with beginning learners.
Robinson's (1991) definition of ESP is divided in two key criteria: (1) ESP is 'normally goal oriented' and (2) ESP courses develop from a needs analysis and these courses aim at specific tasks students need to perform (in Dudley-Evens and St. Johns 1998).

Dudley-Evens and St. Johns (1989) in their definition of ESP agree mostly with Streven's outline of absolute and variable needs, but elaborates on Streven's idea by adding that ESP is mostly designed for intermediate or advanced learners and is designed for adult learners in an institution or professional work situation.

The majority of these ESP definitions seem to focus on intellectuals: students, adult learners in business or professional situations and English learners with concentrations in fields such as medicine, technology, science, tourism, etc. focusing on course design, materials design and curriculum development.

The classification of ESP is generally divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). For this study the focus is on EOP, which is further divided into (a) English for Professional Purposes, such as medical purposes and business purposes, and (b) English for Vocational Purposes. EVP is again divided into Pre-vocational English (preparing for the job) and Vocational English (already on the job) as shown in Figure 2. It is the latter on which this study focuses and its role will be further on discussed in this chapter.
Figure 2. ESP classification of EOP sector, adapted from Dudley-Evans (2001)

The concept of English for Vocational Purposes will be revisited later in this chapter, but first it is necessary to discuss the concept of needs analysis (NA) in order to understand how the different conceptualizations of that term bear on EVP.

NEEDS ANALYSIS (NA)

A needs analysis has been defined as “the process of establishing the what and how of a course,” and “the cornerstone of ESP” (Dudley-Evans & St John, 1998). Traditionally, the purpose of a NA is to gather information to identify language needs that will determine objectives for course designs. However, one aspect of the needs analyses process that presents a challenge to analysts is the necessity to define “needs” (Richerich, 1983; Brindley, 1984; Hutchinson & Waters, 1987). As a result, there are several approaches to conducting a
NA and each of them adopt a slightly different viewpoint on the meaning of 'needs'. An overview of these different approaches and definitions of needs is provided below.

WHAT IS MEANT BY NEEDS

There is a lot of confusion on the definition of needs, and the term 'needs' is frequently used as an umbrella term (Dudley-Evens, 1998). Many researchers such as Brindley, Richterich, Berwick, and Hutchinsons and Waters have attempted to define needs into various categories, which consequently represent and calls for different approaches to collecting data to determine these needs.

Richterich & Chancerel (1980)
Brindley (1984): distinguish between objective and subjective (personal) needs as well as process vs. product-oriented needs.

Hutchinson & Waters (1987): divide needs into necessities, wants and lacks.

Berwick (1989) in Dudley-Evans: distinguishes between perceived (by others) and felt (viewed by the learner) needs.

Objective and perceived needs are seen as derived by outsiders from facts that can be verified, also referred to as necessities, such as being able to understand instructions. By contrast, felt or subjective (personal) needs, also referred to as wants, are derived from insiders (the learner) and correspond to cognitive and affective factors, such as the perception of ability. In a similar manner, product-oriented needs are derived from a goal or target situation and process-oriented needs come from the learning situation. Hutchinson and Waters (1987) categorize needs into (a) necessities, which are determined by the demands of the target situation, (b) wants, the learner's view of what their needs are or they feel they need; and (c) lacks, an assessment of the learner's current knowledge in order to decide what
he/she is lacking. Although needs have been conceptualized in several different ways, there
seem to be two major categories: (1) target needs, which are product-oriented, objective and
incorporate the concept of lacks, and (2) learning needs, which consist of process-oriented
and subjective needs and incorporate the concept of wants. (Hutchinson & Waters, 1987).

A CURRENT CONCEPT OF NEEDS ANALYSIS

The different definitions of needs classified above and ultimately the pairs of product- vs.
process-oriented needs correspond to different kinds of NA. Following are the three main
approaches to NA as stated in the literature:

1. A Target Situation Analysis (TSA) includes objective, perceived, and product-
   oriented needs or necessities

2. A Learning Situation Analysis (LSA) includes subjective, felt and process-oriented
   needs or wants, and

3. A Present Situation Analysis (PSA) comprises what the learner already knows, and
   from that information lacks or deficiencies can be determined.

A summary of these main NA approaches with its focus is shown in Table 1 on the next
page. As argued by Dudley-Evans and St. John (1998), today's concept of NA needs to
include aspects of all of the approaches listed above.
Since the present study follows a traditional TSA framework, a deeper revision of the theoretical tenets behind the concept of TSA ensues.

**TARGET SITUATION ANALYSIS (TSA)**

According to Widdowson (1998) the key to ESP is to relate language form to language use and to do that there has to be a means to investigate the Target Language Use (TLU) domain: in other words, the work situation where English is supposed to be used. The means to investigate the Target Language Use domain is a needs analysis, particularly a target situation analysis (TSA). The purpose of a TSA is to establish the learner’s language requirements in the occupational or academic situation. Early TSA procedures were designed to find out “how much” English was used but not what it was “used for” (West 1994).

Munby’s model of communicative competence (1978), also referred to as the “communicative needs processor” (CNP) has provided the framework for most early TSA studies in order to identify target language use (West, 1994). Munby brought attention to situation and function in addition to grammar and vocabulary. His very comprehensive model is an attempt to derive syllabus specifications from adequate profiles of communication needs. Munby’s view is similar to that of Richterich (1983), as they assume

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**Table 1. Type and classifications of needs with its corresponding type of NA to determine these needs**

<table>
<thead>
<tr>
<th>Target Situation Analysis (TSA)</th>
<th>Learning Situation Analysis (LSA)</th>
<th>Present Situation Analysis (PSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product-oriented (goal/target needs)</td>
<td>Process-oriented (language needs)</td>
<td>Deficiency-oriented</td>
</tr>
<tr>
<td>Objective/general</td>
<td>Subjective/personal</td>
<td></td>
</tr>
<tr>
<td>Perceived/observed by outsiders</td>
<td>Felt/observed by insiders’ self perception</td>
<td></td>
</tr>
<tr>
<td>Necessities</td>
<td>Wants</td>
<td>Lacks</td>
</tr>
</tbody>
</table>
that the learners' individual needs are primarily determined from an analysis of the situational demands of communication, which Richterich called objective needs.

With time, Munby's communicative needs processor received a lot of criticism as a reaction to the shortcomings of his model. The central criticism seems to be that the CNP is not truly learner-centered, though the starting point is the learner, but data are collected about the learner and not from the learner. In addition, though the CNP addresses socio-political, logistical, administrative, psycho-pedagogic, and methodological constraints, Munby (1978) posits that those constraints are to be taken into consideration after the needs analysis procedure. It has been argued that constraints should be taken into consideration at the onset of the needs analysis process, as Munby himself recognized later (1984), with this statement: "political factors affecting the target language and the homogeneity of the learner group should be applied at the needs analysis stage" (p. 64).

LEARNING SITUATION ANALYSIS

A Learning Situation Analysis (LSA) deals with subjective factors "which may affect the way they [learners] learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English" (Dudley-Evans & St John, 1998). Clearly, LSA involves an analysis of the learners' motivation.

Motivation is a very complex and multifaceted construct in the field of applied linguistics, but is often difficult to research empirically. Motivation is often not included when conducting a NA to determine language needs on the job. Researchers in Second Language Acquisition (SLA) have long realized that language learning is an interplay of cognitive, affects and environmental conditions—which motivation seems to be part of—and
that teaching strategies depend on that (Dörnyei, 2001; Gardner 2001, Negow 1998). In the field of ESP, however, that factor is not highly discussed because the assumption is made that ESP students will already be motivated due to the fact that their ESL studies are linked to their specialized fields and relevant courses and materials are used for ESP teaching.

Technically, motivation does not need to be of concern when determining the kind of language skills that are needed for work-related tasks. However, the implementation of courses that would arise from such an analysis may be greatly affected by motivational/attitudinal factors, and therefore they should be taken into account from the onset of the needs analysis process. As stated by Gardner and Lambert (1971) it is vital to understand what motivates a learner and what the learner’s goal and purpose is in order to predict his level of motivation in learning another language.

To better understand how motivation and attitude towards language are playing a role in English use at the workplace, it is important to look at a few dominant and influential theories in motivational psychology. There are three major theories:

1. The Expectancy-value theory, where the expectation of success is the driving motivation. Motivation will be low if the person perceives that he or she will be unsuccessful or does not value the outcome. Past experiences with language learning, perception of own ability and self-esteem are all factors that influence expectation (Dörnyei 2001). There are four related components that determine the value of a certain undertaking such as language learning.
   1. Attained value: how significant is the outcome?
   2. Intrinsic value: how interesting and relevant is the outcome?
   3. Extrinsic value: how useful the outcome is to reach other goals.
   4. Cost: how is the outcome worth the effort, time, and commitment?
(2) The Goal-directed theory suggests that people are mainly driven by a desire to achieve a specific goal. Similarly to the expectancy model, the goal-directed theory posits that higher performance will be obtained if the goal is perceived as valuable and possible to achieve (Dörnyei 2001).

(3) The self-determination theory elaborates on the differences between intrinsic and extrinsic motivation, which are also referred to as integrated and instrumental motivation. Intrinsic or integrated motivation refers to a personal interest to learn another language, interest in integrating into the culture of the target or dominant language. It has been defined as having a favorable attitude towards the other community and a willingness and readiness to adapt to new values and identify with the new group or society (Gardner & Lambert 1971).

Almost thirty years later, Gardner (2001) confirms that the most powerful motivation for long-term learning is the desire to assimilate to the society that represents the target language. These learners will show more persistence, determination and positive attitude for second-language learning.

Extrinsic or instrumental motivation, in contrast, refers to a more practical and utilitarian orientation. The learner is motivated by goals that focus on career advancement, prestige or economic purposes, which is often the case for immigrant workers. Gardner (2001) argues that it is very likely that as soon as the goal (i.e., economic security) is reached, no further study will take place.

Combining these three theories to analyze the situation of the immigrant workers in this study can contribute to our understanding of their learning needs. However, the theories discussed above fail to take into consideration the social nature of motivation and attitude.
These constructs are influenced by the knowledge people have of the world, which is socially determined (Pinkey & Hoffer, 2003; Platt, 1996). As stated by Ramanathan (2002) “knowledge refers to any and every set of ideas accepted by a social group or society of people—ideas pertaining to what they accept as real for them.” Furthermore, knowledge about different aspects of reality, “is not merely the outcome of a social order but are themselves key forces in the creation and communication of a social order” (McCarthy, 1996, p. 12; in Ramanathan, 2002, p. 22). In the case of adult second language learners, their knowledge of the world includes socially-constructed ideas about the target language and culture that are created in and transmitted through the learners’ own culture(s). In turn, such knowledge may have an impact on the learners’ motivation and attitudes toward the L2 which may be positive or negative depending on the nature of that knowledge as shaped by the relationships between the learners’ culture (or ingroup) and the target culture (Clachar, 1997). Furthermore, when cultural issues have been dealt with in the ESP literature, they have been conceptualized as being classroom-related (König, 2000; James, 1980; Holliday, 1984), or profession-related (i.e., the culture of business), or have focused on classifying the learners in different types according to the culture they come from (Swales, 1980; Reid, 1987), but have not studied the relationships between the learners’ culture and the target culture, and how the perception of those by both learners and employers can affect motivation and the entire language use and language learning situation at the workplace. Although the necessity for multicultural awareness in the workplace has been acknowledged, materials and research on the specific needs of adult ESL workers already in the workforce as related to multicultural issues are not substantial (Gillespie, 1996).
The following section reviews the subfield of English for Vocational Purposes (EVP) in order to better understand its historical background before reviewing some of the NA studies that have been conducted in this subfield.

ENGLISH FOR VOCATIONAL PURPOSES (EVP)

Key points to success for immigrant workers according to Burwell (1990) are the ability to communicate with their employers and acquire sufficient language skills to function in the workplace. EVP is the branch of ESP that deals with the needs of such workers. EVP, also called VESL; (Vocational English as a Second Language), is a category within EOP (English for Occupational Purposes). While the larger EOP construct includes “professional purposes in administration, medicine, law, and business” (Dudley-Evans & St John, 1998), EVP focuses on the needs of non-professionals in work or pre-work situations. The latter type of situation is also referred to as Pre-Vocational English and is not the focus of this study.

In recent years, work on NA has tended to focus on the fields of EAP (English for Academic Purposes) or professional EOP, particularly EBP (English for Business Purposes), while little attention has been given to EVP. A review of Michael Long’s forthcoming edited book in ESP reveals that only one out of seven studies reported in the book focuses on EVP (Jasso-Aguilar), while the three EOP studies deal with the needs of professionals in other fields such as business (Vandermeeren), journalism (Gilabert), and footballers (Kellerman, Koonen, & van der Haagen, in Long, in press), the rest focus on EAP. Furthermore, an overview of the articles published in the ESP journal for the past three years reveals that only one out of 50 articles (both empirical studies and book reviews) focused on EVP, while the
rest focused on either EAP or EBP issues. Nothing about EVP has been published in the TESOL Quarterly for the past two years. Underlying this trend is the assumption that ESP learners have a certain level of education. These studies show a growing trend to focus on the area of texts, discourse, genre and register analysis, often including corpus studies aiming at improving authentic teaching materials (Smoak, 2003).

PROBLEMS WITH VOCATIONAL COURSES

McKay (1993) notes in her study of English courses in the US that despite the pressure to learn English, often there are problems with availability and appropriateness. Many ESL courses do not necessarily lead to enabling a person to communicate effectively in the workplace. For instance, local ESL programs in Houston, Texas mainly focus on survival and general English and do not fulfill the needs of immigrant workers on the job (Director of the ESL Program-Houston Community College, personal e-mail, November 27, 2004).

VESL course planners have tried to address learners’ needs in pre-employment, vocational (i.e. task-related) and workplace programs. In all of these situations, attempts have been made at describing work, either by describing the activities/processes of the work task or by describing learners’ behavior, but few look at the actual TLU situation to determine the linguistic needs of the stakeholders (Prince, 1984; Platt, 1996). VESL curriculum has received criticism from educators such as Auerbach (1992), who says that NAs have only served the purposes of businesses and not those of the workers, as NAs for the workplace are often performed by outsiders whose information comes from businesses that have clear expectations of what they want their workers to do. He argues that this kind of information
can only serve the management but not the workers/students, and pushes them into specific occupations that offer little opportunity to acquire additional language skills.

This study goes along with the view of Long (in press) who acknowledges the risk of companies keeping workers at an English proficiency level that is sufficient only to perform their jobs but sees the exploitation of workers as a result of misused government policy and bad business practices, rather than as a result of the needs analysis itself. This position suggests that the NA remains a useful procedure to investigate the positions of different stakeholders. Workers or students needs are important to language development and to designing courses to better serve the needs of workers and students. In order to avoid painting a picture or feed into assumptions that only serve the business, it is even more important to extend the NA beyond the work task performed by using multiple sources and methods of data collection.

The following section describes English in the Workplace (EWP), a section of EVP that intends to satisfy the linguistic needs of those already working.

ENGLISH IN THE WORKPLACE (EWP)

English taught in the workplace is emerging as an area with enormous growth potential. Adult-ESL educators began to develop EWP programs in response to American companies' seeking assistance with the increase of Limited English Proficient (LEP) workers, especially immigrant workers, making up an important part of the workforce (Burwell, 1990). The focus of EWP programs is on specific language functions necessary to on-the-job communication. The programs are based on the assumption that learning English will alleviate interpersonal communication problems and increase job proficiency.
EWP approaches provide English instruction designed around the individual needs of the learner, considering educational background, employment history, English proficiency level, etc. EWP programs are organized around these individual needs, not claiming to fulfill all of them, but aiming at the relevant and practical aspects of communication in an employment situation. These programs are believed to have a positive economic impact in the workplace, both for employees/workers, who will have improved their language abilities, job satisfaction and career potential, as well as for employers by means of an increase in productivity, cost reduction and profit (Friedenberg, Kennedy, Lomperis, Martin & Westerfield, 2003).

The theoretical framework for any workplace education draws from different theories and traditions in linguistics. Contributions to its framework include socio-linguists such as Gumperz (1982) and Hymes (1974) and their view that language cannot be separated from its social context, as well as the approaches of pragmatics that focus on language as interactive communication. Other traditions that shape the framework for workplace education are traditions of learner-centered and humanistic models of adult education. Learning in the behaviorist model, puts emphasis on careful analyses of the knowledge and skills required to perform a required task. Mawer points out that understanding the interaction dynamics of the workplace is vital to a good course design: “Workplaces are not homogeneous entities, any more that any other institution, but rather a conglomerate of competing values and interests” (Mawer, 1999, p. 79). It is an important job of the target-based NA to point out that language is used to create and maintain social structures at and beyond work and that these structures and relationships can be reinforced by language.
In a study conducted by Lopez-Valades (1985) the author makes the point that workplace English will teach the employee the English they need most, but the very concept of “needs” was not addressed. Furthermore, Burwell suggests that the potential students are to be selected by their supervisor, suggesting that they know best what the worker needs are.

A thorough TSA can reassess the aims and approaches of looking at the importance of English and communication and can help to negotiate new ways of thinking and working. However primary audiences for findings from a TSA in the public sector are politicians, policymakers, and economists. These public figures are not very understanding or interested in the role of language in the workplace; they do not see the role language plays in conducting business (Long, in press). Credible findings from NAs that include the dynamics of the workplace through EWP programs can change the perception of the importance of English proficiency for communication in the workplace for policy makers, management, the workers, and vocational educators, but results from a NA will have to be reliable to suggest changes.

**WORKPLACE AND ORAL COMMUNICATION**

Oral communication is an important aspect of the workplace (Crossling and Ward, 2002). The increasing importance of technology and issues of quality and competitiveness have resulted in a stronger emphasis on workplace communication and social interaction for occupational activities and the solving of problems. In business environments, internal communication means understanding the nature of the business, the purpose of its operation, issues of decision making within power structures, etc., which means that participants need to learn to navigate through the complex social arena.
In general, not just from a business standpoint but also for workers employed by a business, oral communication reflects the pervasive and powerful role of language and communication in human society. Halliday (1978) in Crossling and Ward (2002), argues communication is not merely an exchange of words, but it is a sociological encounter, with an exchange of meanings, where “social reality is created, maintained and modified” (pp.169), which shows a very strong interpersonal component in language and communication. Halliday goes on to point to three elements that are important to establishing social relationships: (1) The status of the parties in the relationship (2) the degree of familiarity, and (3) the affect; emotional charge including speaker’s attitude and perception.

In a workplace that is made up of different ages, cultures, gender and ethnic groups, communication is shaped by the different values and norms that govern it, which can lead to different interpretations of intent and can also lead to miscommunication affecting perception and motivation. These dimensions should be therefore addressed by a NA. The following section revises some examples of recent NA studies that provided inspiration for this thesis.

CASE STUDIES OF NA IN THE WORKPLACE

The following three studies were selected based on their methodology and the topic of research to provide a framework for analysis and comparison with the present study.

The study by Rebecca Jasso-Aguilar (forthcoming) is one of the few NAs to employ multiple sources and methods as well as triangulation of the findings. She conducted her study in a large Waikiki hotel, which is part of a huge hotel chain in Hawaii. The workers were mostly female low-income immigrant workers. Part of her methodology was “participant observation” with tape recordings, where the researcher works and interacts as
the participant of the study do, unstructured interviews and questionnaires. Her sources included the workers, the supervisors, human resources and work-related documents such as job-descriptions. Her study aimed at identifying the task performed by the maids and the language involved in those tasks, what language skills were needed and whether workers and management perceived these needs. Her study showed discrepancies between the institution and the workers’ needs and wants and discrepancies between what the maids’ work was believed to involve and what it actually did involve. Jasso-Aguilar calls for a more critical perspective in NA, one which allows for the inclusion of a wider range of participants’ voices and assessment of their needs even beyond the workplace.

Working in a different social and cultural setting, Tara Goldstein’s (1992) research focused on the language choices of immigrant female workers learning a second language. Although this was not a NA per se, she discovered through an interactionist approach to anthropology research that the content of the ESL lessons focusing on communicative tasks of politeness and asking for equipment was not representative of the sociocultural environment of the actual workplace of these factory women. The majority of the workers were speaking Portuguese on the job, making politeness and actually the use of English on the job unnecessary. The supervisor was bilingual, which ruled out the need for worker-supervisor communication in English. The workers did not associate speaking English with getting ahead on the job. It was actually Portuguese that made them able to be efficient and work together. Goldstein concluded that English language training is not always necessary to function well at work or for economic survival; it is still a good idea to learn English to function in an English speaking environment outside of work. She suggests looking at the bigger picture and investigating needs that can be addressed by providing a language course.
that will cover more possibilities and choices as a member of society. What she was pointing out was the need for a NA that goes beyond the tasks at the workplace.

In another immigrant study of a rural community in Oregon, Camacho-Dickey (1995) conducted a needs analysis for potential ESL students to identify factors relevant to the success or failure of ESL programs. Findings relate to the differences of perceptions between community leaders and potential students. His methodology included interviews with Anglo and Latino community leaders including church, employers and potential students. Participant also filled out a questionnaire addressing topics students would like to see addressed, situations when English is needed, and obstacles to participation. He concludes that current ESL classes do not teach a curriculum that fulfills the needs of Latino immigrants. Although this study does investigate socio-cultural aspects of English, it does not go beyond the general wants of young Latino males. Though generalizations are made about these potential students not wanting general English and wanting vocational ESL, the target situation domain is not identified and the actual language use is not addressed.

This literature review has shown that in the field of ESP, this study finds its place in English for Vocational Purposes (EVP) in the area of learners that are already on the job. Needs analyses, in particular TSA, have the main focus on the identification of the work tasks that students need to acquire to prepare for their profession. Various approaches to NA are divided into necessities, wants or lacks of English. This study aims to show that it requires a combination of all of them to provide a more comprehensive picture of what governs language use and learning. Trends in ESP have not been on vocational English in combination with language needs of immigrant workers. English in the workplace (EWP) has been successful in implementing English instruction and relies on a properly conducted needs
analysis to structure its programs. Theories on intrinsic and instrumental motivation and workplace communication have shown that affective factors and work relationships play a large role in language and communication and that they need to be considered to be able to comprehensively analyze a language use situation.

Therefore, this study conducted a NA based on the framework of a TSA for the workplace that attempted to get an in-depth understanding of communication at the workplace and in particular English language needs of Hispanic manufacturing workers. Previous studies discussed in this chapter have pointed out that there is a need to look beyond the task for which language is used and take a more critical look at NAs and the outside factors that influence it. Therefore, this study includes the sociocultural and affective factors influencing the relationship between the tasks, the communicative situation (i.e., the nature of the relationships between participants) and actual language use. It sets out to investigate the target language use situation and the perceptions of the workers and management and analyzes the relationship between these outside factors and language use, want and lack for Hispanic manufacturing workers.
CHAPTER 3: METHODOLOGY

BACKGROUND

This chapter describes the methodology used in this research study. ESP research is clearly a component of applied linguistic research and has developed its own methodology. It draws on research from various disciplines such as sociology and education in addition to linguistics (Davis 1992). This research is a qualitative study which uses elements of an ethnographic approach. This implies that the researcher will conduct observations in the natural field, where people live and work, like the SweetDreams mattress plant.

Qualitative research assumes that there are multiple constructed realities, which is why a qualitative approach is suitable for this study in that it intends to discover the multiple representations of the workers’ needs as entertained by the management and the workers themselves and as they intertwine with the needs of the company and within larger sociopolitical forces. Since the study is guided by this constructionist/constructivist paradigm, it intends to achieve credibility for its resulting interpretations via the use of triangulation of sources and methods.

SETTING

The study took place in Houston, Texas, for two reasons: (1) because it is known for its high population of Hispanic/Latino origin, and (2) and researcher was already familiar with the location and the set-up of operations on the production floor, as well as some staff members and a few of the workers. A family member was employed as a supervisor at the plant prior to this research. Hispanic immigrants play an important part in the changes in the
workplace of manufacturing plants and the socio-cultural dynamics surrounding it. Annual estimates of Hispanics in Texas have been over 7 million people (U.S. census bureau, July 2003). Increased Hispanic populations have caused many manufacturing companies, including this site, to compose their workforce in the factory almost entirely of Spanish speakers. SweetDreams Inc. is a well-known national mattress manufacturing company with 27 manufacturing plants throughout the USA.

This particular manufacturing plant has employed Hispanic workers since it started operations in the early seventies, when it was located in downtown Houston, an area with a large Hispanic population. The plant moved to the predominantly Anglo suburbs of the city in 1998 but continues to have an all-Hispanic manufacturing workforce; many workers have followed their jobs to the new site, but remain to live in predominantly Hispanic neighborhoods.

The plant consists of a box-like building with a manufacturing floor of 65,000 square feet and an office area of 6,000 square feet. The production floor is separated from the office space by walls and both areas have separate entrances and lunch rooms, which incidentally reflects the fact that the manufacturing personnel have no contact with the (Anglo) office staff on a regular day.

PARTICIPANTS

Participation in this study was entirely voluntary. The participants for this study were all employees at the Houston SweetDreams Mattress Plant.

Footnote:
1 Names of all participants and of the company have been changed to ensure anonymity.
The sources include:

1. the manufacturing workers
2. leads/coordinators
3. the material purchaser/safety-coordinator
4. the supervisors
5. the plant manager

Since the leads are part of the workforce they are included when the term "workers" is used. The supervisors, the purchaser, other office personal and the plant manager are included whenever the term "management" is used in this report, otherwise they are referred to separately. Each group of participants will be described in detail below because they are the key to the findings of this study.

THE MANUFACTURING WORKERS

There are about 60 workers in the Houston plant. Fifty-two of them completed the questionnaire for this study. All of the participants included in this study are immigrants from Spanish-speaking countries in Latin America with a majority of Mexican workers (63%). 79% of all participants are men and 21% are women. The ages of the workers ranged from 19 to 58, with the most people between 26-35 and over 45 years old.

The time workers have lived in the USA ranged from 2 to 26 years; 73% of the participants have resided in the US for over 10 years. 24% of the workers indicated that they speak both Spanish and English, although they did not indicate their level of proficiency in the latter. 76% of them indicated that Spanish is their only language. 98% of them stated that they can read and write in their native language; however, 8.5% of them said that they could do so to very little extent. The level of prior schooling and education ranges from no
schooling (1 participant is illiterate) to 15 years in their native country. Some of the younger participants attended high school in the US. The education level of the participants averages at 6th grade level. Half of the workers have over 10 years of experience and about 4 of them have over 24 years of experience. A third of the participants have worked for SweetDreams Mattress Company between 10-24 years. Many workers have 3-4 family members working at the same plant. Turnover of workers is very low; immigration problems are usually the cause for changes in the workforce. Table 1 below shows a summary of the distribution of age, time lived in the USA, level of education, years working in manufacturing and the years employed by SweetDreams, to give a collective overview of the demographics of the workplace. For a complete listing of all demographics as well as the other results form the questionnaire can be seen in Appendix B.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Range (in yrs)</th>
<th>Mode response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>18-58</td>
<td>26-35</td>
</tr>
<tr>
<td>Time in USA</td>
<td>0-25</td>
<td>10+</td>
</tr>
<tr>
<td>Education</td>
<td>0-15</td>
<td>6th grade</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>0-25</td>
<td>10+</td>
</tr>
<tr>
<td>Years with SweetDreams</td>
<td>0-25</td>
<td>2-5</td>
</tr>
</tbody>
</table>

According to the job descriptions there are 18 different job descriptions within the factory and skill requirements depend on the various positions. The workers' occupations fall into the following five departments showing the workers' distributions in percentages:

1. Sewing (47%)
2. Mattress building (19%)
3. Box spring builder (23%)
4. Shipping (11%)
5. Receiving (no information)
Work schedules and times are staggered and depend on the department. Quilters start at 6 a.m.; sewers, matt-builders and tapers begin at 7 a.m. and workers in shipping start at 8 a.m. Dismissal times vary based on the order sheet for a particular day of assembly. There is no set dismissal time and workers go home when the daily production load is finished, which is dependent on the number of orders placed for that day.

A description of hiring practices at this plant is necessary in order to understand the dynamics of its operation and the composition of its workforce. Hiring for manufacturing positions does not occur through advertising but through word-of-mouth, usually in the form of family member referrals from within the company. Walk-ins also occur and of those applying for a job, 90% are Hispanic, 5% are Anglo, and 5% are African American. Interestingly, there are no Anglo or African American manufacturing workers currently working at the company. The skills that are required from applicants according to the job description papers (Appendix C) depend on the position. A common denominator for most is physical strength and motor skills, including reading and writing skills in English.

THE LEADS/COORDINATORS

There are 4 leads/coordinators who are all Hispanic. Their role is key to the communication set-up of the plant. They work and oversee their department and 3 of them are part of the assembly process. Their role is that of a liaison between management and co-workers. With one exception, leads are bilingual, as translating is a major part of their job description. Since they are key figures to the communication arrangement in the factory, and are referred to later in excerpts of interviews, when a more detailed description of them is provided.
Hector is the senior lead and has been with the company for over 11 years. He has worked in various departments; he used to be the only bilingual lead until 3 years ago and was the key person for all translations. He oversees the box-spring department and still serves as the main interpreter for the manager; he also works as part of the assembly team.

Joel, the youngest employee, is a 19-year-old American high school graduate whose father has worked for the company for over 24 years. Because Joel is 100% bilingual he is the lead for the sewing department, which employs the most workers. He is not part of the assembly process and helps out in problem areas. He became a permanent employee after being a seasonal help. He has become a frequent choice for translations for workers and supervisors for the entire plant.

Roberto, the lead of the shipping department, is 27 and is English proficient; he is married to an American and translates in his department between workers and his supervisor. He has been with the company for about 4 years.

Pedro is an exception, he is the lead for 2 departments (mattress build and tape edge) and the only one not proficient in English. His experience, expertise, knowledge, and people skills put him in charge of these departments. He needs to consult a translator to communicate with his new English-speaking monolingual supervisor. More details about this situation can be found in chapter 4 as part of the discussion of the findings.

THE PURCHASER OF MATERIALS/SAFETY-COORDINATOR

In addition to the supervisors, there is Bertha, a monolingual English speaker from the Midwest, who oversees material purchase, reception and inventory but is not officially a supervisor. She is about 40 years old and has been with the company for more than 8 years.
Her role differs from that of a supervisor in that she works from the office and is in charge of both purchasing materials and safety regulations. These two roles lead her to have daily but sporadic contact with the workers in all departments.

**THE SUPERVISORS**

There are three male main supervisors: Keith, Butch and Mitch. Each of them is in charge of one department except for Keith, the newest hire, who oversees mattress building and box-spring. The supervisors mostly work out on the production floor and have the most direct contact with the workers. All are Anglo-American and except for one are monolingual in English. Mitch, the senior, has basic knowledge of Spanish. All have extensive experience in manufacturing, but 2 are new at the plant (3-6 months). Mitch is most experienced at this plant and has been a supervisor for 6 years. Their ages range between 25 and 30 years old. They work very closely together and have frequent meetings to discuss processes.

**THE PLANT MANAGER**

The plant manager, Phil, is a 50-year-old Texas-born American who has been working in manufacturing together with Hispanic immigrant workers for 26 years. He has been plant manager in Houston for over 8 years. He speaks no Spanish and conducts most of his business with the supervisors, office staff and Bertha. Occasionally he communicates with workers in his office or at meetings. He uses an interpreter when he addresses the workers.
DATA COLLECTION AND PROCEDURE

To set up for data collection there were numerous e-mails and phone conversations with the plant manager prior to the 3-day visit of the plant in Houston. The plant manager was well-informed of the study, but was not able to follow my request of a brief meeting with his staff, so everyone else was aware of my research and presence at the plant.

The methods and procedures used to research the needs of Hispanic immigrant workers at the plant aimed at collecting four sets of data in order to achieve credible findings using triangulation. The following instruments were used:

1. A questionnaire for workers only, (Appendices D and E)
2. Semi-structured taped interviews, with selected participants (Appendix F)
3. 3 day on-site, non-participant observations,
4. Informal conversation with note-taking with workers, staff and management (Appendix G)

The data collection process occurred during three consecutive days: December 7th through December 9th, 2004. Day 1 consisted of familiarization with the plant, time scheduling, administering the questionnaire and interviews with the manager and supervisors. Day 2 consisted of interviews and observations with the workers and the leads/coordinators. Day 3 was spent doing on-site observation, and informal interviews and conversations with other staff members whose main goal was to clarify questions arising from the data collected in the previous days.

Day 1 was spent with introductions to the staff and the manager at the plant and giving a brief overview of my presence at the plant. This was followed by an informal taped interview and discussions with the supervisors. The supervisors provided valuable background information on the workers’ English proficiency levels and the tasks and job descriptions in order to decide which participants to interview. Then I met with the
interpreter, a bilingual Anglo-American woman from Houston who is a friend of mine and has lived in Mexico for three years. It is important to stress the fact that she is not a professional interpreter. She had been given a general overview of the research study several weeks prior to the data collection and has completed the required training online.

We walked onto the production floor, introduced ourselves to the workers and gave a briefing on the goal of the research, stressing the fact that we want to hear their voice. A questionnaire was administered in order to get information on the demographics, education history, current English use at and outside of work, trends of interest in English instruction, useful English skills on the job, perceived difficulties with using English at work, perceptions of what their supervisors expect linguistically, and overall satisfaction with communication at the workplace.

The questionnaire was originally written in English (Appendix D), and was designed for the manufacturing workers only. In order to assure that the participants understood the questionnaire despite their English proficiency level, the questionnaire was translated into Spanish by a native speaker and thoroughly checked by an official Iowa State University interpreter, a copy of this questionnaire can be found in Appendix E. The Spanish questionnaire was given to the workers during an extended lunch period; management arranged for additional 30 minutes to their regular ½ hour lunch time to fill out the questionnaire. The workers came in two shifts of approximately 30 people each. Both the researcher and the interpreter were present to ensure workers that the information is confidential and would not be shared with management. Both remained in the room for questions and explanations. Some of the participants worked in pairs or groups, assisting
others with reading difficulties. About 3-5 workers in each group came up to ask about how to answer certain questions.

Both before and after administering the questionnaires, I carried out observation on the floor to get an overview of the operations of the plant as related to the workers’ tasks and the interaction required to perform them. I also attempted to build some rapport with the workers in order to a) identify rich-information participants, and b) lessen the cultural distance between outsider (the observer) and insider (the observed). At the end of the day, the only time he was available, I interviewed the manager regarding his impressions of the communication process at the plant and other language-related issues.

Day 2: Seven manufacturing workers and all four leads were selected for semi-structured interviews based on consultation with the supervisors and the manager on Day 1. An interview outline was used for the workers (Appendix E) in order to group questions into similar themes as on the questionnaire for triangulation. One lead, Joel, was wearing a microphone for 4 hours to obtain samples of actual language use in the TLU domain between lead and workers and lead and supervisors. The interviewees were chosen based on the following criteria: a) they had worked at the plant long enough to be able to recall language-related problems that may have existed in the past and/or at present, b) they had low proficiency in English, and c) they had positions that required some amount of oral interaction with supervisors and coordinators. This last point was important because there were positions that require only very minimal oral interaction.

Due to space restrictions the plant’s conference room was used to conduct the interviews. We sat across from each other and a microphone was placed on the table to keep the tape recorder out of plain view. The workers felt very reluctant to elaborate on questions
and often avoided direct eye-contact despite the fact that several attempts were made to reassure them of the absolute confidentiality of the information they would provide.

The interviews were conducted in the participants' native language to (a) include workers that were not proficient in English, and (b) make the participants feel more at ease by allowing them to express themselves in their native language. Instead of stating questions directed to the interpreter, I first asked the question in English, addressing the worker, and then waited for the interpreter to translate. I intended to include the participant in the interview as much as possible and not talk about him or her in third person. Then the interpreter translated the questions for them. After they had answered the questions, the interpreter would restate the gist of the answer in English for me to get a feel for the response and to be able to expand on that answer. However, in several instances the interpreter did not ask the same question that I had formulated in English and elaborated with ideas of her own, which became apparent when the taped interviews were translated and transcribed. Furthermore, she often kept interrupting the interviewees and asking leading questions that I had not intended ask. At times between interviews, I carried observations on the floor and attempted informal conversations with various workers, supervisors and leads/coordinators. These conversations were unstructured and happened whenever the opportunity arose. By doing this, I expected to witness the type of interaction they engaged in and how limited English proficiency would bear on communication between them.

**Day 3.** I carried out observations and informal conversations with the workers to use the rapport that had been built during the previous days to gain more insight on their perceptions of English-related needs. I asked, partially with my broken Spanish and partially with translations by more proficient workers, questions about the importance of English in
their lives and at their jobs, their use of English on and off the job, and their levels of motivation to learn English. This process was conducted in an informal manner that involved conversing with the workers over lunch about their lives outside of work and the language-related problems they may face, such as contact with teachers and doctors, access to services and other issues that may influence their attitudes toward English and their motivation to learn it.

In addition to informal conversations, I spent approximately six hours walking around the plant and taking notes on the tasks the workers performed and their interactions with leads/coordinators and supervisors. I frequently asked verification questions whenever the opportunity arose in order to explore the significance of some of the issues that I saw. Non-participant observation allowed me to get an in-depth, contextualized view of what participants actually do, how much English they were speaking and how it contributed to their daily communication tasks on the job.

**DATA ANALYSIS**

This study uses data from on-site observations including note-taking, semi-structured and unstructured interviews and questionnaires, and multiple informants such as the workers, leads/supervisors and supervisors/management. The inclusion of different stakeholders is critical in order to identify those characteristics that are most relevant to the research question, as such inclusion allows for the documentation of the multiple influences that affect a study as well as its implications. Thus, sources and methods are triangulated in the hope that these different perspectives will reveal both the different perceptions of the language needs at the plant as perceived by management, supervisors, and workers, and any other
unperceived needs. The use of triangulated sources and methods may also yield a richer interpretation of the sociopolitical factors influencing the interactions between language, task, and employment situation that are relevant for the analysis of other factors such as motivation and attitudes.

This chapter has described the study area, subjects, procedures and instruments and how the data were analyzed by source and method using triangulation to insure credibility and reliability. The following chapter 4 will present the results of data collection by research questions and triangulating of findings.
CHAPTER 4: RESULTS

In the previous chapter participants, procedures and data collection were described. In this chapter the results of the data collection will be presented in a qualitative form per research question, using triangulation to increase credibility of the findings. However, the complexity of the situation requires that different components of the target situation be analyzed separately in order to get a holistic picture that would result in answering all the research questions. Therefore it is necessary to first present objective needs, as defined in chapter 2 by Brindley (1884) and Richterrich (1980) or necessities (Hutchinson and Waters, 1987). These needs are at the core of a TSA and will be presented using the data collected from the questionnaire, the interviews and from on-site observations. Then, the subjective needs and wants, as perceived by the workers and the supervisors, are introduced, followed by a presentation of communication problems due to language and how they are dealt with at the plant. Finally, the sociocultural and affective factors that influence language use in this particular situation are presented and interpreted. Throughout the presentation, results will be occasionally compared to research from the literature. Relationships between the variables will be discussed, and interpretations will be offered to make inferences of the language needs for this particular group.

1. OBJECTIVE NEEDS: COMMUNICATION AND THE ROLE OF ENGLISH

Research question 1 aims at finding out how communication between workers and Anglo management affects the role English plays for immigrant workers at the Houston SweetDreams plant. In order to answer this question, communication and the role of English
are presented separately. First, results will suggest how communication occurs at the plant and how language is used in interactions between the workers and management and among workers. The results from observation and questionnaires show that out of 18 different job descriptions that exist at the plant, workers perform their job mostly individually and require little communication or interaction of any kind in any language. Work is highly repetitive and physical in nature (i.e., frame building [nail down], matt-building, tapers, etc.).

According to the questionnaire 59% of the workers indicated that they are trained by watching other co-workers. Communication occurs in Spanish, with a few instances where English is used with more proficient workers or the leads and involves process-related information and social talk. Results from the questionnaire indicate that only one person reported using English to speak with other co-workers. Of all the workers that completed the questionnaire, 64% indicated that if they use English it is with their supervisors.

Nevertheless, since 74% of the workers who responded to the previous question report that they do not speak English, it can be inferred that some workers meant that use of English is involved using an interpreter.

Overall, English interaction in the plant is very limited. Forty-four workers indicated in the questionnaire that they do not need or use English to perform their daily tasks on the production floor. Observation supported the fact that 90% of all communication on the production floor occurs in Spanish, providing evidence that workers do not need English to actually build mattresses. When the workers do have questions about material or procedures, they first speak to co-workers nearby, or look for their lead/coordinator, and all is discussed in Spanish. The questionnaire and the interviews confirm this observation and 86% of the workers indicated that they will first go to a co-worker or coordinator/lead if there is a
problem. The supervisors explain in the interview that English terminology is learned in isolation, so that workers can understand key words without the use of further English context. For example, Hector, the senior lead, offers an explanation why workers have limited need for English:

...our work is so routine that there aren’t many questions to ask, if changes are made the translators are told and then we pass on the information in Spanish

This finding supports the conclusion of Goldstein’s study in 1992 as discussed in the literature, where findings suggested that if the workforce shares the same L1, there is no need for English among the workers. Results from the data provided by Joel, the youngest lead in the sewing department, who was wearing a microphone for 4 hours so typical interaction of a typical work day can be recorded, support that interaction was limited to materials and procedures and was entirely handled in Spanish. Here are some typical examples of interactions with the women workers in the sewing department that the lead oversees.

Joel: ...cuál es el de fire blocker? ¿Este es el de fire blocker o éste? ¿Cuál es el de fire blocker? ¿Estos dos? Ok gracias... que le vaya bien... hasta luego... dónde está el contrato de los fire blockers?

Joel:...what’s the one with the fire blocker? Is it this one the one with the fire blockex or this one? Which is the one with the fire blocker? These two? Ok thanks... have a good one... see you later... where’s the fire blocker contract?

The lead/coordinator will usually handle interactions of this kind without involving the supervisor. Management relies extensively on the bilingual leads/coordinators to handle most of the communication that is required for plant operations to keep running. Mitch, the supervisor of the sewing department, comments on his bilingual lead and concludes that though Joel is fluent in English the language used on the floor is Spanish:
Mitch: "Joel ...is bilingual, but 90% of the time he speaks Spanish to those on the floor, but when he comes to talk to me or Keith he will speak in English... I will talk to him and then he will run back and talk to them in Spanish and they tell another ...he communicates [in English], but [the] majority he communicates in Spanish with them." (Interview 12/07/04)

However, there is a need for certain English tasks in situations concerning the workplace in general. The results from observation and interviews and the questionnaire also suggest that there are situations that on occasion involve interaction with monolingual staff—the supervisors, the mechanic, office staff—such as changes in processes, lack of material, or equipment failure. The results of the questionnaire showed that 35% of the workers reported that having to explain or report problems to supervisors or the mechanic were situations where lack of English was problematic. Asking questions about procedures and receiving new instructions, understanding instructions (23%), or giving suggestions were also indicated as difficult, which is confirmed by the following quotes from Pedro:

| Researcher: ... is lack of English a difficulty in your area? |
| Pedro: si es difícil (yes it is difficult) |

Observation and interviews generally support that non-task related language skills are required for Hispanic workers to be an integrated part of the work environment. Interestingly, Mitch, the leads, and the manager all mentioned that the majority of the topics that workers will want to talk to the American supervisors about—either directly or through a translator—are concerns such as the following:

- time off
- payroll/incentives
- early leave due to health or legal issues
- problems with co-workers
- or personal [help to fill out forms related to issues such as cars, houses, and insurance]
These quotes illustrate the above:

**Hector:**... payroll is the biggie.

**Joel:** I get many questions about pay, wanting to get a raise, or wondering why the check is less this week, also time,... needing to go to the doctor, leave to get kids when sick, insurance papers or decisions, checks that they have received from agencies, bills that they got and don't understand, that kind of thing.

These results support the findings by Burwell (1990) in a report about English in the workplace where questionnaires to over 53 supervisors indicate the problems as listed above as the major problems, not safety issues. Results from the interviews of this study suggest that lack of English is a problem in the workplace more so than on the production floor. The workers' need to interact is limited to new supplies of material or equipment malfunctions, as in the case of Carmen below, who works in the sewing department. She explains that she does use limited English with the monolingual mechanic, but does not need to do so very often.

**Carmen:** ... hay veces que sí algunas sí, necesito no son bueno específicamente preguntas como partes de las máquinas como cuando se me descompone la máquina es cuando más necesito el inglés... Mis preguntas son más con el mecánico porque el mecánico si que no habla nada de español... pero, en mi máquina casi no tenemos problemas... es que o no co... es lo único.

**Carmen:** ...there are times when I need some specifically questions like parts of the machines like when the machine breaks down is when I need English the most...my questions concern mostly the mechanic because he speaks no Spanish... but, I barely have any problems with my machine... it skips or won't sew... it's the only thing.

However, in or with situations that concern "how things are done around here" and communication that affects the workers personally the lack of English skills are more prevalent. Often, if these concerns are not addressed, the workers don't feel satisfied with the
responses they receive, which leaves them feeling upset and frustrated, as in the case of Carmen:

...por el inglés yo a veces me he quedado con coraje y con dudas porque a veces yo he ido con [manager] y lo poco que sé lo explico pero por falta de inglés ya no puedo seguir discutiendo con el porque no...

...because of English sometimes I've been left angry and with questions because sometimes I've gone up to [the manager] and what little I know I explain to him but for lack of English I can't keep arguing with him because I don't [can't]...

Clearly the dominant language among the workers on the production floor is Spanish and it is tempting to conclude that the factory workers do not have a great need for English. However, the results also point at situations where English language skills are needed and would greatly benefit the workers, management and the business as a whole.

THE ROLE OF ENGLISH AT THE PLANT

The results of the questionnaire indicate that listening and speaking are the most relevant skills for the workers because workers’ interaction and communication with supervisors focus on understanding and responding to spoken instructions. On multiple questions concerning English language use, over 50% of all the answers showed that difficulties arise when workers are asked to report and explain problems, and when they are asked and answer questions about problems or procedures.

Interviews with a number of workers support the findings from the questionnaire that English language skills such as asking, reporting, and explaining would be beneficial for working relations, even for workers that are considered bilingual and are frequently used for translations, resulting in statements like the following:
I think I speak English ok, and I can understand everything you tell me, you know, but I often don't know how to really express myself, you know, I can't come up with the words to get my point across. I need to work on that.

yo quisiera aprender inglés porque cuando me preguntan algo acá en mi trabajo, me pongo roja, me da mucha vergüenza porque yo quisiera entender pero no puedo.

I would like to learn English because when they ask me something here at work, I blush, I feel embarrassed because I'd like to understand but I can't.

Domingo: no pues yo... pues si supiera inglés fuera mejor... es importante ... para explicar más las cosas... preguntar más... dar opiniones

Domingo: well if I... if I knew English it would be better... it's important... to be able to explain things better... ask more... give opinions)

Furthermore, most of the workers cite advancement at work, better understanding of the company's philosophy and goals as their reasons for wanting to learn English. Carmen and other workers, who were interviewed, for instance, feel that it is a disadvantage not to have English skills that would enable them to better communicate at the workplace.

...me frustra a mí de que yo quisiera aprender inglés... voy con el jefe y le digo que necesito vacaciones y él me dice no no se puede y entonces por falta del inglés ya no puedo explicarle más y me quedo así...

... it frustrates me... I would like to learn English ... I go to the boss and tell him I need a vacation and he says that it's impossible and then because of lack of English I can't explain any further...

The fact that the language on the production floor is Spanish and only about 5 Anglo employees use English in connection with the workers has a direct influence on the amount of English interaction. Furthermore, the kind of job task performed (mattress building) as well as the demands of the job for speed and accuracy all affect the role English plays for the purpose of information exchange at the plant. Positions are paid by the piece and workers
will rather avoid lengthy discussions or explanations in English and try to continue production because time is money for everybody.

The following section discusses the language use at the plant regarding reading and writing skills. Reading and writing are skills that play a lesser role in this particular target situation due to the nature of the work environment and the task performed as described earlier. Observations showed workers help each other read sheets and memos that are posted in both languages on the floor. Workers read and discuss memos in groups, so even workers with poor reading ability will be informed. A sample of such a memo can be seen in Appendix H. Low percentages on the questionnaire also supports that reading and writing skills are not used frequently. The following statement from a worker also expresses this phenomenon.

Interpreter: ...¿que si escribes en ingles?
Interpreter: ... do you write in English?
Worker: no casi no... no necesito escribir nada en ingles aquí en mi trabajo
Worker: barely so... I don’t need to write in English here at my job

In the case of the mattress building department, Domingo, the lead/coordinator, does not speak English well, and Keith, the supervisor, is monolingual in English. This suggests that oral and, in this particular case, reading language skills would benefit the workers in performing their job. The following is a sample of problems as illustrated by a comment from Pedro—a worker in the mattress building department—regarding a recent change in the process.

Pedro: ...o sí vamos a suponer que le quieren cambiar o vas a hacer algo diferente... namas le dan la hoja... tú vas a hacer como esta en la hoja... la hoja está inglés... bueno y como verdad? No pues ahí esta en la hoja... y ni ellos mismos saben cómo?
Pedro: ...oh yeah let's suppose they want to change or you're gonna do something different... they just give you the sheet... you're gonna do as the sheet says... the sheet is in English and then how? Well, it's there on the sheet and not even them know how to

Because Domingo, the lead/ coordinator in this department, does not speak English well either, Pedro (worker) and Keith (supervisor) do not have an effective way of solving their communication problems unless they involve yet a third worker who is bilingual. This not only creates a break in the flow of production and affects every other worker on the floor but also makes Domingo, the lead, feel he is not included in the decision making process. Workers who do put themselves in direct-contact situations will often resort to either suppressing concerns or questions or involve a translator. However, some workers like Carmen, admitted in informal conversations that they prefer avoid involving co-workers in their personal issues.

It is interesting to note that, although many of the job descriptions for the different positions require literacy in English, (Appendix C) the workers who actually hold these positions are frequently unable to read or write in English. Informal conversations with human resources and supervisors indicated that workers are not asked about English proficiency and literacy skills during the hiring process. Such differences between official job descriptions and reality suggest that not much value is placed on language skills versus operational ability, such as fine motor skills and willingness to work hard. Observations support that written English is not relevant for the performance of most tasks on the floor or at the workplace. About three positions require reading, programming a computer, and using minimal reading and writing skills for production sheets and reports. Those reports, however, are mostly made of abbreviations, numbers and codes. Furthermore, the terminology in many of those documents is known by senior workers, who will pass it on to new workers:
Researcher: "When you have schedule sheets and papers do they have to read that in English?"

Mitch: that is all in English, but most of it is numbers...like a particular fabric 42108 is the 'tick' number, and they will say king or queen and they know terminology like that ...even though they say speak Spanish, this is the terminology that they use 'semi-flex' and 'v-tech' ...from the beginning when they come in, from day 1 we will tell them... and they know what we are talking about when we say that, so when they read a schedule the other guys[workers] help them, teach them and show them what it is and they just pick up on it..."

At a closer look at the language needs of immigrant workers, the results indicate that workers do have wants and language task needs pertaining to workplace interaction and often beyond. Workers, English proficient or not, lack English skills to exercise agency within the company regarding problem situations, rights, and decision-making. However, problematic situations in which the normal flow of operations is interrupted do require communication between management and the workers. The situations where lack of English causes problems and the strategies used by the stakeholders to make communication work will be described in detail in the following section, answering research question number two.

2. PROBLEMS RELATED TO LACK OF ENGLISH

The second research question focuses on the communication problems, miscommunication and occasionally communication breakdowns related to English language use. The results will provide evidence that there are situations where lack of English causes problems. Additionally results will explore and show how workers and management compensate for the lack of English, which influences their perceptions on the need and importance of English. These issues will be discussed in research question three.
Observations and Interviews with supervisors and other monolinguals reveal that non-English-speaking workers occasionally need to communicate with monolingual supervisors and staff regarding placement, distribution, or lack of material. Communication takes place either directly or through a translator.

**SITUATIONS AND CONSEQUENCES**

When a monolingual employee approaches a worker directly, they frequently encounter time-consuming and uncomfortable situations as the one I witnessed between the sales manager and one of the workers:

<table>
<thead>
<tr>
<th>Sales manager: Where are the King visco cores?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worker: [doesn’t answer, pointing to the foam that is King size]</td>
</tr>
<tr>
<td>Sales manager: No, viscos</td>
</tr>
<tr>
<td>Worker: Oh [shows viscos foam but not the cores]</td>
</tr>
<tr>
<td>Sales manager: [walks over to where the cores are followed by the worker, points at cores] No, I need the cores</td>
</tr>
<tr>
<td>Worker: Oh, [nodding] King?</td>
</tr>
<tr>
<td>Sales manager: “yes”</td>
</tr>
</tbody>
</table>

According to all the supervisors, these interactions occur mostly when new products are introduced, and workers are addressed directly. The viscos was an unfamiliar term to the worker, because it belonged to the new 2005 line, which contributed to the misunderstanding.
The following is another example, which arises out of a problem, in which the supervisor wanted to stop a worker from using box-springs that were too short, which is an unusual case and not a routine problem.

**Supervisor:** No bueno (no good) [points, waving index finger]
**Worker:** Tengo label² (have label) [wanting to assure that he is following procedure, he goes through a bundle of labels.]

**Supervisor:** No! (impatient) STOP.

In the excerpt above, interaction was abrupt and uncooperative, because the supervisor was unable to state the reasons for the rejection of the box-springs and the worker, in turn assuming fault, could neither understand that is was material error nor explain why he thought he was working according to instruction. These kinds of interactions, as I have observed, usually resulted in the worker giving up their attempt to explain or negotiate. Such situations contributed to a lack of cooperation and encourage minimal interaction between supervisors and immigrant workers. Limited interaction and basic instructional communication affects the work climate, because workers do not have the ability to contribute to the dialogue or explain misunderstandings. This inability to speak up makes the worker feel inferior and uncomfortable. The consequence of interactions like the one just mentioned results in workers wanting to keep face and not admitting that instructions were misunderstood or not understood at all.

Communication breakdowns happen on occasion when workers let supervisors believe they understand oral instructions when in reality they do not. Illustrated below are all the supervisors’ comments, offering various explanations for this phenomenon.

² The use of "tengo label" not only combines words from English and Spanish, but also pidginizes the Spanish in the attempt to make the supervisor understand what he means.
Researcher: When you give them instructions, do you trust that they do the right thing?

Keith: Oh no.... a lot of people say 'yes' and they don't have a clue...

Butch: ...'Oh, ok, yes' and that is all he will say, ...90% of them will do that to you...I guess because I am his supervisor and he wants to understand and he can't so he will say 'ok', pretend to understand."

Mitch: A lot of times too, and I don't want to use the word 'fear' I guess when you ask them something, whether they understand it or not they will tell you 'yes'.

Problems as state above cause difficulties for SweetDreams operations, because they don't only involve loss of time, inadequate information flow, and potentially costly consequences if mistakes should happen due to miscommunication, but also inharmonious work situations and relationships. The inability to communicate directly with the workers due to lack of English skills, resulting in lack of trust and dependability, shows through the impatience of the supervisor:

Well, I have to baby-sit it[the workers tasks] every so often, where I should just be able to say 'just get it done'..., but it doesn't happen like that.

The findings in thesections above provide evidence that most of the workers seem to have no need to use English to perform their tasks except in somewhat infrequent problem situations involving their superiors. Even if sign language and translation are used, direct communication would be preferable in order to avoid loss of meaning and intent in the translation process. Furthermore, if workers were able to communicate to management directly, they could contribute their expertise to the improvement of processes. In addition, workers have non-task-related needs such as being able to clarify payroll and incentive
policies, negotiating vacations and days off. They also have non-work-related needs such as being able to understand bills, tickets, and other legal issues.

COMPENSATION STRATEGIES

Situations where this possibility of potential mistakes and miscommunication is high tend to be compensated for by workers and supervisors through sign language, translation or avoidance of direct contact. Due to the lack of necessary English skills, direct communications are often negotiated via the use of PHYSICAL gestures such as pointing, which seems one way to exchange information. Many monolingual English speakers agree with the following statement and describe the communication as follows:

Bertha: You know a lot of the guys will use hand signals, and movements and pointing ...actually for me it has become a habit [to use body language] because you want them to [understand]...

However, it is also an indicator that is supportive of the results from the questionnaire mentioned earlier, where workers feel that understanding, asking, explaining and reporting are English skills that would make cooperation between supervisors and workers more efficient and successful.

Keith: ...the main things is problems, when they do something wrong, if you don’t have a visual to show them like THIS label, you know and show them, if they can see the label, ok, but if you don’t have that you have to get someone to translate...

As the quote above suggests, the most preferred method of interaction between supervisors and workers is translation. Monolingual employees (management, office staff) use the bilingual workers or leads as interpreters in situations requiring interaction with the
workers in order to avoid the time-consuming and cumbersome process of using body language and pointing risking misunderstandings.

When the supervisors were asked about how they communicate with non-proficient English speakers, their responses were as follows:

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butch:</td>
<td>well, most of the time... [we] usually go through somebody.</td>
</tr>
<tr>
<td>Keith:</td>
<td>We go straight to one of them [bilinguals]...</td>
</tr>
</tbody>
</table>

Interviews with supervisors and workers provide evidence that translation is used extensively by supervisors to avoid situations that could cause language-related problems. Supervisors don't always realize that this practice interrupts production flow and influences work relationships negatively. Of course the results are based on a few samples, but support the findings of the questionnaire and observations that there is minimal direct communication between workers and supervisors and that translation is viewed as the key to overcoming the communication barrier:

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td>... all of us have one [bilingual] in our areas, it is kind of who we use, you know, it makes our lives easier... I got two [workers] on the dock, that I can't even communicate to, a little bit, you know “poquito” I don't speak much [Spanish] at all... I have to go to Roberto, tell him to come over here to tell him what to do, so and I guess that is time consuming.</td>
</tr>
<tr>
<td>Worker:</td>
<td>cuando me cambian de lugar traen a Joel para que interprete</td>
</tr>
<tr>
<td>Worker:</td>
<td>when they [supervisors] move me to a different place they bring Joel along to interpret</td>
</tr>
</tbody>
</table>

So far, the presentation of results has focused on the type of communication and English use that occurs at the plant as well as communication problems due to language. However, the findings discussed below suggest that what is not said is also important to understand the target language use situation and the linguistic needs of the workers.
The quote above illustrates another relevant phenomenon: monolingual workers or limited efficient workers are not able to give opinions about their work. This prevents them from contributing their expertise to improve production processes at the plant. Sten, a former plant supervisor, explains that workers are able to give input to management in English-speaking plants in order to make processes more efficient, which is not possible at the Houston plant. He speculates that one of the underlying factors making the Houston plant not as efficient as it could be is the workers’ inability to contribute their expertise to the improvement of plant operations. In addition, supervisors fail to consider the workers’ input due to the difficulty with communication.

Sten: it takes a lot longer to make changes in Houston because the communication barrier at that place... the people on the floor that work with these machines they know that machine better than anybody, .... it's very beneficial to learn from them... they[supervisors] put that aside [the possibility of the workers' giving input] and push their way through, because it takes too much time to go through a translator, or stuff gets lost in translation.... (Personal conversation, 02/15/05)

The findings provided by the recordings obtained from the conversations with the lead workers in the sewing department indicate that the workers do voice their opinions in Spanish when they interact with each other or the bilingual leads/coordinators, which results in improved efficiency. Such differences in interaction due to language choice indicate that the lack of English tasks such as asking, reporting, explaining and understanding are regulating levels of communication and quality of interaction between supervisors and workers.
In various situations, Joel benefited from the workers' input and saved time and effort. The workers' ability to contribute their expertise in a more extensive and direct way with supervisors—for which they would need to be able to speak English—would be beneficial. These situations allow us to hypothesize that there could be many more situations in which workers input could be of great benefit for management and factory operations if workers were proficient enough in English to give direct input. Furthermore, results from the questionnaire show that 84% of the workers also avoid using English in problem situations by getting a bilingual lead/coordinator or co-worker to interpret. Hector, the senior lead, in the past the only available person for translations, provides his view on the workers using a translator, what he has observed over the years to be “the easy way out”. He states that even workers that are English proficient will prefer to involve a translator in communications with monolingual English speakers.

Hector: “it’s less hassle, less time to go with a translator ‘cause you know here time is money for us... translators are their [workers] safety net, always around, easy to use”

Observation however revealed that using lead/coordinators or even other English proficient workers to interpret at any given time involves having to take them off their job and finding a replacement for them as long as the interpretation event lasts, which results in disruptions of the production process and time loss. However this process of overcoming language barrier has become so routine that neither supervisors nor workers are aware of the consequences. Experience has taught them that using a translator is better than attempting to address workers directly; risking miscommunication as Mitch the supervisors puts it:

..."After you get burnt a few times and figure out they tell you ‘yes’ but they had no idea. So, if you feel that they don't understand you, then its better to get a translator."
SUBJECTIVE NEEDS: PERCEPTIONS OF ENGLISH NEEDS

The third research questions focuses on the perceptions of the workers and the supervisors in regards to the workers language needs. This corresponds to subjective needs or language wants as defined in the literature review. This question was mostly answered by the questionnaire and the interviews.

The general consensus of both workers and supervisors was that neither have a problem communicating with each other because of lack of English. Furthermore, the workers perceive their ability to understand and respond as sufficient to do their job. As discussed in question one, there is no necessity to speak English to build mattresses, and it seemed that is what the workers focused on when rendering information if they have difficulty communicating. In spite of the workers' and supervisors’ testimony on situations where lack of English causes frustrations, misunderstandings and tension, the general perception is that there is no problem due to a language barrier.

For instance Mario, who works in the sewing department, reported difficulty communicating with Bertha. He was asked in English to change material and he responded ‘yes’ but then ran the wrong size of fabric (Informal conversation with supervisors 12/07/04). However, he doesn’t perceive that his inability to speak/understand English has ever been problematic. He feels that he understands enough to get by: “entiendo mas” (I understand a lot). Similarly, Carmen has explicitly reported a situation where she has had difficulty communicating in English also perceives that her limited English is not a problem for her, when asked if she has had problems due to her limited English proficiency she answered:

Carmen: “pues hasta horita gracias a Dios pues no se yo no he tenido ningún problema... me he sentido bien aquí... ya voy a tener nueve años...”
Felipe is a worker that has lived in the US for more than 30 years and does not speak any English. When he was asked if he ever felt that it caused him problems he insisted that he never had a problem and when he needs to communicate with Anglo Americans he uses a translator. Though the overall statement was that workers do not feel that they have a problem communicating or need English for their job, many agreed that English is important and expressed an interest in knowing more.

"... no le pone mucho Atencion pero yo considero que si es importante o sea aunque hable espanhol el"

"... one doesn't pay much attention to it[English] but I think it is important I mean even though you speak Spanish[all the time]..."

Workers perceive that problems due to lack of English happen rather infrequently on a routine day and are solved when a translator is called. When Pedro was asked how frequently problem situations occur at his work station that would require the use of English, his response was:

Pedro: "no no pasa muy seguido... pues... pasan dias que no pasa"
Pedro: "no it doesn't happen very often ...it doesn't happen for several days..

These statements support the general perception of the workers and the supervisors that English at the workplace is not thought of as a problem for performing at work. It appears to be that workers are not aware of the fact that it is lack of English that causes the situations that they have mentioned during the interviews and situations, that have caused frustration and anger. As discussed previously the use of the leads/co-workers as interpreters..."
is therefore the preferred way in which communication problems are dealt with, and most
leads see this as part of their job, as illustrated by the following quote from Roberto, an
English proficient lead:

"The supervisors come to me when they need something from the ones that don’t speak
English and you know I just help out... I make sure everyone understands what they
[supervisors] want us to do and when they [workers] have questions they just ask me, you
know... it works out pretty good”

Though the general perception of the workers was that they don’t need English to
perform their tasks at the plant 27% of them indicated that English would help them to
understand what is expected of them so fewer mistakes would happen. Despite the fact that
most workers do not cite personal reasons as a motivation to learn English, when they were
asked what their personal reasons to learn English would be if any, 40% of them indicated
that they would like to learn English in order to deal with public bureaucracy and services
such as doctors, lawyers, police, etc. outside the workplace. Rosa explained that, although
she thinks she can survive without English, she has been through situations where her lack of
ability to speak/understand English has been problematic.

The results of the questionnaire indicate that most workers think listening and
speaking are relevant skills for them because they perceive they need to understand spoken
instructions, and report and explain problems. Interviews and informal conversations
revealed that many of the workers are interested in learning English. Especially the younger
generation (26-35 yrs) expressed the want to be able to communicate better in English just as
Rosa, a single mom in her 30’s:
Rosa: “yo quisiera aprender ingles porque cuando me preguntan algo acá en mi trabajo, me pongo roja, me da mucha vergüenza porque yo quisiera entender pero no puedo”

Rosa: “I would like to learn English because when they ask me something here at work, I blush, I feel embarrassed because I’d like to understand but I can’t.”

Furthermore, 60% of the workers cite advancement at work, better understanding of the company’s philosophy and goals as their reasons for wanting to learn English (see Appendix B). Carmen, for instance, sometimes feels that she is at a disadvantage and would like to learn English:

“...me frustra a mí de que yo si quisiera aprender ingles y yo digo si yo supiera el ingles a lo mejor tuviera otro trabajo”

“... it frustrates me... I would like to learn English and I think that if I knew English I perhaps would have another job”

These results of the perceptions of the workers stand in contrast of the perception of the supervisors when it comes to the level of interest in learning English. Common perceptions of the supervisors are:

“...I am not calling all them guys dumb, or anything, because a lot of them are smart, but they could care less. You could even pay for it [English classes] and send them to the classes and to the school ...and I would say what 80% of them wouldn’t take it... or if they do they don’t show up...they don’t seem to have any interest in learning English because they don’t really need it”

This view is shared by the plant manager who expressed that they have tried to send certain workers to school in the past to learn English but they dropped out. Bertha, the Anglo purchaser, thinks that the workers understand everything and are able to speak in English to her but they just don’t want to, which stands in contradiction with the workers interviewed
who clearly feel that not understanding oral instructions given by monolingual English
speakers makes them appear insecure and ashamed as expressed by Rosa.

**Bertha:** "... his attitude is well you need to learn Spanish... but you are in America, you need
to learn English, you know, learn the countries language
... most of the people out here understand probably 90% of everything you say and they
could probably communicate back to you, but they don't."

**Rosa:** "yo quisiera aprender ingles porque cuando me preguntan algo aca en mi trabajo, me
pongo roja, me da mucha verguenza porque yo quisiera entender pero no puedo"

"I would like to learn English because when they ask me something here at work, I
blush, I feel embarrassed because I'd like to understand but I can't."

This is a clear example of how different perceptions of the same phenomenon
generate attitudes towards the other ethnic group that affect the level of interaction,
understanding and empathy.

However, further probing revealed that the supervisors who have the most frequent
contact with the workers do realize that miscommunication would be reduced if the workers
had greater proficiency in oral English. In short, there seems to be a general perception
among management that workers understand their messages in a manner that is sufficient to
allow operations to proceed, either because familiarity with tasks and processes renders
language use unnecessary or because most workers understand enough spoken English to be
able to get the gist of the instructions. This could be due to the fact that management views
the need for English mostly in terms of factory operations not workplace communication per
se. The manager and the supervisors did, however agree that efficiency could be increased if
the workers' English proficiency was higher because occasional misunderstandings and time-
consuming interpretation could be avoided as statement below suggest.
The supervisors and the plant manager have the perception that language is not needed for workers to understand what management wants and feel confident that they too know what the workers need and want. Resulting in statements like the following:

**Keith:** “I guess it is a problem, you know, and it would be great if everyone spoke English or me speak Spanish, yeah, you can hit it and go and not skip a beat. If communication causes little ripples, you know…”

Although the general impression of management is that workers are content with the situation and that communication in general is not much of a problem, as interviews progressed some of the supervisors began to express doubts about the workers’ satisfaction with the present status quo or the avoidance of direct communication through the use of oral translation, making supervisors communicate with only English proficient workers.

**Butch:** “… they know what I think”

**Mitch:** I know everything they think, I know 99.9% of what they think and what their problems are...

**Butch:** Workers know their routine; every day is the same work…. they don’t have a problem... we just understand each other; we can anticipate what the other wants due to experience and repetition of events ...

**Butch:** I would like to see how that makes them feel? You never think about that, you know, until you [researcher] come here and that makes you think ‘I wonder how they do feel about that?’ I always talk to just one person Roberto, or Pedro and you never talk to Julio or the others..”

**Mitch:** that would be a good thing to find out…to see how they feel about that.

To summarize, some of the workers seem to have some intrinsic motivation to learn English. However, they face difficulties imposed by their work environment, namely that communication needs to be expedited by use of translation or body language and the workplace is largely Spanish-speaking. Furthermore, there are other constraints that seem to be associated with psychological and cultural factors, such as feelings of inadequacy
resulting from lack of formal schooling and the fear to 'lose face' by making mistakes in the target language.

On the side of management, there seems to be an overall perception that the present situation (i.e. use of translation and body language, direct communication with bilingual workers only) is convenient for all stakeholders. However, beneath this image there are conflicting views about language use: some of the Anglo workers express some animosity at the fact that the workers do not speak/have not learned English, whereas the other two adopt a more pragmatic stance that results in valuing Spanish as a means of improving communication, rapport, and overall efficiency. Furthermore, there seems to be an emerging concern regarding the effect that lack of direct communication may be having in the workers' affective domain. The significance of these results and the connections between them will be discussed by answering research question four.

4. SOCIOCULTURAL AND AFFECTIVE FACTORS

Research question four investigates the sociocultural/affective factors that impinge on the linguistic situation at the plant. There are several sociocultural and affective factors that have an impact on the workers' linguistic situation that will be discussed in this section.

First it is necessary to look at the perceptions of the target language and host country: Most of the workers that were interviewed and/or answered the questionnaire expressed satisfaction with their lives in the United States and some degree of intrinsic motivation to learn English. Only one of the workers that were interviewed and five of those who answered the questionnaire expressed no interest in learning English.
The workers in the nail-down area are an example of high motivation. Two of those workers, Ramon and Andres, are extremely interested in English interaction and want to take advantage of any opportunities to practice their English. They prefer the supervisor to talk to them directly so they have a few chances to practice and even ask questions about how to say certain words. The following section discusses some possible explanations to the fact that seemingly high motivation has not resulted in increased proficiency for most of the workers.

LIMITATIONS TO LEARNING

The results of this study point out that especially the young immigrant workers are motivated to learn English in order to broaden their options when choosing professionals in society. This is supported by findings from the questionnaire, where a comparison of age and non-English use at the workplace and beyond shows that advanced age workers are less likely to speak or use English in their daily routines. McKay (1993) in her study points out that immigrants that are better educated, migrate while young, have lived in the US for a long time and live outside concentrated areas with people sharing the same L1 have better English skills. The results of this study are consistent with the findings of McKay's and suggestions by Pica (1983) on the factor of age. As shown in Figure 3 the percentage of workers that reported they do not speak English correlates with the age of the workers.
According to McKay (1993) lack of English skills occurs more among the older and less educated workers than the young immigrants, especially those that have gone to school in the US. However the work environment alone does not give enough opportunity to apply or practice English skills, even if workers are motivated. Workers in the nail-down area such as Ramon and Andres have to wear earplugs and require no communication to perform their tasks unless a problem situation arises. If communication with the supervisor occurs they show eagerness to interact in English. However, because interaction needs to be kept to a minimum in order to avoid time loss, it is more expedient to use translation. Mitch said that this makes Ramon and Andres frustrated because their desire to learn cannot be fulfilled due to the constraints that are inherent to the plant’s operations.

In addition to those practical constraints, the workers mentioned that the fact that they work and live in environments were everyone is Spanish-speaking prevents them from learning English:
... "Casi todos los trabajos donde he trabajado siempre hay mucha gente que habla español"
... "In almost all the jobs I've had there has always been a lot of people that speak Spanish"
... "No [he aprendido] mucho [inglés] porque donde trabajaba era pura gente hispana"
... "I haven't learned much English because the personnel where I used to work was all-Hispanic"

Carmen, for instance, has been in the United States for 16 years and lived in an all-Hispanic neighborhood for 13 of those years. Felipe, who has been in the United States for over thirty years and has worked for SweetDreams most of that time, says that he has always lived in an all-Hispanic neighborhood and has never felt any need or interest to learn English, nor has he perceived that he is at a disadvantage because of that. Hector, one of the bilingual leads, explained the following:

"... when I first came to this country, about 23 years ago, (laughing), nobody would speak Spanish, so they were forced to learn English, you know to carry a conversation, they learned because they had to, they didn't have any other choice! Now they don't have to, anyone crossing the border, you know the state line there are so many speaking Spanish people they don't worry about to learn the language."

Studies by the Bureau of International Labor Affairs (ILAB) show that English skills are greater among those immigrants that reside outside high concentrated areas of immigrants that share the same L1. The argument is made that it is detrimental to speaking English if immigrants have no active English speaking participant in the second language. In theory we know this is true, but there are other factors that constrain the exposure to native English speakers living in an all-Hispanic neighborhood isn't something that all workers do out of choice. Julio explained that the reason why he lives there is that it is the only place where he can afford to live. He would like to live in a different neighborhood with American neighbors. Nevertheless, living in an English-speaking neighborhood has not provided
opportunities for interaction for either Aida or Carmen. They leave home for work early in the morning and come home in the evening, to take care of their children, so they rarely see or interact with their neighbors, let alone speak to them. The work schedule was cited by four of the workers that were interviewed as one of the reasons why they have been unable to get formal ESL instruction.

Furthermore, some the workers seem to have a common feeling of embarrassment at the possibility of making mistakes in English which prevents them from even trying to speak. Carmen admits that she tends to speak more to her Asian neighbors than the American ones. Possibly because both are second language speakers and she feels less inferior when attempting to speak English in those situations. In some cases, this seems to connect to a self-perception of inadequacy due to the fact that they have had little or no formal schooling which will not only impede the use of English but also influence the willingness to take classes. These findings are supported by McKay (1993), who pointed out in her study that educational background and the expectancy of success can cause learners to feel inferior, demotivated and misplaced.

Aida: “siempre ha habido necesidad [de aprender ingles] pero soy cabeza dura, no se me queda... no he ido a la escuela... soy una persona adulta... me da vergüenza que vaya a cometer errores”

Rosa: “there’s always been a need [to learn English] but I’m a slow learner... I haven’t had any schooling... I’m an adult... I’m embarrassed that I could make mistakes”

Carmen: “no puedo hablar... principalmente porque me da pena que puedo decir algo mal... siento que se van a reir de mí”

Carmen: “I can’t speak mostly because I’m embarrassed that I can make mistakes... I feel people will laugh at me”
Various workers differ systematically in the rate that they acquire English skills, which affects rates of social integration and economic success. This may suggest another reason workers do not feel motivated to invest time and money in learning English. Julio mentioned that he would like to interact with Americans, but feels that he must have some formal ESL before that as he feels afraid of the possibility of making mistakes and being criticized because of that. These perceptions are probably due to the fact that for immigrants it is important not to lose face. Attitudes and perceptions of management regarding the linguistic situation at the plant have a great influence on the importance of English in the target situation as well as the level of interest in providing instruction.

The plant manager suggests that, "they are content" with the present linguistic/communication situation at the plant. Phillip even warned the researcher not to attempt to present an EWP program:

"...don't come to me with some kind of a plan to teach them English... we've been there tried that, they all say they're interested, they'll sign up and then no one shows."

Furthermore, there seems to be some animosity from the Anglos towards the workers' (real or perceived) resistance to learn English:

"...they expect us to learn their language [Spanish] to communicate, instead of them learning it being here, is the way that I see it."

However, in contrast to such resentment, two of the supervisors value Spanish not only as a communication tool but also as a means of gaining respect and status.

Mitch: "yeah I do speak Spanish a lot now that is another reason that I think they trust me..."
Mitch says that Spanish is his preferred choice of language to communicate with the monolingual workers. It was apparent that for Mitch his knowing Spanish broke some kind of barrier that existed between the workers and him, and he feels proud of that accomplishment. Mitch learned Spanish out of necessity. When mistakes happened due to communication problems, Phillip would hold Mitch accountable. Then, Mitch realized that he was dependent on good communication with the workers to ensure their cooperation, and authority was not enough to obtain it. He realized that language was the key for him not only to communicate with them but also to gain their respect and collaboration, so he made an effort to learn Spanish. He now enjoys the improved relationship with his workers, which makes the other supervisors who don’t speak Spanish look up to him:

Butch: “it would be great if I could learn Spanish as well as Mitch does...he will probably get 80% more respect than I would just because of that [being able to speak some Spanish].”

The quotes above illustrate the existence of conflicting views regarding the relative positions and values of English and Spanish for communication in the workplace. The plant manager’s view is that it would be easier to teach his four supervisors Spanish to improve communication than to teach his workforce of immigrant workers English: It is his view in spite of the fact that his supervisor turnover is higher than that of the workers as can be seen by the long term employment of the workers, with 42% of 6-10 years and more versus the relatively short time of employment by the supervisor (2-6 months). His view is entirely practical form a business point of view does not consider the language needs of the workers to be an integral part of the workplace or society at large. The plant manager’s practical view and the attitude of most Anglo workers that immigrants are expected to learn English,
suggests a battle of the languages at the workplace. Spanish numerically outnumbers English. This seeming power struggle over which language is dominant has a great affect on the work relationship between immigrant workers and their Anglo superiors.

Therefore, if one is to have a power struggle with someone else, it is likely that this person will choose his native language not to appear inferior. Though rather speculative, this may be one of the reasons why workers do not seriously attempt negotiation in English, coupled with their clear numeric superiority. It was apparent through observation that the workers would make an effort to teach the supervisors Spanish words and phrases but not vice versa. The attempt to make supervisor speak Spanish could be for the workers to feel more in control since as a result of doing that it will be the supervisors who will have difficulty to understand and will feel embarrassed.

In summary, the results show that although there is no immediate necessity to speak English to perform the job at the manufacturing plant, there are various situations where workers and supervisors encounter communication problems due to the lack of English skills, such as understanding oral instructions, asking questions, and reporting or explaining problems. As observations and interviews have shown, these situations are not limited to production but include other workplace-related issues such as time off, payroll, interpersonal relations and so on. Furthermore, both the workers and management share the general perception that English is not a major concern for the production process on the floor. There seems to be a shared lack of awareness that the problems which occur and have been stated by both stakeholders are linked to lack of English skills. The results have provided evidence that communication problems do exist and that, despite their practicality, the preferred methods to solve such problems—translation and avoidance—are not the most
effective to manage workplace communication and interpersonal relations or improve operational efficiency. From the statements made by all stakeholders, it can be inferred that management-workers communication and English-language proficiency seem to have minimal importance to the management and the workers at the SweetDreams Houston manufacturing plant.

Findings pertaining to attitudes, motivation, educational and cultural background and time constraints provide a deeper understanding of how sociocultural issues play a role in the relationship of English language needs and actual English Language use. Results have pointed out that preconceived notions of the level of motivation of the workers have negative consequences on the workplace environment and influence how management interacts with the workers. On the other hand, workers reported feelings of frustration, anger and embarrassment stemming from the way interaction and communication are carried out. The workers' reactions are frequently emotional, which consequently has a detrimental impact on their level of satisfaction with workplace processes and communication.
CHAPTER 5: DISCUSSION AND CONCLUSION

SUMMARY OF RESULTS

The aim of this study has been to explore the language needs of Hispanic immigrant workers at an American manufacturing company, their perceptions of the communication situation in the plant, and the socio-cultural and affective factors that play out in the situation in order to identify the linguistic needs at the workplace. These different aspects correspond to a target situation analysis, learning situation analysis, and means analysis (Dudley-Evans & St John, 1998). However, the results of the study suggest that a combination of these three types of analysis and an expansion of the concept of needs analysis to address not only language but also the overall communication situation of a setting are necessary to inform the design and implementation of ESP/EVP/EWP courses. The study has addressed Jasso-Aguilar's (1999) call for ESP studies that use ethnographic methods to look critically at the social context of the research setting, the roles of participants and the power differences between them.

This section attempts to provide a summary of the results of this study as connected to the research questions that guided this investigation.

Most of the workers in this study did not perceive a need for English to perform their tasks because communication on the production floor is primarily in Spanish. In addition communication between management and workers is mediated by body language and/or translation usually performed by leads and occasionally other workers with some English proficiency, which frequently causes problems such as meaning and time loss and decreased efficiency. However the need for English arises in problem situations and issues concerning
the workplace environment and beyond. Workers are not able to contribute their expertise to improve operations nor do most of them perceive that management values their input. Most workers, as interviews have shown, are instrumentally and intrinsically motivated to learn English. However, they do not perceive that English is essential for work or survival in society, but agree that higher proficiency would increase their agency and performance at work. Results have suggested that the nature of the tasks and procedures at the workplace prevent workers from opportunities to interact in English, but also sociocultural factors impede workers from furthering their proficiency in English either at the workplace or outside institutions, such as community colleges.

Management seems to perceive that workers are content with the present communication situation and that it is effective in getting the job done. Management shows very little awareness of how communication barriers affect relationships, motivation and the work environment. Management also has conflicting views about language use and the relative values of English and Spanish in the communication situation at the manufacturing plant. Management, however, agrees on the overall view of “we are making it work” and “that is just the way it is done around here.”

As suggested by Holliday and Cooke (1982, p. 133; in Dudley-Evans & St John, p. 123), a means analysis needs to consider the management culture in order to characterize an ESP setting. However, the results above suggest that workplace culture as a whole needs to be explored to obtain a better characterization of the setting. Workplace culture and communication for Hispanic immigrant workers seem to be determined by phenomena occurring at three different strata: the societal stratum, the workplace stratum, and the task stratum as illustrated in Figure 4. Clearly, the workplace stratum is the locus of workplace
culture and communication, and includes the task stratum. Therefore, the following analysis and interpretation of the data focuses on how phenomena at the other two levels interact to determine workplace culture and communication and the implications they have for NA and ESP.

![Figure 4. Three different strata of communication situations in the life of Hispanic immigrant worker](image)

The Houston SweetDreams plant is an impoverished environment for the learning of English for reasons pertaining to task-influenced and workplace-culture influenced factors. The use of oral translation is seen as the normal means of conducting communication between management and workers, and viewed as the solution to communication problems with non-proficient workers. The nature of many tasks requires no language use, and when the necessity for it arises in problem situations, use of English on the part of the workers is often discouraged due to task-related constraints. Even though there are tasks that require communication, the fact that all workers but one share the same L1 and speak Spanish renders English unnecessary to perform production duties. Management fails to value input and interaction from workers on the floor and these are therefore extremely limited. The
company's focus, clearly expressed by management, so far has been on the correct execution of tasks and not on efficient communication in the workplace. Importantly, the present state of communication is regarded as adequate because it results in sufficiently effective execution of tasks most of the time, albeit with some problems that are not perceived as significant.

Furthermore, there are society-stratum issues that bear on workplace culture and communication, namely those related to Hispanic immigration and the relative status of English and Spanish in the United States. Among the first is the fact that Hispanic immigrants tend to settle in areas that already have predominantly Hispanic populations, often not out of their own choice which results in further lack of exposure to input and interaction in English. Many workers in the plant are in this situation, which further aggravates the feelings of indignation experienced by the Anglo supervisors due to their perception that the workers simply refuse to learn English. These feelings and perceptions are rooted in another society-stratum factor: the give-and-take-theory, which contends that immigrants have an obligation to give up their language and acquire that of the host country as soon as possible (Bousted, 2003; Crawford, 2000; McKay, 1993). This opinion seems to be very strong in the United States at the moment and is certainly behind the English-Only movement, which has particularly targeted Spanish as the chief language to be eradicated (Crawford, 1992, 2000). Larger issues having to do with the nature of immigration in general and Hispanic immigration in particular seem to be at play in the fact that communication in the plant is largely uni-directional, i.e. input from the workers has so far not been valued or actively sought by the management (Castro, 1992). As stated by Montaner (1992) a common Anglo view is that immigrants are not supposed to be heard. Immigrants, particularly
Spanish-speaking immigrants, are expected to be subordinate; numerically, economically, politically, culturally, linguistically, even psychologically. They are expected to have little or no power. This perception conflates with the company’s focus on task-level efficiency to produce an environment in which there is little opportunity for the workers’ voices to be heard, which further impoverishes opportunities for interaction and English acquisition to occur.

On the other hand, there is an emerging realization on the part of some members of management that a) active cooperation on the part of the workers is necessary in order to ensure task-level efficiency and, importantly, workplace-level efficiency (i.e., efficiency in the overall procedures) b) good, direct (i.e. non-translation-mediated) communication is essential to ensure such cooperation, and c) Spanish rather than English is the most practical channel/code for such communication to occur because of factors pertaining to task, workplace and society. Furthermore, there are affective factors involved in that the supervisors perceive that Spanish has been instrumental in the respect that the only supervisor who speaks some Spanish enjoys from his workers, as they express desire to gain similar respect. Besides, the plant is a Spanish acquisition-rich environment as input and opportunities for interaction are abundant. In addition, based on the fact that the workers express some frustration at their inability to express opinions and negotiate payment and incentives, it can be hypothesized that the workers, albeit subconsciously, attempt to level the field of play between them and management by using their numeric superiority to force management to interact in Spanish, a language in which their status as native speakers inherently gives them the upper hand in negotiations.
As mentioned above, workers report a mixture of satisfaction and dissatisfaction with different aspects of the workplace and chief among the latter is their inability to give opinions and negotiate rights. This along with other task-stratum and social-stratum factors bears on their affective domain. The restrictions that task and workplace put on their motivation to learn English—nature of task, communication culture, schedule—pair with socio-cultural factors such as their relative isolation in Hispanic areas, their self-perception as poor learners due to lack of formal schooling, and their fear of “losing face” to thwart their opportunities to learn English. This further reduces the agency they may have at the workplace, which, in turn reinforces both their feelings of frustration and the perceptions of management that they are ‘content’ or they just refuse to learn English.

RECOMMENDATIONS AND IMPLICATIONS

This study has used triangulation of sources and instruments to examine the different components of a communication situation at a manufacturing plant with a largely Hispanic workforce in order to determine their linguistic needs. In doing so, it has posited that such situation is influenced by phenomena belonging to different strata and that it is important to involve all stakeholders in order to uncover those and achieve a holistic understanding of the situation upon which practical recommendations can be made and from which theoretical implications can be derived.

Although current ways to deal with communication at the Houston SweetDreams plant allow operations to proceed normally, lack of direct communication between management and workers thwarts chances for greater mutual understanding and collaboration that could result in increased efficiency and productivity via the elimination of the need for
oral translation. Based on the statements of management, it seems that Spanish, not English, is at present the most feasible code through which such direct communication could occur. Management in the past has tried to hire bilingual Hispanics in supervisor positions, logically assuming that they would take care of the language barrier between supervisor and workers. However it turned out that collaboration, cooperation and communication were not improved. The bilingual Hispanic supervisors had great difficulty working together with the other supervisors and management as well as the immigrant workers. It can be speculated that the fact that the supervisor shares the same cultural background as the workers, but acts as an authority, has implications for their interpersonal relationship, or it could just be that both supervisors were lacking good leadership skills. Both times, according to statements made by the plant manager during an interview, the bilingual supervisor was let go, and management hired the current monolingual English speaking supervisors. Further research into this phenomenon may provide more detailed information on the lack of success with bilingual Hispanic supervisors. But still, from a practical perspective, Spanish is numerically the dominant language, and in order to improve basic communication between supervisors and workers as quickly as possible, it would seem beneficial to provide Spanish classes to the three Anglo supervisors, rather than providing English instruction to 65 factory workers. In addition to the lower cost and effort that this measure would entail, the supervisors' higher level of education and literacy may increase their chances of achieving communicative competence faster.

Nevertheless, if such a solution were to be adopted, the supervisors' attitudes toward the target language—Spanish—would have to be considered, as would the fact that their conducting business in a second language may undermine their confidence and authority.
Furthermore, although teaching the supervisors Spanish would be practical for the company and may benefit the operations and procedures at the manufacturing plant, the sociolinguistic implications of such a measure should not be ignored. In particular, this solution may further limit the immigrant workers' chances to integrate to American society, which may have a detrimental effect on society's views vis-à-vis Hispanic immigrants and the Spanish language.

As discussed in the introduction, Hispanic immigrants are increasingly becoming a part of our society, neighborhoods, schools and workplace (U.S. Census Bureau, 2001). The manufacturing company, as an employer and social actor, shares responsibility in providing opportunities to assist immigrants in the process of adaptation and/or assimilation to the culture of the host country. In light of this shared responsibility and in connection with the findings of this study, my suggestions for the SweetDream Mattress Plant would be to provide an EWP course that focuses on language tasks such as listening to oral instructions, asking questions and reporting or explaining problems. The curriculum should include typical and frequent vocabulary for their job tasks specific to the manufacturing situation, as well as opportunities to address issues of payroll, time off and other workplace-related issues that were frequently mentioned to cause problems due to insufficient English proficiency.

Such a course could be divided into modules and proficiency levels and should be offered at the plant in one of their showrooms, so that actual problem situations could be reenacted. This would give workers an authentic language use domain and the opportunity to get "hands on" practice. Since the focus of the course would be on speaking and listening tasks, the modules should be highly interactional. Due to the flexible schedule of the workers, 45 minutes once a week should be planned and incorporated in their Friday routine,
when production is the slowest. Based on management’s predictions of possible inconsistent attendance, participation in the course should be made mandatory and rewarded with some kind of incentive. These suggestions are in line with Long’s call for courses that meet the identified needs of a specific group. In his work on Second Language Needs Analysis Long states: “There is an urgent need for courses of all kinds to be relevant and to be seen to be relevant to the needs of specific groups of learners and of society at large” in press, p. 25.

To sum up, although the teaching of Spanish to the supervisors may be the most practical and cost-effective solution for the company, the social implications that such a measurement would have bring to the fore the necessity to provide some English training to the workers. Perhaps the best solution would be to teach English to the workers and Spanish to the supervisors so that the former would gain societal advantages and the latter would gain not only practical communication advantages but also some comprehension of the difficulties that learning a second language involves, which could make them more understanding of the difficulties faced by the workers and result in more empathy and better communication as well. Nevertheless, determining which language would be the most feasible to teach and convenient for all stakeholders in order to bring about the desired effects outlined above is beyond the scope of this study. Furthermore, future attempts to design an LSP course would necessarily have to take into account the different sociocultural/affective factors that are part of the workplace culture as well as their relationship to task-stratum and society-stratum factors. In addition, I suggest that the stakeholders (workers included) need to achieve some understanding of the communication situation and workplace culture as well in order to foster their investment in an LSP program and increase its chances of success.
From a theoretical perspective, this research study has shown that a narrowly defined exploration of language use (TLU) in the target situation (TSA) is insufficient to obtain a complete characterization of the linguistic needs at this particular setting. The methodology of this study suggests that the understanding of the phenomena surrounding language use at this workplace with immigrant workers who share the same L1 necessitates an analysis that goes beyond task and language use. Therefore, I suggest that a more useful construct to analyze this setting would be that of a target communication situation (TCS), which includes the constructs of TLU and TSA and also the relevant characteristics of workplace culture, namely the relationship between language, task, and workplace—which includes the various stakeholders, their relative positions in the communication situation, their perceptions of relevant factors, and their motivation/goals—and how it is influenced by and in turn may have an influence on larger sociocultural factors. This holistic perspective, I believe, includes elements that have been ignored in current NA models.

The procedure used in this study in order to explore the factors above may be called a target "communication" situation analysis (TCSA). Chief components of a TCSA include the use of ethnographic techniques such as field observations and interviews, as well as triangulation of sources and instruments in order to go beyond the language-to-task relationship to address those factors. A TCSA would include a TSA, a PSA, a LSA, a means analysis, and an ethnographic exploration of the social and communication factors of the type that this study has pointed out. I suggest that a TCSA is necessary in order to uncover the relative positions of the different stakeholders in the communication cycle, their perceptions of each other, their perceptions/attitudes toward the language(s) used in the workplace and overall communication, and the socio-cultural and affective factors that shape such
perceptions and attitudes. A TCSA would also involve a PSA. This information is valuable to
guide course design and implementation. Whereas this resonates with Holliday & Cooke's
concept of means analysis (1982, p. 133; in Dudley-Evans & St John, 1998, p. 124), it is
different in that it is not limited to understanding management culture, but rather workplace
culture as constructed by both workers and management.

LIMITATIONS AND FURTHER RESEARCH

Several limitations existed in the design and execution of this study. When the
questionnaire was designed, not enough attention was paid to the target audience regarding
their literacy level in Spanish, and therefore the style was probably too academic to be easily
understood by many participants. This most likely led to misinterpretations of directions and
questions, which had an impact on the results that is difficult to determine. Furthermore, the
interpreter used for the interviews did not always translate my questions keeping or
delivering the original meaning. In addition she often asked leading questions incorporating
her own assumptions about the focus of the study, and did not let the participants finish their
thoughts. This seriously affected the quality of the answers as shown below:

| Researcher: Does he think that within the next five ten years he will make an effort to learn English? |
| Interpreter: ¿Tú tienes en el futuro planes? (do you have plans for the future?) |
| Participant: mis planes es aprender... poderme valer por sí mismo... porque no quiero pasar los años trabajando... yo quiero poner algo para mi (my plan is to learn... to be able to stand on my own feet... because I don’t want to spend my whole life working... I want to start my own business) |
R: He’s still young... are you[addressing the worker] planning to attend English classes because you want to move up [get promoted]...

I: Y ¿prefieres trabajar con hispanos o te gustaría tener un trabajo con pueros americanos? (and do you prefer to work with Hispanics or would you like to have a job with only Americans?)

P: Sí (yes)

The fact that I was not familiar enough with the participants’ native language prevented me from realizing that meaning was lost in translations during the interviews. Furthermore, data collection on actual communication between the workers was difficult to obtain due to the noise level at the plant, so even use of microphones did not work in most cases. Another limiting factor is that practical constraints related to distance, time, and budget allowed for only one three-day visit to the site and it was impractical to return to the site to do member checks in order to clarify emergent interpretations of the data. Nevertheless, while I do not imply that this study has uncovered or explored all the components of the target communication situation and the workplace culture, I think it can provide a basis for reflection on the nature of NA as well as a preliminary TCSA model that could be used in further research in similar settings.

Furthermore, the results regarding the constraints that the workplace culture places on the workers’ chances of further acquiring/learning English can inform the current debate on language and immigration as related to Hispanic immigrants. The role that businesses play in the nation’s linguistic ecology and linguistic policy deserves further investigation. In addition, the interplay between factors from various strata in the shaping of multicultural workplace culture and how language use affects and is affected by those also merits further research. Finally, the potential of ethnographic research to bring a critical perspective to ESP
that integrates the voices of all stakeholders should be considered in future ESP studies. The voices of those directly affected should be heard and combined with the viewpoints of experts and appropriate heuristic procedures so that course design and implementation and linguistic planning at large will be grounded on the real needs and concerns of participants and society.
APPENDIX A. IMMIGRATION STATISTICS

Table 1

<table>
<thead>
<tr>
<th>Industry</th>
<th>Mexican Immigrants as Pct.(%) of workforce 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service - car wash</td>
<td>28.0</td>
</tr>
<tr>
<td>Mfg. - Animal slaughter</td>
<td>26.8</td>
</tr>
<tr>
<td>Agriculture - crops</td>
<td>22.9</td>
</tr>
<tr>
<td>Professional landscaping</td>
<td>22.6</td>
</tr>
<tr>
<td>Mfg. - fruit and vegetable</td>
<td>22.3</td>
</tr>
<tr>
<td>Mfg. - apparel</td>
<td>15.6</td>
</tr>
<tr>
<td>Mfg. - bakeries</td>
<td>15.2</td>
</tr>
<tr>
<td>Service - private household</td>
<td>13.4</td>
</tr>
<tr>
<td>Professional - service to buildings</td>
<td>13.2</td>
</tr>
<tr>
<td><strong>Mfg. - furniture</strong></td>
<td><strong>12.2</strong></td>
</tr>
<tr>
<td>Agriculture - all but animal</td>
<td>10.9</td>
</tr>
<tr>
<td>Wholesale - grocery</td>
<td>10.6</td>
</tr>
<tr>
<td>Mfg. - plastic</td>
<td>10.4</td>
</tr>
<tr>
<td>Service - dry-cleaning</td>
<td>10.4</td>
</tr>
<tr>
<td>Entertainment - restaurant/drink</td>
<td>10.0</td>
</tr>
<tr>
<td>Mfg. - textile mill</td>
<td>9.7</td>
</tr>
<tr>
<td>Mfg. - other food</td>
<td>9.4</td>
</tr>
<tr>
<td>Mfg. - lumber/wood</td>
<td>8.7</td>
</tr>
<tr>
<td>Construction</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Source: 1990 Census and Census 2000 Supplementary Survey

Table 2

<table>
<thead>
<tr>
<th>Training required</th>
<th>Numbers of job openings (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A Degree or Higher</td>
<td>12,130 (20.9%)</td>
</tr>
<tr>
<td>Associate Degree or Vocational Award</td>
<td>5,383 (9.3%)</td>
</tr>
<tr>
<td>Work Experience in a related Occupation</td>
<td>3,180 (5.5%)</td>
</tr>
<tr>
<td>Long -Term on-the-Job Training</td>
<td>3,737 (6.5%)</td>
</tr>
<tr>
<td>Moderate -Term on-the-Job Training</td>
<td>8,767 (15.1%)</td>
</tr>
<tr>
<td><strong>Short -Term on-the-Job Training</strong></td>
<td><strong>24,735 (42.7%)</strong></td>
</tr>
</tbody>
</table>

Source: U.S. Department of Labor, Bureau of Labor Statistics
APPENDIX B: QUESTIONNAIRE DATA SUMMARY

<table>
<thead>
<tr>
<th>1 Background</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
<td>79%</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>21%</td>
</tr>
<tr>
<td><strong>2 Place of Origin</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>32</td>
<td>63%</td>
</tr>
<tr>
<td>El Salvador</td>
<td>15</td>
<td>29%</td>
</tr>
<tr>
<td>Honduras</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>3 Language spoken</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish only</td>
<td>37</td>
<td>74%</td>
</tr>
<tr>
<td>English and Spanish</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td>Philippine</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>4 Years lived in the USA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2-5</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>5-10</td>
<td>11</td>
<td>20%</td>
</tr>
<tr>
<td>10+</td>
<td>33</td>
<td>61%</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>25+</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td><strong>5 Are you living in Texas permanently?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yes</td>
<td>47</td>
<td>92%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>No answer</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td><strong>6 Plan to return to home country</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>50%</td>
</tr>
<tr>
<td>Not sure</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Don't want to answer</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td><strong>7 Are you in the USA with your family?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with your spouse</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>with your children</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>with your spouse and children</td>
<td>23</td>
<td>47%</td>
</tr>
<tr>
<td>with spouse, children, siblings, parents</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>with immediate and extended family</td>
<td>13</td>
<td>27%</td>
</tr>
<tr>
<td><strong>8 Age group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-25</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>26-35</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>36-45</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>45+</td>
<td>12</td>
<td>24%</td>
</tr>
</tbody>
</table>

9 Years worked in manufacturing (USA)
| 0-2 | 6 | 12% |
| 2-5 | 10 | 19% |
| 6-10 | 11 | 21% |
| 10+ | 25 | 48% |

1.0 Years worked at this factory plant

| 0-2  | 15 | 29% |
| 2-5  | 15 | 29% |
| 6-10 | 7  | 13% |
| 10+  | 15 | 29% |

1.1 Job at the plant

- sewing: 25 (47%)
- mattress building: 10 (19%)
- box-spring builder: 11 (21%)
- shipping: 6 (11%)
- receiving: 1 (2%)

1.2 Are you a lead/coordinator

| yes | 4  | 10% |
| no  | 38 | 90% |

1.3 Tasks performed on your job

- assemble: 12 (18%)
- adjust: 3  (5%)
- construct: 4  (6%)
- control: 2  (3%)
- cut: 8  (12%)
- drive: 4  (6%)
- maneuver: 2  (3%)
- operate: 18 (28%)
- load: 6  (9%)
- pack: 6  (9%)

1.4 Received training

| yes | 22 | 51% |
| no  | 21 | 49% |

1.5 Language of training

| English | 5 | 17% |
| Spanish | 17 | 59% |
| a bit of both | 7 | 24% |

1.6 Schooling in home country

| yes | 46 | 96% |
| no  | 2  | 4% |

1.7 Years in school

| 0-4  | 2  | 5% |
| 5-9  | 26 | 68% |
| 10-15| 10 | 26% |

1.8 Did you obtain a degree?

| yes | 4  | 9% |
1. Kind of degree
   - general mechanic: 2
   - musician: 1

2. Language use

2.0 Ability to read and write in L1

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>%</th>
<th>Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>read</td>
<td>16</td>
<td>36%</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td>write</td>
<td>8</td>
<td>17%</td>
<td>14</td>
<td>31%</td>
</tr>
<tr>
<td>speak</td>
<td>11</td>
<td>23%</td>
<td>27</td>
<td>57%</td>
</tr>
<tr>
<td>listen</td>
<td>18</td>
<td>34%</td>
<td>27</td>
<td>51%</td>
</tr>
</tbody>
</table>

2.1 In English can you...

2.2 Previous formal English classes

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>%</th>
<th>Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>in your native country</td>
<td>8</td>
<td>20%</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>in the USA</td>
<td>21</td>
<td>50%</td>
<td>21</td>
<td>50%</td>
</tr>
<tr>
<td>studying English now</td>
<td>5</td>
<td>10%</td>
<td>46</td>
<td>90%</td>
</tr>
</tbody>
</table>

2.6 Previous formal English classes

- community college: 1
- private lesson: 1
- literacy program: 0
- on your own: 3

2.7 You speak English outside of work?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>%</th>
<th>Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>11</td>
<td>20%</td>
<td>21</td>
<td>38%</td>
</tr>
<tr>
<td>no</td>
<td>23</td>
<td>42%</td>
<td>3</td>
<td>15%</td>
</tr>
</tbody>
</table>

3. English at work

3.8 You speak English at work?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>%</th>
<th>Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>9</td>
<td>17%</td>
<td>13</td>
<td>25%</td>
</tr>
<tr>
<td>no</td>
<td>13</td>
<td>25%</td>
<td>31</td>
<td>58%</td>
</tr>
</tbody>
</table>

3.9 Tasks using English at work

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Some</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen to instructions</td>
<td>35</td>
<td>34%</td>
<td>23</td>
<td>23%</td>
<td>44</td>
<td>43%</td>
</tr>
<tr>
<td>about moving locations</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
2. organize things  
3. command for uncommon duties  

<table>
<thead>
<tr>
<th>b</th>
<th>-read in English</th>
<th>25</th>
<th>26%</th>
<th>43</th>
<th>45%</th>
<th>27</th>
<th>28%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. memos</td>
<td>3</td>
<td>15</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. signs</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. procedures</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. forms/consent</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c</th>
<th>-explain things in English</th>
<th>36</th>
<th>47%</th>
<th>23</th>
<th>30%</th>
<th>17</th>
<th>22%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. why parts broke</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. how something happened</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. need to go somewhere</td>
<td>14</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d</th>
<th>-write in English</th>
<th>14</th>
<th>29%</th>
<th>30</th>
<th>61%</th>
<th>5</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fill out forms</td>
<td>8</td>
<td>16</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. write notes</td>
<td>6</td>
<td>14</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e</th>
<th>ask questions</th>
<th>35</th>
<th>42%</th>
<th>23</th>
<th>27%</th>
<th>26</th>
<th>31%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. changed procedures</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. duties and rights</td>
<td>12</td>
<td>6</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. payment/bonus</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f</th>
<th>speak on the phone</th>
<th>25</th>
<th>32%</th>
<th>27</th>
<th>35%</th>
<th>26</th>
<th>33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. call in sick</td>
<td>10</td>
<td>7</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. talk about schedule</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. payment/days off</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.0 Skills frequently needed for the job

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen/understand</td>
<td>33</td>
<td>36%</td>
</tr>
<tr>
<td>Speak/supervisors</td>
<td>30</td>
<td>33%</td>
</tr>
<tr>
<td>Read/memos/notes</td>
<td>15</td>
<td>16%</td>
</tr>
<tr>
<td>Write</td>
<td>13</td>
<td>14%</td>
</tr>
</tbody>
</table>

### 3.1 Who do you speak English with

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>co-workers</td>
<td>1</td>
</tr>
<tr>
<td>supervisors</td>
<td>34</td>
</tr>
<tr>
<td>nobody</td>
<td>10</td>
</tr>
<tr>
<td>people outside of work</td>
<td>10</td>
</tr>
</tbody>
</table>

### 4. Perception of Problems with English

#### 3.2 Which part of language is most difficult

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>26</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>23</td>
</tr>
<tr>
<td>Activity</td>
<td>Number</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Speaking</td>
<td>35</td>
</tr>
<tr>
<td>Writing</td>
<td>28</td>
</tr>
<tr>
<td>Listening</td>
<td>24</td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
</tr>
</tbody>
</table>

3.3 Situations that cause problems

<table>
<thead>
<tr>
<th>Situation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>the supervisor asks you to change your routine</td>
<td>16</td>
<td>17%</td>
</tr>
<tr>
<td>explain a problem to the supervisor</td>
<td>34</td>
<td>35%</td>
</tr>
<tr>
<td>want to ask about rules and procedures</td>
<td>21</td>
<td>22%</td>
</tr>
<tr>
<td>you get new instructions from the supervisor</td>
<td>22</td>
<td>23%</td>
</tr>
<tr>
<td>no problems</td>
<td>3</td>
<td>3%</td>
</tr>
</tbody>
</table>

3.4 How can English make your job easier

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>get better information on how to prevent problems</td>
<td>22</td>
<td>22%</td>
</tr>
<tr>
<td>better inform about problems to save time</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>ask for better ways to perform job</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>understand what is expected, so less mistakes happen</td>
<td>28</td>
<td>27%</td>
</tr>
<tr>
<td>I will not make my job easier</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>

3.5 What do you do when you have trouble communicating?

<table>
<thead>
<tr>
<th>Action</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask a co-worker</td>
<td>23</td>
<td>42%</td>
</tr>
<tr>
<td>do nothing</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>report to the supervisor</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>go to the lead/Coordinator for translation</td>
<td>23</td>
<td>42%</td>
</tr>
</tbody>
</table>

3.6 What do supervisors expect of you in problem situations?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report the problem</td>
<td>37</td>
<td>27%</td>
</tr>
<tr>
<td>Explain what happened</td>
<td>32</td>
<td>23%</td>
</tr>
<tr>
<td>Answer Questions about the problem</td>
<td>26</td>
<td>19%</td>
</tr>
<tr>
<td>Give suggestions on how to fix it</td>
<td>19</td>
<td>14%</td>
</tr>
<tr>
<td>Understand what he tells you to do</td>
<td>25</td>
<td>18%</td>
</tr>
</tbody>
</table>

3.7 Interested in Free English lessons. When?

<table>
<thead>
<tr>
<th>Time</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before work</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>After work (after 5pm)</td>
<td>31</td>
<td>33%</td>
</tr>
<tr>
<td>On the weekend</td>
<td>24</td>
<td>26%</td>
</tr>
<tr>
<td>At the factory</td>
<td>16</td>
<td>17%</td>
</tr>
<tr>
<td>At an independent school</td>
<td>16</td>
<td>17%</td>
</tr>
</tbody>
</table>

3.8 Would you expect to be paid for taking English class

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>27%</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>73%</td>
</tr>
</tbody>
</table>

3.9 Reasons for wanting to learn English

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>get a better position at the plant</td>
<td>26</td>
<td>32%</td>
</tr>
<tr>
<td>Personal reasons to learn English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>talk to Americans about daily life</td>
<td>25 31%</td>
<td></td>
</tr>
<tr>
<td>make friends w/Americans (neighbors, church)</td>
<td>20 25%</td>
<td></td>
</tr>
<tr>
<td>deal w/ doctors, lawyers, teachers, police</td>
<td>32 40%</td>
<td></td>
</tr>
<tr>
<td>no personal interest</td>
<td>4 5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What part of English would you like to learn?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>36 26%</td>
</tr>
<tr>
<td>speaking</td>
<td>32 23%</td>
</tr>
<tr>
<td>Reading</td>
<td>20 14%</td>
</tr>
<tr>
<td>Writing</td>
<td>28 20%</td>
</tr>
<tr>
<td>Culture</td>
<td>24 17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What skills are most useful to you?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>understand spoken English (instructions)</td>
<td>20 25%</td>
</tr>
<tr>
<td>understand written English</td>
<td>20 25%</td>
</tr>
<tr>
<td>ask questions and report problems</td>
<td>26 32%</td>
</tr>
<tr>
<td>write in English</td>
<td>15 19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor's view as perceived by workers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of language skill do your supervisors want from you?</td>
<td>tota</td>
</tr>
<tr>
<td>understand spoken instructions)</td>
<td>35 30%</td>
</tr>
<tr>
<td>read (memos, signs, labels)</td>
<td>14 12%</td>
</tr>
<tr>
<td>explain things (problems)</td>
<td>24 20%</td>
</tr>
<tr>
<td>write (fill out forms)</td>
<td>11 9%</td>
</tr>
<tr>
<td>ask questions (procedure)</td>
<td>21 18%</td>
</tr>
<tr>
<td>speak on the phone</td>
<td>13 11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What language skill is most important to them?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>understand commands</td>
<td>27 29%</td>
</tr>
<tr>
<td>report problems</td>
<td>20 21%</td>
</tr>
<tr>
<td>ask for help</td>
<td>20 21%</td>
</tr>
<tr>
<td>explain things (problems)</td>
<td>27 29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you feel communication problems are dealt with?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>7 15%</td>
</tr>
<tr>
<td>Good</td>
<td>16 33%</td>
</tr>
<tr>
<td>Regular</td>
<td>17 35%</td>
</tr>
<tr>
<td>Not so good</td>
<td>6 13%</td>
</tr>
<tr>
<td>Bad</td>
<td>2 4%</td>
</tr>
<tr>
<td>Terrible</td>
<td>0 0%</td>
</tr>
</tbody>
</table>
APPENDIX C:
JOB DESCRIPTION (one sample)

TITLE: Industrial Sewing Machine Operator
LOCATION: Plant
LAST UPDATE: February 2000

GENERAL FUNCTION
Operates sewing machines to produce mattress panels, various types of box spring covers and other sewn items as needed in the manufacturing process.

SPECIFIC RESPONSIBILITIES
*1. Using both hands, carefully positions all materials for sewing.
*2. Operates sewing machines using foot lever while continually positioning materials with both hands.
*3. Pushes aside finished cover.
*4. Re-threads sewing machines and replaces needles as needed.
*5. Reloads capping machines with binding tape rolls.
*6. Stands up and pushes aside empty cart, and returns with a full cart of covers.
*7. Performs all duties according to established safety and efficiency procedures. Maintains workstation in a neat, clean and orderly fashion. Performs minor maintenance on machines as needed.
8. Sorts, folds and stacks panels as needed.
9. Attaches labels, and performs other jobs in the sewing area as requested.
10. Performs related duties as assigned.

*Essential Functions

EDUCATION, TRAINING AND EXPERIENCE
A. REQUIRED: Basic ability to read, write and understand English (emphasis added)
   Basic ability to read/use a ruler, add/subtract and calculate fractions
   Must be at least 18 years of age
B. DESIRED: Prior experience in sewing/textile industry utilizing related machines
   Approximate training period for individual meeting minimum qualifications is two months.

WORKER ATTRIBUTES
1. Basic mathematical skills
2. Good organizational skills and detail orientation
3. Good eye/hand coordination
4. Ability to interpret and support standards, policies and procedures established by SweetDreams, SweetDreams Inc. and Federal/State/Local agencies

WORK ENVIRONMENT
Work requires a minimum of 100% efficiency. The job is highly repetitions and work involves occasional moving of moderately heavy materials. Work also involves exposure to usual hazards found in a manufacturing environment.

JOB RELATIONSHIPS
SUPERVISED BY: Plant Manager and/or Plant Supervisor; Plant Administrator
APPENDIX D
QUESTIONNAIRE FOR WORKERS IN ENGLISH
This version was not administered; it is the original construction which was translated into
the workers native language- Spanish

Language Questionnaire
Please take a minute and answer these questions in as much detail as possible. Try to answer
every question. This is anonymous, so your answers will not be linked back to you. Feel free
to answer as honestly as possible.

1. Background


2. Where were you born?

3. What languages do you speak?

4. How many years have you lived in the USA? Circle the answer.
   0-2  2-5  5-10  10+

5. Are you living in Texas permanently? Yes  No  Not sure

6. Do you plan to return home to your country? Yes  No  Not sure

7. Are you in the US with your family? Circle the answer that applies closest to your
   situation.
      a. With only your spouse
      b. With only your children
      c. With your spouse and children
      d. With spouse, children, siblings, parents
      e. With immediate and extended family (cousins etc.)

8. What is your age group? (years)
   18-25  26-35  36-45  45+

9. How long have you worked in manufacturing in the USA?
   0-2  2-5  6-10  more than 10 years

10. How long have you worked for this manufacturing plant?
    0-2  2-5  6-10  more than 10 years
11. What is your job at this plant? Circle your answer
   a. Sewing
   b. Mattress building
   c. Box spring builder
   d. Shipping
   e. Receiving

12. Are you a lead person or coordinator? Yes No
13. What are some of the tasks you need to perform? Mark all that apply
   a. assemble
   b. adjust
   c. construct
   d. control
   e. cut
   f. drive
   g. maneuver
   h. operate
   i. load
   j. pack

14. Did you receive training? Yes No
15. In what language did you receive your training
   a. English
   b. Spanish
   c. A little of both

16. Did you go to school in your country? Yes no
17. How long? ___________
18. Did you obtain a degree? Yes No
19. What kind of degree did you get? ___________

20. Are you able to read and write in your native language? Yes a little no

21. Can you
   a. read in English Yes a little No
   b. write in English Yes a little No
   c. speak in English Yes a little No
   d. listen in English Yes a little No

22. Have you had formal English classes before? Yes no
23. In your country? Yes no
24. In the US? Yes no

25. Are you studying English now? Yes No
26. If yes, where?
   a. Community college
   b. Private lessons
   c. Literacy program
   d. On your own
2. Language use at work

27. Do you speak English outside of work? Yes no very little enough

28. Do you speak English at work? Yes no very little enough

29. At work, do you ....
   a) -listen to instructions in English?
      1. about moving locations to help out Yes No Sometimes
      2. organize things in the plant Yes No Sometimes
      3. commands for doing uncommon duties Yes No Sometimes
   b) - read in English?
      1. memos Yes No Sometimes
      2. signs Yes No Sometimes
      3. procedures Yes No Sometimes
      4. forms/consent materials Yes No Sometimes
   c) -explain things in English?
      1. why parts broke Yes No Sometimes
      2. how something happened Yes No Sometimes
      3. When you need to go somewhere Yes No Sometimes
   d) - write in English?
      1. fill out forms Yes No Sometimes
      2. write notes Yes No Sometimes
   e) - ask questions?
      1. about changed procedures? Yes No Sometimes
      2. about your duties and rights? Yes No Sometimes
      3. about payment and bonuses? Yes No Sometimes
   f) -have to speak on the phone?
      1. call in sick Yes No Sometimes
      2. talk about scheduling Yes No Sometimes
      3. talk about payment/days off... Yes No Sometimes

30. Which of these skills listed do you need frequently for your job? Mark all that apply.
   a. Listen (understand English)
   b. Speak (talk to supervisors/office)
   c. Read (memos, notes, instructions, explanations, forms
   d. Write (fill out forms, notes, reports)
31. Who do you speak English with? Mark all that apply.
   a. your co-workers     c. nobody
   b. your supervisors    d. people outside of work

3. View of problems with English

32. Which part of the language is most difficult for you? Mark all that apply.
   a. grammar
   b. vocabulary
   c. speaking
   d. writing
   e. listening
   f. reading

33. In what situations do you run into problems with English? Mark all that apply.
   a. the supervisor asks you to change your routine
   b. you need to explain a problem to the supervisor
   c. you want to ask about rules and procedure from the office
   d. you get new instructions from your supervisor

34. How do you believe that improving your English would make your job easier? Mark all that apply.
   a. Get better information on how to prevent problems
   b. Be able to better inform leads/mechanics about a problem to save time
   c. Ask for better and easier ways to perform your job (share information)
   d. Understand better what is expected to you, so you don’t make mistakes
   e. I don’t think it would make my job easier.

35. What do you do when a problem occurs and you have trouble communicating? Mark all that apply.
   a. ask a co-worker for help
   b. do nothing
   c. report to the supervisor right away
   d. go to the lead person/coordinator and ask for translations

36. What do YOUR SUPERVISORS expect of you in problem situation? Mark all that apply to you.
   a. Report the problem
   b. Explain what happened
   c. Answer questions he has about the problem
   d. Give suggestions on how to fix it
   e. Understand what he tell you to do
4. What do you want to learn?

37. If you could get free English instruction would you be interested to take lessons? Mark all that apply.
   a. Before work (early morning) Yes No
   b. After work (evening after 5 pm) Yes No
   c. On the weekend Yes No
   d. At the plant (SweetDreams) Yes No
   e. At a school (independent place) Yes No

38. Would you expect to be paid ½ hr rate for the time you spend in English class?
   a. Yes b. No

39. For what reasons would you want to learn English? Mark all that apply
   a. To improve communication with my supervisor/office and make my job easier
   b. To get a better/higher job/position at the company
   c. To feel more part of this company and be part of decision making
   d. To understand the philosophy, procedures, goals and plans of SweetDreams better
   e. For personal reasons that don’t concern work.

40. Personal reasons. Mark all that apply
   a. speak to other American about daily life
   b. make friends with Americans; neighbors, church people....
   c. deal with teachers, doctors, bank tellers, lawyers, police
   d. no interest

41. Which part of the language would you like to learn. Mark all that apply
   a. Listening
   b. Speaking
   c. Reading
   d. Writing
   e. Culture

42. What skills would be most useful? Mark all that apply
   a. understand spoken English, like instructions & announcements
   b. understand written English like memos, explanations of procedures, orders etc
   c. to ask questions and report problems (speaking)
   d. write in English
5. Supervisor's view of your language skills

43. What kind of English skills do you think your supervisors want you to have? Mark all that apply.
   a. understand spoken instructions
   b. read (memos, signs, labels..)
   c. explain things (breakdowns, problems..)
   d. write (fill out forms)
   e. ask questions (procedures, help..)
   f. speak on the phone (sick, days off, schedules..)

44. What language skill is most important to them? Mark all that apply
   a. that you understand commands
   b. that you can report a problem
   c. that you can ask for help
   d. that you can explain things

45. How do you feel are communication problems are dealt with at the plant?
   a. very well
   b. good
   c. regular
   d. not good
   e. bad
   f. terrible

Thank you
APPENDIX E
ADMINISTERED WORKERS QUESTIONNAIRE IN SPANISH

Cuestionario del idioma

Por favor tome un minuto para responder estas preguntas de forma tan detallada como sea posible. Trate de responder todas las preguntas. Este es un cuestionario anónimo, así que sus respuestas no serán asociadas a su nombre. Siéntase con entera libertad para responder tan verazmente como sea posible.

1. Antecedentes


   2. ¿Dónde nació?

   3. ¿Qué idiomas habla Ud.?

   4. ¿Cuántos años lleva viviendo en E.U.? Encierre el número que corresponda.
      0-2    2-5    5-10    10+

   5. ¿Reside Ud. en Texas de forma permanente?   Sí     No     No estoy seguro

   6. ¿Piensa regresar a su país de origen?   Sí     No     No estoy seguro

   7. ¿Vive su familia con Ud.? Encierre la respuesta que describa mejor su situación.
      a. Sólomente su cónyuge.
      b. Sólomente sus hijos(as).
      c. Su cónyuge e hijos(as).
      d. Su cónyuge, hijos(as), hermanos(as), padres.
      e. Su familia inmediata y extendida (primos, etc.).

   8. ¿Cuántos años tiene Ud.?
      18-25   26-35   36-45   45+

   9. ¿Cuánto tiempo lleva trabajando como obrero en fábricas en E.U.?
      0-2    2-5    6-10  más de 10 años

   10. ¿Cuánto tiempo lleva trabajando en esta fábrica?
       0-2    2-5    6-10  más de 10 años

   11. ¿Cuál es su trabajo en esta fábrica? Encierre la respuesta
       a. Coser
       b. Hacer los colchones
c. Hacer las bases de los colchones (box springs)
d. Enviar (shipping)
e. Recibir

12. ¿Es Ud. líder (lead person) o coordinador?  Sí  No

13. ¿Cuáles son algunas de las tareas que realiza? Encierre todas las opciones adecuadas.
   a. ensamblar  
   b. ajustar  
   c. construir  
   d. controlar  
   e. cortar
   f. manejar  
   g. maniobrar  
   h. operar  
   i. cargar  
   j. empaquetar

14. ¿Recibió capacitación?  Sí  No

15. ¿En qué idioma se llevó a cabo la capacitación?
   a. Inglés  
   b. Español  
   c. Un poco de los dos

16. ¿Asistió a la escuela en su país?  Sí  No

17. ¿Por cuánto tiempo?  

18. ¿Obtuvo un título profesional?  Sí  No

19. En caso afirmativo, ¿de qué tipo/carrera?  

20. ¿Puede leer y escribir en su idioma materno?  Sí  Un poco  No

21. ¿Puede
   a. leer en inglés?  Sí  Un poco  No  
   b. escribir en inglés?  Sí  Un poco  No  
   c. hablar en inglés?  Sí  Un poco  No  
   d. escuchar en inglés?  Sí  Un poco  No

22. ¿Ha recibido clases de inglés anteriormente?  Sí  No

23. ¿En su país?  Sí  No

24. ¿En E.U.?  Sí  No

25. ¿Está estudiando inglés actualmente?  Sí  No

26. En caso afirmativo, ¿dónde?
   a. Universidad comunitaria (community college).  
   b. Clases particulares.  
   c. Programa de alfabetización.  
   d. Por su cuenta.
2. Uso del idioma en el trabajo

27. ¿Habla Ud. inglés fuera del trabajo? Sí No Muy poco Suficiente para pasarla

28. ¿Habla Ud. inglés en el trabajo? Sí No Muy poco Suficiente para pasarla

29. En el trabajo, ¿tiene que.....
   a) escuchar instrucciones en inglés?
      1. Para ir a ayudar a otro lugar. Sí No A veces
      2. Para organizar cosas en la planta. Sí No A veces
      3. Órdenes para realizar tareas poco comunes. Sí No A veces

   b) leer en inglés?
      1. Memoranda. Sí No A veces
      2. Letreros. Sí No A veces
      3. Procedimientos. Sí No A veces
      4. Formularios/materiales de consentimiento. Sí No A veces

   c) dar explicaciones en inglés?
      1. La razón por la cual se rompió una pieza. Sí No A veces
      2. Cómo sucedió algo. Sí No A veces
      3. Cuando necesita ir a alguna parte. Sí No A veces

   d) escribir en inglés?
      1. Llenar formularios. Sí No A veces
      2. Escribir notas. Sí No A veces

   e) hacer preguntas en inglés?
      1. Acerca de procedimientos modificados. Sí No A veces
      2. Acerca de sus derechos y obligaciones. Sí No A veces
      3. Acerca de pagos y bonos. Sí No A veces

   f) hablar por teléfono en inglés?
      1. Llamar para avisar que está enfermo. Sí No A veces
      2. Hablar sobre planeación de horarios. Sí No A veces
      3. Hablar acerca del salario/días libres. Sí No A veces

30. ¿Cuál(es) de las siguientes habilidades necesita con mayor frecuencia para su trabajo? Marque todas las opciones adecuadas:
   a. Escuchar (entender el inglés)
   b. Hablar (con sus supervisores/en la oficina)
   c. Leer (memoranda, notas, instrucciones, explicaciones, formularios)
   d. Escribir (llenar formularios, notas, reportes)
   a) Sus compañeros de trabajo  
   b) Sus supervisores  
   c) Nadie  
   d) Gente no relacionada con el trabajo

3. Punto de vista acerca de problemas con el idioma inglés

32. ¿Qué aspecto del idioma inglés se le dificulta más? Marque todas las opciones adecuadas.
   a. Gramática  
   b. Vocabulario  
   c. Hablar  
   d. Escribir  
   e. Escuchar  
   f. Leer

33. ¿En qué ocasiones experimenta dificultades en relación con el inglés? Marque todas las opciones adecuadas.
   a. Cuando el supervisor le pide que cambie su rutina.  
   b. Cuando necesita explicarle un problema al supervisor.  
   c. Cuando quiere hacer una pregunta a la oficina acerca de reglas y procedimientos  
   d. Cuando su supervisor le da instrucciones nuevas.

34. ¿De qué manera cree que el hecho de mejorar su inglés hará su trabajo más fácil? Marque todas las opciones adecuadas.
   a. Conseguir mejor información acerca de cómo evitar problemas.  
   b. Podérm informar mejor a los líderes/mecánicos acerca de un problema para ahorrar tiempo.  
   c. Preguntar acerca de maneras mejores y más fáciles de hacer su trabajo (compartir información).  
   d. Entender mejor lo que se espera de Ud., a fin de no cometer errores.  
   e. No creo que hará mi trabajo más fácil.

35. ¿Qué hace cuando tiene problemas para comunicarse? Marque todas las opciones adecuadas.
   a. Pide ayuda a un compañero de trabajo.  
   b. Nada.  
   c. Reportarse con su supervisor inmediatamente.  
   d. Reportarse con el líder/coordinador y solicitar traducción.
36. ¿Qué esperan SUS SUPERVISORES que Ud. haga cuando surge un problema? Marque todas las opciones adecuadas.
   a. Reportar el problema.
   b. Explicar lo que sucedió.
   c. Responder las preguntas que él(ellas) tenga(n) acerca del problema.
   d. Dar sugerencias sobre cómo resolver el problema.
   e. Entender lo que él(ellas) le dice(n) a Ud. que haga.

4. ¿Qué quiere aprender?

37. Si le ofrecieran clases de inglés gratuitas, ¿estaría interesado en tomarlas? Marque todas las opciones adecuadas.
   a. Antes de empezar a trabajar (temprano en la mañana). Sí No
   b. Después del trabajo (después de las cinco de la tarde). Sí No
   c. Los fines de semana. Sí No
   d. En la planta. Sí No
   e. En una escuela (lugar independiente). Sí No.

38. ¿Esperaría que le pagaran la mitad de su sueldo por hora por el tiempo que pasaría en la clase de inglés?
   a. Sí, b. No.

39. Por qué razones le interesaría aprender inglés? Encierre todas las opciones adecuadas.
   a. A comunicarme mejor con mi supervisor y facilitar el trabajo.
   b. Para conseguir un puesto/trabajo mejor en la compañía.
   c. Para integrarme más a la empresa y participar en la toma de decisiones.
   d. Para entender mejor la filosofía, los procedimientos, las metas y los planes de Sweet Dreams.
   e. Por razones personales que no tienen que ver con el trabajo.

40. Entre sus opciones personales, usted contaría: Marque todas las opciones adecuadas.
   a. Para hablar con otros estadounidenses acerca de la vida diaria.
   b. Para hacer amistad con otros estadounidenses: vecinos, gente de la iglesia…
   c. Para tratar con maestros, doctores, cajeros en bancos, abogados, la policía.
   d. No le interesaría.

41. ¿Qué aspectos del inglés le gustaría aprender? Encierre todas las opciones adecuadas.
   a. Escuchar (entender instrucciones).
   b. Hablar (hacer preguntas, dar explicaciones).
   c. Leer (memoranda, procedimientos, incentivos).
   d. Escribir (llenar formularios, notas, registros).
   e. Cultura (maneras de expresarse cortesmente, de hacer conversación).
42. ¿Qué habilidades le serían más útiles en su trabajo? Marque todas las opciones adecuadas

   a. Entender el inglés hablado, como instrucciones y anuncios.
   b. Entender el inglés escrito, como memoranda, explicaciones de procedimientos, órdenes, etc.
   c. Hacer preguntas y reportar problemas (hablando).
   d. Escribir en inglés.

5. Puntos de vista del supervisor acerca de habilidades linguísticas

43. ¿Qué tipo de habilidades en inglés cree Ud. que sus supervisores quiere que Ud. tenga? Marque todas las opciones adecuadas

   a. Entender instrucciones habladas.
   b. Leer (memoranda, letreros, etiquetas).
   c. Dar explicaciones (fallas, problemas).
   d. Escribir (llenar formularios)
   e. Hacer preguntas (procedimientos, ayuda...).
   f. Hablar por teléfono (para reportarse enfermo, días libres, horarios...)

44. ¿Qué cree Ud. que es más importante para ellos? Marque todas las opciones adecuadas

   a. Que Ud. pueda entender instrucciones.
   b. Que Ud. pueda reportar un problema.
   c. Que Ud. pueda pedir ayuda.
   d. Que Ud. pueda dar explicaciones.

45. ¿Cómo calificaría la manera en que se manejan los problemas de comunicación en la planta?

   a. Muy bien
   b. Bien
   c. Regular
   d. No muy bien
   e. Mala
   f. Muy mala

GRACIAS
APPENDIX F:
Interview protocol for selected workers

A. Language for the immediate job

1. Vocabulary
Do you need to know field specific terminology?
- machine parts
- materials
names of products

2. Instruction
Do you have difficulty understanding instructions
- on a routine job
- in an unusual situation

3. Requests
Do you fail to ask for help with work-related duties?
in problem situations?
Procedure order
Help with malfunctioning equipment—why?

4. Conversations
Do you need an interpreter to ask for information and other routine instructions
- schedule changes
- Saturday work
- Filling in for someone else
- How do you get an interpreter?

B. Language for overall operations

1. Forms
Do you have difficulty filling out forms or writing reports?
- accident reports
- time sheets

2. Benefits
Do you have difficulty understanding benefits and incentives?
- Paychecks
- Holidays
- Insurance
- Unemployment
3. Policies and procedures
Do you often not understand company policies and therefore do not follow procedure
- lateness
- absentees – form or phone
- work appraisal methods – probation
- quality of work expectations
- sick days

4. Flexibility
Can you often not move from one workstation to another due to limited English?
- understanding instructions
- cover some other workers spot
- understand why and for what he is being moved?

C. Health and safety
1. Rules
Do you have difficulty understanding the general health and hygiene rules of the company?
- dress code
- cleanliness
- sick leave – when to stay home

2. Regulations
Do you have difficulty understanding the specific regulations of the company?
- fire regulations
- safety manuals
- rights and responsibilities
- follow specific safety procedures w/machines

D. Social language
1. Greetings
Are you able to carry out simple social exchanges in English?
- greetings
- simple requests, time, day
- inquiring about the well being of another
- weather
- family
- sports
- movies
3. US costumes
Do you understand the US life and customs?
- family life
- naming system (first name/last name)
- gift giving/gratitude
- money
- invitations/participations
<p>| Mitch       | workers played “I don’t know” “no sabe” game, you ask them to do something and you get no answer; ‘got fed up’ so he decided to pick up Spanish from workers, to uncomplicated simple interactions-often misunderstandings reflected bad on him with his boss- HS Spanish, grew up with only 3 Hispanics and 2 blacks in the school; feels he gained respect by learning their language, they trust him, technical language involves numbers ‘tick numbers’ by which all the different pieces are identified- workers/supervisors use visuals to indicate what they want- He is now able to give simple instruction in Spanish(80%) of interaction, for deeper explanations gets translator- not aware of how often he does that, “its automatic”. |
| Supervisor  | Perceptions: |
| in sewing-8 years with company, super for 5 years, worked in shipping before - about 30 yrs old | “they(translators) like it, because it makes them feel involved; he is in on the gossip” |
|            | Workers know routine; every day is the same work. They don’t have a problems, they use visuals, body-language or get a translator- usually show material ran out, need material ; show material and say” no mas” or point to 706 on pallet and say “no have or no bueno”. |
|            | “they know what I think” |
|            | “we just understand each other, we can anticipate what the other wants- due to experience and repetition of event. |
|            | No small talk or personal conversations just for chatting-always problem related. |
|            | Like to help out, show how to take care of something. |
|            | “They seem content where they are at” |
|            | Problems: |
|            | - don’t ask questions |
|            | - can’t get in-depth explanations |
|            | - hold back on input unless its important enough to get a translator” |
|            | - most difficult when there are procedure/routine changes. Line changes |
|            | - don’t confirm understanding; often say ‘yes’ and don’t understand what he said or meant |
|            | - topics they address him with; personal stuff such as |
|            | - time off |
|            | - payroll/incentives |
|            | - leave early; sickness, kids, doctor, |
|            | - legal problems |
|            | - bills and forms to fill out |
|            | - trouble with co-workers |
|            | Problems with translators: |
|            | “they use their own words when they translate and often soften the blow when it is a disciplinary situations” |
|            | “He is friends with them and doesn’t want them to get mad at him” |</p>
<table>
<thead>
<tr>
<th>Butch</th>
<th>28 yrs old</th>
<th>8 months</th>
<th>w/SweetDreams</th>
</tr>
</thead>
<tbody>
<tr>
<td>was hired for previous experience. HS Spanish; remembers nothing, no Hispanics in school; no contact until confronted with at work. Has workers teach him phrases in Spanish- like the confidence Mitch enjoys from the workers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Perception:**
- don’t really have a problem, they know what to do
- wonders if the workers feel degraded when he talks broken English to them; as if they are slow
- say yes to understanding even though they don’t- teaches him to go to translator first and then tell them.
- workers fear of looking stupid, or loosing job
- hopes to pick up Spanish phrases- to make his instructions more successful w/o translator
- never thought about teaching them English phrases
- “they don’t seem to have any interest in learning English because they don’t really need it”
- sometimes makes him feel left out when they talk
- “I am new so they don’t trust me” hopes to gain it by learning THEIR language
- no frequently that major mishapes occur due to language, others will catch it and tell him, they are all depended on each others work and speed in order to make money or go home early.
We don’t really have many problems they know what I mean and we use a lot of visuals to help out. They point, gesture and show you what they need.”

**Problems:**
- only address him with the basics, because they have 2 bilingual co-workers (coordinator+ worker)—self contained.
- Material related things, out of material
- personal things (sometimes; prefer Mitch)
- they don’t check with me to make sure they understood
- have to check up on them more to make sure they do exactly what you told them.
Say yes and then it doesn’t get done.
BUT: they help each other, because they are dependent on each other

<table>
<thead>
<tr>
<th>Keith (new)</th>
<th>2 months</th>
<th>30 yrs old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes to use authority and keeps interaction to a minimum</td>
<td></td>
<td></td>
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</tbody>
</table>
- will get translator for almost everything to avoid misunderstandings and negative consequences
<table>
<thead>
<tr>
<th>Joel (sewing)</th>
<th>Coordinator of the sewing department and completely bilingual. He used to work seasonally (summers) and now is a full time employee. His main job is to overlook production and help out where problems arise. He is not in a set location and moves around frequently to assist with translations, interpretations and explanations. He works closely together with the supervisors who tell him about changes and new routines and he will go to the floor to pass on the new information. He went to High School in Houston and is completely bilingual and biliterate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 yrs old</td>
<td>Perceptions:</td>
</tr>
<tr>
<td>1.5 yrs</td>
<td>- he likes being the 'middle man' because it gets him involved in everything that is going on</td>
</tr>
<tr>
<td>MIC</td>
<td>- says he likes helping out and feel needed</td>
</tr>
<tr>
<td>Father at the plant</td>
<td>- he does not mind when workers or supervisor use him for translations, he says both languages come so natural to him that its effortless</td>
</tr>
<tr>
<td>Full time for 6-8 months</td>
<td>- his task is to oversee that the department goes smoothly, he is not part of the 'assembly' process.</td>
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<tr>
<td></td>
<td>- he is used to helping with language problems, even personal things like filling out forms, because he does it for his family all the time.</td>
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<tr>
<td></td>
<td>- doesn't get upset when workers get upset at him while translating to the supervisor, they know I am just the messenger.</td>
</tr>
<tr>
<td></td>
<td>Problems</td>
</tr>
<tr>
<td></td>
<td>Job related: workers need materials or run out</td>
</tr>
<tr>
<td></td>
<td>Personal work related: many questions about pay, wanting to get a raise, or wondering why the check is less this week, etc</td>
</tr>
<tr>
<td></td>
<td>- time off; need to go to the doctor, leave to get kids when sick,</td>
</tr>
<tr>
<td></td>
<td>- tells them when to come in late next day, explain that the plant is slow that week. Etc</td>
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<tr>
<td></td>
<td>- Personal issues: insurance papers or decisions, checks that they have</td>
</tr>
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<td></td>
<td>- not familiar with the way supervisors compensate for lack of language yet.</td>
</tr>
<tr>
<td></td>
<td>- does not try to pick up Spanish phrases</td>
</tr>
<tr>
<td></td>
<td>Perception:</td>
</tr>
<tr>
<td></td>
<td>They don't want to learn English</td>
</tr>
<tr>
<td></td>
<td>- &quot;they don't try&quot; they want me to guess what they mean.</td>
</tr>
<tr>
<td></td>
<td>- they don't seem to think they need English, because everyone here speaks Spanish</td>
</tr>
<tr>
<td></td>
<td>- they are hard working because they need the money</td>
</tr>
<tr>
<td></td>
<td>- You have to check on them a lot</td>
</tr>
<tr>
<td></td>
<td>Problems:</td>
</tr>
<tr>
<td></td>
<td>Avoids all problems by conducting communication through translators, most routine interaction is not sensitive or private, so the translator serves as a tool of making sure nothing gets misinterpreted or misunderstood. It is also avoiding the workers to use the &quot;I didn't understand&quot; excuse for not wanting to do something. (quote)</td>
</tr>
</tbody>
</table>
Hector: coordinator; and most frequently used translator. Been at company for 11 years. Used to be the only one bilingual

received from agencies, bills that they got and don’t understand
- Complain about co-workers not helping or being too slow and questions about work speed or amount of work, he takes to the supervisors and then reports back. He is the ‘messenger’ and sometimes gets stuck in the middle when emotions are involved.

(more information on transcript of shadowing)

| Hector: coordinator; and most frequently used translator. Been at company for 11 years. Used to be the only one bilingual | Through out the years he as worked various positions. He is the most frequently used translator, especially for management, due to trust and his long time with the company. He now works in the box-spring department, operating and transporting materials to other workers. He is one of the workers and socializes with them outside of work as well.

Perception:
- most of them have limited education and are happy with the pay they get here—“many are not interested to learn English to advance their job, they already earn close to the same as a doctor would in Mexico”
- “do the workers use bilingual co-workers as teachers of English?” “No, they only use us as a means”
- “Even the ones with basic English skill use a translator for the easy way out.” “It makes me so mad, when it is little things they use me for, that I feel they could ask themselves, ex: “Can you call [manager] please” —has to stop work and find manager,” tell him we appreciate what he has done for us” “I didn’t like it, she could have handled that on her own...they are wasting my time with that” —he felt embarrassed before the boss; not knowing the topic before
- “The big stuff. I am glad to help—- I gain respect
- they rather use an interpreter
- want to avoid misunderstandings
- its less hassle, less time to go with a translator. “Cause you know here time is money for us”
- Translators are their [workers] safety net, always around, easy to use
- sometimes feels like a trader, stuck or torn between his friend and his boss, bad news is hard to deliver.

Ex;” last year INS came and took 22 people, I knew 2 weeks before but was not allowed to tell them, they were my friends and I felt caught in the middle”
- workers manipulate him to fight their battles; raise, or privileges
- feels they take the time he takes for granted, “if they say I buy you lunch then only because they want more”
- feels it adds work to his day, because he need to make up work
- doesn’t say no because he gets more cooperation when he needs a favor on the job. “you scratch my back, I scratch yours”

Problems:
- safety is not a problem
- procedures are not a problem, our work is so routine that there aren’t
many questions to ask, if changes are made the translators are told and then we pass on the information in Spanish. The little things are the problems: time off, sick days, feeling sick, accidents.

- Personal issues: doctor note, bank (translate), phone bills, forms (employment papers for friend to work at the plant, insurance, legal things (tickets), send a letter, pay roll “is a biggy”

- Very personal things—more than I want to know; mostly men, women don’t like to share personal things.

- Will soften the blow of supervisors or workers when translating so no one gets mad.

More information of what he has to say in transcript interview.

<table>
<thead>
<tr>
<th>Pedro (shipping)</th>
<th>He was a Junior in high school until age 17 then went back to El Salvador. He took 3 ESL classes for 8 months and then he quit. He like to ask</th>
</tr>
</thead>
</table>
| 5 months at plant 7 yrs in Texas Keith | Had to stop school at a young age in Mexico to help support family. She has a set location and does not need to interact much to do her duty, which is very repetitive. **Perception:** Uses her friend Adriana that sits close by to explain or translate work related (instructions) or explanations

- Tries to speak 50% by herself

- Feels she could use some vocabulary to speak to the mechanic and explain what happens, but chooses to use co-worker

- Socializes during work with co-workers all in Spanish.

- Relies on Joel (coordinator) to communicate to her in Spanish and speak to supervisors.

**Problems:**

- Talks to bilingual co-worker about personal issues like: kids, money, household, insurance she asks bilingual co-worker not supervisors [men]

- Doesn’t like that she has to involve others in her personal life, but feels she has no choice

- She makes it work and enjoys her job.

- Mostly wishes to know more English for private things like school [kids] and other officials, like bank, police etc.

- Single mom, she feels she has no time to go to school, “I have tried it once and I couldn’t make class, and when you don’t show up you are out.” |

| Carmen (sewing) 9 years with the plant | She is completely bilingual, has worked for the company for more than 10 years her age is 45+ |
Pedro (box spring)

- helps translating when it is related to the job on the floor or the procedure of production, instructions or explanations
- she will not agree to translate any management, employee, time or money issues between supervisor/management and worker.

"I used to do that [translate] -- they'd ask me all the time. I don't do that no more. I don't want to get involved and get stuck in the middle, they need that let them get Joel or Hector... I just want to do my job, but if it is friendship stuff, like they need money, yeah then I help them, or with bills, or explaining stuff then I help with their English"

"I don't have communication problems, I understand everything, plus we don't need to talk too much to do our job, it is usually always the same, like I am out of material or the needle broke or the machine is, you know, it skips and stuff like that..."

New Keith

- is the coordinator for the box-spring department, he only speaks minimal English, but he understands 'everything' according to his own statement
- he is the coordinator because of great expertise in the department and he works well with the other workers, he is enthusiastic and makes them work hard
- he uses Hector for translations when talking to the supervisors that is brand-new and does not speak any Spanish
- he feels it is his responsibility to lead the workers in his department and does not like when he is not involved in decisions and changes that are implemented.

Bill (mechanic)

"we just work around it..." I know all the machines, so we just send them off to work at another station so I can do my job. "Do you ever need them to explain what happened before the machine broke?" "if I do we get a translator or often I don't ask anymore because they can't tell me anyway"

Jennifer (HR)

She has worked for SweetDreams many years and handles all Human Resource questions. She sits in the office area of the building away from the factory and does not speak any Spanish. The workers never come to her directly they either send their translator or supervisor when they have a question. Most questions have to do with payroll, they don't understand that the amount changes and when they do the math, it doesn't add up. HR actually had a mistake in the system once and wrong hours were calculated, and ever since they don't trust the system and they always ask. Another big thing is time off for sick family members or the kids, doctor appointments. Questions asked are also about insurance, and work related incentives.

Perception:
They don't understand a lot of things, but they always find someone to help them
They don't really need to learn English, I never see them try really besides 'Hello'
| Monica - office secretary | They know I can’t understand what they say so they always get a translator. I can’t make decisions I can just look stuff up for them. “They are not really interested in learning English, because they hang out with their people.” They don’t need it here to do there job and if they do they work around it, “we just make it work.”

**Problems:**
Since I don’t talk to them I don’t really have problems.
It is sometime tedious to keep trying to explain the same thing. They don’t come to the office much, they kind of stay out there.

Monica has 2 years at the company.

Completely bilingual, went to an American HS, lives with her parents and grandparents (don’t speak any English).
She gets asked by management to type and translate any written memos or notices into Spanish, or assist with hiring interviews or Hispanics.
Handles more official correspondence, phone calls, etc.

**Perception:**
- there is no outside pressure to get around “many are like my grandmother, they don’t need or want to learn English, especially when they are older, they just go through their friends and family when they need something. Our neighborhood is a large Hispanic community and they don’t need to speak English to shopping, the doctor, or the bank for routine stuff when things get complicated the kids or grandkids handle it”
- believes there is no internal motivation, their basic needs are met and it would not fulfill their live anymore.
- “my grandmother cares less about not speaking English, she gets upset at me when I speak English with my mother, because she feels left out and I think she is afraid that I forget where we came from”

**Problems:**
The workers don’t go to her for translation help with regular topics, she doesn’t socialize with them, she has lunch with the American office workers.
- management doesn’t use her much for oral communication mostly written or administrative duties.

| Velma (Vietnamese) | Likes to keep to herself and work hard.
- she says she is a trained seamstress and can make dresses, but likes working for the company, they treat her well.
She is married to an American professor
- only speaks to the women that speak some English.

**Perception:**
- She feels excluded but doesn’t need to interact with others to do her job.
- she feels that some of the woman get mad because she works well and then they talk about her behind her back.
- not speaking the language keeps her out of the social group but she

Velma is the only not Spanish speaker on the floor in the sewing department.
3 yrs at plant.
10 years of English school.
| Bertha Safety leader and purchaser for materials | says she doesn’t mind  
- she eats lunch alone and does not socialize  
- feels that others get upset because she can communicate well with supervisors  

**Problems:**  
- has no problems with the supervisors because she speaks perfect English  

- her perception is that the ‘guys’ understand all of what she says (90%), she will walk up to a worker and give them instructions and expect them to follow those instruction because they have said ok. One reason she doesn’t always use a translator or goes through a bilingual person  
- her attitude is: “if they don’t understand me then they should learn English” once in a while there will be negative consequences because the workers did not understand what she wanted and failed to do what she says.
APPENDIX H:
SAMPLE OF A MEMO POSTED FOR WORKERS

This memo is an example of what workers read posted on the wall on the production floor. It is bilingual and workers usually read it in small groups and discuss it.

DATE: 11/19/04
TO: All Employees
FROM: Plant Manager
Cc:

Re: Personal Business

Please conduct your personal business away from work. Faxes, e-mails, outgoing/incoming mail of a personal nature and telephone calls (other than breaks and lunches) should be handled at home and not at your place of employment. Remember we do have a cell phone policy. Please refer to the Employee Handbook or Bulletin Board for a reminder of plant policies.

Por favor conduzca su negocio personal lejos del trabajo. Faxes, correos electrónicos, correo saliente/entrante de una naturaleza personal y llamadas telefónicas (aparte de sus breaks, y lonches) deberían ser manejados en casa y no en su lugar del empleo. Recuerden que tenemos una póliza de teléfonos celulares. Por favor refiéranse al Manual de Empleados, o al boletín para recordatorios sobre las pólizas...
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I would also like to thank all the employees of the SweetDreams mattress company for allowing me to go to their manufacturing site to investigate, interview, observe and ‘mingle’ freely. I appreciate the time, cooperation, and willingness to supply me with all the information that I needed.

Last but not least, I would like to address a special gratitude to my children, Janine and Mattias, for their patience, sacrifices, love and understanding, so that I could reach my goal.