

EMPLOYEES SATISFACTION TOWARDS THE ENGLISH TRAINING PROGRAM:
A CASE STUDY OF A SAMUTPRAKARN BASED INTERNATIONAL COMPANY

MASTER'S PROJECT
BY
PRATCHAYAWADI THUBSAENG

A large, faint, circular watermark seal of Srinakharinwirot University is centered in the background. The seal features a central emblem with a cross-like design and Thai script around the perimeter.

Submitted in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University, Thailand

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AN ABSTRACT
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The purposes of the study were to examine the satisfaction levels of employees toward the English training course syllabus provided by an international company located in the Samutprakarn province. The instrument used to collect the data in this study was a questionnaire comprised of questions about the English course syllabus and suggestions for an English training program. The participants in this study consisted of sixty office employees. The questionnaire and data collection were conducted in March 2017. The data were analyzed by using descriptive statistics, including percentage and frequency. The results of the study showed the areas of improvement and indicated the satisfaction levels of the employee in the English training course.

The results of the study were as follows: 1) The majority of the participants were satisfied with the topic of “Social situations/ Business Discussion using the Studies for Application” at a high level (58.3%). However, course topics on “Grammar Use” and “Sentence Structure” were at a low level. 2) Some participants recommended inclusion of additional course contents, including English for Occupational Purposes (63.3%), TOEIC (6.6%) and Non-Verbal (3.3%) in the course syllabus.

ความพึงพอใจของพนักงานต่อหลักสูตรฝึกอบรมภาษาอังกฤษกรณีศึกษาบริษัทข้ามชาติ

ในจังหวัดสมุทรปราการ



บทคัดย่อ
ของ
ปรัชญาวดี ทับแสง

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความพึงพอใจของพนักงานในหลักสูตรการฝึกอบรม
ภาษาอังกฤษบริษัทข้ามชาติในจังหวัดสมุทรปราการ เครื่องมือที่ใช้ในการรวบรวมข้อมูลในการวิจัยครั้งนี้
คือแบบสอบถามที่ประกอบด้วยคำถามที่เกี่ยวกับหลักสูตรภาษาอังกฤษและข้อเสนอแนะสำหรับการ
ฝึกอบรมภาษาอังกฤษ ผู้เข้าร่วมการวิจัยครั้งนี้เป็นผู้เข้าร่วมการฝึกอบรมภาษาอังกฤษเป็นพนักงาน
จำนวน 60 คน แบบสอบถามและการเก็บรวบรวมข้อมูลได้ดำเนินการในเดือนมีนาคม พ.ศ. 2560 ข้อมูล
ได้ถูกวิเคราะห์โดยใช้สถิติเชิงพรรณนา ได้แก่ ร้อยละ และความถี่ ผลการศึกษาพบว่าผู้เข้าร่วมการวิจัยมี
ความพึงพอใจในหลักสูตรการฝึกอบรมภาษาอังกฤษ
ผลวิจัยพบว่า 1) ผู้เข้าร่วมการวิจัยครั้งนี้ ส่วนใหญ่พอใจกับหัวข้อ การอภิปรายสถานการณ์ / การ
สนทนาทางธุรกิจโดยประยุกต์จากกรณีศึกษา ในระดับสูงที่ ร้อยละ 58.3 ในขณะที่หัวข้อ การใช้
ไวยากรณ์ และโครงสร้างประโยคอยู่ในระดับต่ำ 2) ผู้เข้าร่วมการวิจัยครั้งนี้แนะนำให้เพิ่มหัวข้อใน
หลักสูตรการฝึกอบรมภาษาอังกฤษ คือ หลักสูตรภาษาอังกฤษเพื่ออาชีพ ร้อยละ 63.3 TOEIC ร้อยละ
6.6 และ การสื่อสารโดยไม่ได้ใช้คำพูด ร้อยละ 3.3 เข้าไปในหลักสูตรฝึกอบรมภาษาอังกฤษ

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.....Dean of Graduate School
(Asst. Prof. Dr. Chatchai Ekpanyaskul, M.D.)

Month Date, Year

.....

Master's Project Committee

Oral Defense Committee

.....Advisor

.....Chair

(Dr. Watthana Suksiripakonchai)

(Dr. Watthana Suksiripakonchai)

.....Committee

(Dr. Nanthanoot Udomlamun)

.....Committee

(Dr. Narathip Thumawongsa)

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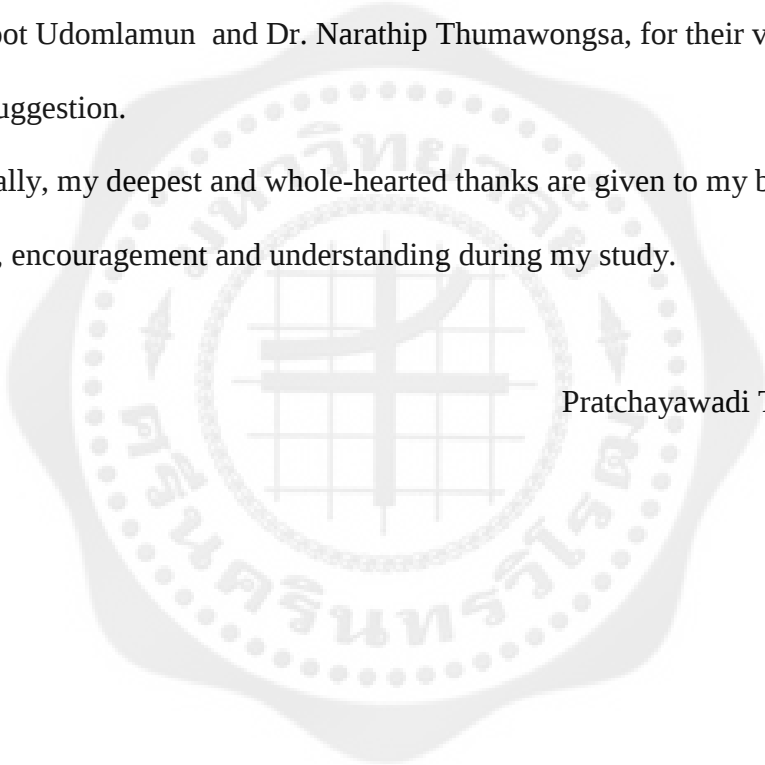


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CHAPTER I

BACKGROUND OF TO STUDY

The focus of many companies and businesses is on high quality products, high value, innovation and employees' performance, all of which play an integral role in achieving their goals (McWilliams and Siegel, 2001). Of these, the performance of employees is considered to be the most essential component of the success of a company, as employees drive the company to achieve business targets and support the company's strategic initiatives (Kaplan & Norton, 2001). The criteria for hiring are defined by employees' capability, experience and knowledge (Gile, 2009). Many companies recognize the importance of supporting and encouraging employees in professional development activities that are related to their employment (Joyce & Shower, 2002). The training for employees contributes to enhancing and building their capacity, professional development, skills and excellence (Roll, 1950). It is not only the effectiveness and performance of the employees but also their job satisfaction that can result in an efficient system and a successful outcome for the company (Office of Human Resources, University of Minnesota, 2008). Thoroughly trained employees create better results for the company, a fact which management needs to consider (Gregory, 2011).

A knowledge of the English language is also considered an important element for labors in the improvement of their working capabilities and leads to further development of capital (Kimball, 1999). Supporting and developing English skills will help employees to work in international companies efficiently and can decrease misunderstanding in communication (Mauranen, 2006; Tsuda, 2008; Lin, 2012). Many companies find that to increasing the capability of employees by providing training can

improve the system and reduce problems (Miskiman, 1995). English training program is, therefore, a component of international companies in Asia (Saraithong, 2013).

A knowledge of English is a work skill requirement in most job descriptions. English skills provide a competitive edge in career choices (Ebling, 2005). Companies require their employees to have good English skills with high levels of proficiency (Saraithong, 2013). For existing employees, some companies provide English training courses to sharpen employees' English skills in order to use English at work more effectively (Lee and Chon, 2000). Moreover, Canales et al. (2009) revealed that the adequacy of English training program by the international company is always discussed and evaluated with respect to potential employees.

Statement of the Problem

More international companies have come to Thailand for many reasons such as labor costs and company expansion (Pananond and Zeithaml, 1998). As a result, the management and organizations of the international companies are of diverse nationalities although the employees are primarily locals (Saraithong, 2013). The international businesses' activities involve communication such as negotiating, sharing and exchanging ideas and business information. Decisions are based on the ability and proficiency of people from one culture to communicate efficiently with employees of another (Jones and Alexander, 2000). It becomes difficult when a company consists of people speaking a variety of languages or coming from different cultural backgrounds (Kramsch, 1998). These local employees, with limited proficiency in English skills, must face a work environment characterized by English communication (Lee and Chon, 2000). A group of people who speak English as a second language is most affected by the rapid changes in workplace process (Adler, 1991). The growth in job positions requires higher levels of

skills and education (Abalos, 1990). Lack of English skills amongst employees puts pressure on the workplace. Some employees are more likely to encounter obstacles and English based discrimination (Doyle & Timonen, 2009).

Research by Van (2008) suggests that language barriers lead to communication problems which can result in a communication gap between the upper level employees and employees in the workplace, when those employees are culturally diverse (Schellekens, 2001). Similarly Fahmongkolchai (2011) explains that language difficulties are associated with significant problems such as difficulty in carrying out assignments, understanding directions, low motivation and culture shock. Schellekens (2001) points out that continuing problems resulting from English language barriers in the workplace are constantly reported in meetings. Better communication with native English coworkers must be reinforced (Huberdeau, Paquet & Désilets, 2008). Meanwhile, English training programs within an organization are established to ensure the smooth running of the working environment for managers, employees and customers (Lippi-Green, 1997).

It is found that more than 50% of the employees who have taken English courses thought that better English would impact their job prospects and communication (Schellekens, 2001, Dixon & Jennings, 2010). Diana (2016) found that employees need language training in order to reduce misunderstandings both in their conversation and their paper work. In addition, training is necessary for the development of English communicative competence (Oxford, 1994). It is a tool that allows learners better interactions with other people in an international company (Oxford, 1990).

Companies appreciate the importance of their employees both as important resources and as representatives of the company (Doyle & Timonen, 2009). Therefore, training is invaluable for the employees (Aguinis & Kraiger, 2009). The employees have a role to play in the potential impact of training schemes to increase organizational

productivity and achievement (Lee & Chon, 2000). Parasuraman and Simmers (2001) state that to assist the employees, an English training program should always offer subjects on situations, suggestions and ideas in the workplace, use of the telephone, business writing, and accent and vocabulary development.

The researcher is interested in reviewing the satisfaction of employees on the ESL course and the Business Writing course (“English training program”) provided by one international company located in Bangplee Industrial Estate, Samutprakarn province, Thailand. The international company was established in 2000 and is a food ingredients importer with more than 17 years of experience in the food industry. The principal corporate headquarters is in Alsip, Illinois, USA and operates global and regional food companies in over 30 countries around the world. The Human Resources Development (HRD) of the company, the course organizer, is determined to achieve the objectives of supportable success through internal cooperation for the development of human resources in the company to maximize effectiveness and sustainability. The company always works hard to develop and invest in internal training programs and courses in productivity to all kinds of training and in every aspect. Such attributes and investments will lead to the international company’s sustainability in achievement and competitiveness.

In addition, the employees in the director level of this international company are native English language speakers while the manager, supervisor and subordinate levels are non-native English language speakers. In fact, staff in the operation level are shy to speak English and therefore avoid confronting the native English language speaking directors. This can create situations where team members have difficulty communicating with one another or misinterpret the tone or signal or intent of employee communications.

Problems of each English skill usage at this international company were discussed and reported as follows;

- Speaking skill: the employees have problems in speaking English; they were mostly concerned with how to use the right words and their accents.
- Listening skill: the employees find the communication more difficult in understanding spoken words from the native employees who speak too fast. Moreover, the accent and pronunciation were also problems for the employees in listening.
- Reading skill: the employees encounter many problems in reading English. The most significant problem is the vocabulary used in emails, contracts, orders and technical terms.
- Writing skill: Sentence structure and grammar were problems for the employees. Sometimes reports, minutes of meetings and emails result in low proficiency in writing skills.

The international company has increased its number of certification programs in more than five categories in fields such as English courses, Food Safety and quality training, Occupational Safety, Health and Environment, etc. Because of the continuing problem of English communication, this international company has invested a lot of resources to develop employees' English skills and improve the efficiency of employees' daily work. This international company expects that the improvement of the employees' English skills will help their ability to communicate successfully both internally and with outside companies. Ferris (1994) states that the English training program will be successful if the employees are satisfied with the program and if the program can help them in their current job. The employees' views, comments and additional suggestions on

the training program will lead the study to understand how to develop and improve the course syllabus in the next English Training Program.

The course organizer (HRD) divided employees into four groups to attend the English training program because the entire workforce could not attend the course at the same time. The four groups were rotated. For the duration, there were four terms; first semester in January until March, second semester from April until June, third semester from July until September and the fourth semester from October until December. The English training programs were taught by qualified teacher trainers from well-known institutions.

Objectives of the Study

- 1) To improve the English training course syllabus provided by an international company located in Samutprakarn province.
- 2) To suggest what could be included in the English training course syllabus for the specific purpose of the working environment at this international company.

Research Questions

This study seeks to answer the following research questions:

- 1) What is the level of satisfaction of the employees towards the English training program provided by the company?
- 2) What should be included in the English training course syllabus for the specific purposes of the working environment?

Significance of the Study

The English training program will be organized as a mandatory program for all non-native speaking employees with the aim of enhancing their knowledge and skills in English for communication. The results of this study will assure the quality of the training courses by providing the English Training Program with the capacity and suggestion to further training program preparation, thereby developing employees' English skills and reducing communication problems in the company.

Definition of Terms

The following terms of the study are defined as follows:

Employee Satisfaction refers to the feeling and perception of an individual employee towards English Training Program.

English Training Program refers to the ESL course and Business Writing course in the International Company.

International Company refers to an organization which has business operations and/or activities in several markets abroad. The international company of the study is located in Samutprakarn province. Multinational employees are employed to work together.

CHAPTER II

LITERATURE REVIEW

The purpose of this Chapter is to review theories, models and concepts that are relevant to the study. This Chapter is divided into five sections covering the following contents: 1) concepts of employee's satisfaction, 2) training, and 3) course syllabus and 4) related studies.

Concepts of Employee's Satisfaction

The study on satisfaction has grown rapidly in the 1970's, with over 500 studies achieved on the concept (Parker & Mathews, 2001). Satisfaction is known to occur when service is better than expected (Berger & Grandey, 2006). Kotler & Keller (2006) defined satisfaction is a person's feeling of pleasure or the feeling of disappointment resulting from a service's perceived outcome in relation to the expectation. Similarly, Pickett & Ozaki (2008) support that satisfaction is associated with feelings of acceptance, happiness, relief, excitement, and delight.

On the other hand, the satisfaction is classified as the result that depends on the other. Parker & Mathews (2001) further describe that when satisfaction is viewed as an outcome, it is perceived as a consumption activity or experience, which is confined to different variables and factors. Satisfaction involves a set of variables rather than a single variable (Barlett, Kotrlik and Higgins, (2001).

In addition, the employees' satisfaction influence the evaluation of quality and presume how well the service and training course will perform (Yang and Peng, 2008). Perceived the feedback is the extent to which a training course meets the objectives and

absolutely have the greatest result for the prediction on the training course in the future (Pickett & Ozaki, 2008). Finally, satisfaction can be measured as the percentage of respondents who reported a result or problem with the measured training course within a specified duration (Hansemark & Albinsson, 2004).

Interpersonal Competence

One of basic human needs is self-actualization the need to be all that one can be based on this need, if a person finds self-fulfillment on his or her satisfaction (Robinson and Robinson, 1998). The attainment of this need, however, is based on one's competence which in turn is based on one's ability, knowledge, and experience (Ulrich, 2013).

According to Spector (1997), there are two basics competencies-strategic and tactical. Strategic competence refers to an individual's ability to comprehend the relationship between oneself and the environment; that is, between oneself and the others(s) whom he or she wishes to satisfy or be satisfied by.

Tactical competence refers to one's ability to implement a training program after comprehending an apparent relationship between self and the other(s) (Steers, 1991).

Motivation

Employee satisfaction creates a comprehensive concept for the next course design (Chmielewski & Phillips, 2002); therefore, employee satisfaction represents a useful conceptual framework for understanding how and why the training course influences employee behavior and attitudes (Hackman and Oldham, 1980). When they find the training course enjoyable and meaningful, people will like their jobs and will be motivated to perform their jobs well (Spector, 1997).

Employee Development

Varney (1989) describes that employee development refers to strategically improving the employees' professional skills through training. Moreover, Employee

development programs is helping employees grow personally, creating employees' satisfaction towards the program as well as teaching them things like effective conflict management skills, which can positively affect all areas of their lives (Kalleberg, 2009).

Theories and concepts of Employee's Satisfaction

Kirkpatrick's learning and training evaluation theory

The Kirkpatrick theory is the most widely used and best-known for evaluating the effectiveness of training (Bramley and Kitson, 1994; Kaufman and Keller, 1994; Kirkpatrick, 1994; J.J. Phillips, 2012). Kirkpatrick's (1994) framework consists of four levels of evaluation. The levels of evaluation are Level 1, reaction; Level 2, learning; Level 3, behavior; and Level 4, results.

1. Reaction

Reaction refers to what and how the participants thought and found the training to be favorable and relevant to their jobs (Holton, 1996, Swanson and Holton, 1999).

2. Learning

This evaluation occurs during the training course in the form of a knowledge tuition, demonstration or test. The results are shown in knowledge and/or skills, and changes in attitudes (Phillips & Phillips, 2016).

3. Behavior

Behavior refers to the knowledge, skills, and/or attitudes from the classroom and applying them to the job resulting in the employee changing his or her job behavior because of the training course. The evaluation occurs three to six months after training while the trainee is performing the job. Evaluation occurs through observation (Jessup, 2003).

4. Result

The final result occurs due to the participation in a training course (Phillips & Phillips, 2016).

Since Kirkpatrick established his original theory, Jack Phillips, and indeed Kirkpatrick himself, have referred to a possible fifth level, namely ROI (Return On Investment). However, the relevance of the fifth level is related if the assessment of Return On Investment might otherwise be forgotten when referring simply to the 'Results' level. Consequently, most industrial and commercial applications and most organizations manage their training and learning evaluation, and their people-development, according to Kirkpatrick's theory (Robinson and Robinson, 1998; Ulrich, 2013).

Backwards Design Model

Backwards Design Model is designed for the learning curriculum. The outcomes are the skills and understandings that students are to learn by the end of the training course, and works backward to where teachers start; engaging class activities. Focusing on student's understanding of the objectives, which is accomplished through essential questions and feedback (Graff, 2011).

Wiggins and McTighe (2005) explain that a reasonable place to start when setting the goal of the training is to state standards. The goal should be specific long-term understandings upon which future lessons build. Once the goals have been established, the focus turns to the understandings.

Questions for problem solving

Students who understand a concept can clearly see the whole scenario and can emphasize the other's view (Wiggins and McTighe, 2005). In order to facilitate such understandings, teachers must formulate essential questions to inquiry and encourage students to think deeply and construct meaning as they develop their understanding. They

challenge students to make sense of new ideas and reconsider their prior knowledge (Schmidt, 2007)

Plan the assessment

Jones, Vermette, & Jones (2009) suggest the next step of the Backward Design model is to plan the assessments. The assessments require employees to apply knowledge and judgment to solve problems. There should be a balance of different types of assessments such as informal check (hand signals, an essay), academic program (open-ended questions) and quizzes and test check.

Plan for activities

In Backward Design, the textbook is seen as a resource, not a syllabus. Uncovering information rather than the knowledge from the text reveals ideas and making them accessible to real through experiences (Schmidt, 2007). Instructor provides activities for employees to rethink, reflect, and revise their understandings throughout the learning, evaluate and give feedback and lessons are tailored to the needs, talents, interests, and abilities of the students, and lessons and activities are organized (Hellison, 2003).

Reaction

Shumway & Berrett (2004) explain that this level measures the perception and reaction of employees towards the training. This level is not the indication of the performance; however, it assists the employees to be motivated and engaged in achieving their objectives. Jones, Vermette, & Jones (2009) states that when a learning package is presented, whether it be e-learning, classroom training, etc., the employees has to make a decision as to whether he or she will pay attention to it.

Learning

The learning process assists the employees in changing their attitudes in order to make them improve knowledge and increase skills as a result of participation. Measuring

the learning in a training program is important in order to validate the learning objectives. The learning assessments are created to judge the learner's capability for performance (Shumway & Berrett, 2004).

Performance

Prideaux (2003) states the students' capabilities to perform learned skills while on the job, rather than in the classroom. Kirkpatrick (1975) names these original four-levels of evaluation as behavior. However, behavior is the action that is performed, while the final result of the behavior is the performance. This is an important factor to be measured as the primary purpose of training and to improve results by having the employees learn new skills, knowledge, and applying them to the job.

Results

It measures the effectiveness of the training program. The course organizer will know what impact the training has achieved. These impacts can be monetary, efficiency, moral, teamwork, etc. It enhances the company to further develop its training program to be more effectively and satisfactory (Jones, Vermette, & Jones, 2009).

Training

Definition of Training

As the field of Human Resource Development ("HRD") continues to develop and grow, it is important for HRD to focus on improving job performance and growth of the employees in the company. Training, education, and development are three distinct components of Human Resource Development (Nadler, 1990). Training is the activity to enhance an employee's current skills for their present job and it may enable employees to gain English skill for a future job and/ or growth and promotion within the company (Laird, 2003; Nadler, 1990).

Training is one of the most important HRD activities in organizations today. However, the role of training has evolved and changed over the years (Keep, 1992). With the growth of technology and global competition, the number one role of HRD has changed for training that has changed from what people must learn to what they must do or how they perform in their career (Robinson and Robinson, 1995).

Need for Training

Upgrading skills

Refers to the requirement from the employee's level of knowledge has changed every single day and as a result, the number of jobs requiring specific skills is increasing. Skilled workers are being trained in order to meet the demands of the job. International companies are also facing changes and challenges in this global competition (Marquardt, 1996). Jamieson and O'Mara (2012) describe that the companies should support and promote the learning that supports job performance. The employees in the company should continually learn and upgrade skills in order to remain competitive. Without additional training, these employees will lose the opportunities for higher paying, growth, higher skilled jobs and other challenges.

Competing for talent

Refers to the international company is competing for top talent and retaining good employees. Training is one of the most effective means of retaining employees rather than increased salary and benefits (Arthur, 2001). Training programs that improve skills for job and future career growth are effective in keeping top talent.

Training design model

Describes that training is considered as a job specification and the end results are not the same for every job. However, a model is useful for organization efforts to achieve a particular objective. This model is made up of seven components which are assessment,

training plan, lesson plan, trainer training, training implementation, training evaluation, and coaching and counseling (Baldwin & Ford, 1988).

Training methods

Trainers generally use a variety of methods to keep lessons short for proper understanding and to keep the attention of the employees who are in class (Richards, & Renandya, 2002). The employees are better served by similar teaching methods. Lecturers use a variety of methods in training because certain methods work better for particular information and skills. There are eight training methods used to achieve the objective of a project which are 1. The Demonstration Method, 2. Simulation Method, 3. Role Plays, 4. Lecture, 5. Self-Instructional activities, 6. Classroom Method, 7. Prepared Training Materials and 8. On the job Training (Campbell, 1971).

Beyond the theory above (Campbell, 1971), Gist, Schwoerer and Rosen (1989) explain that some extra methods are utilized to increase the effectiveness of an English training program. Foreign employees or experts are invited to the class as guest speakers. Bompa and Haff (2009) support that Pre-tests & Post-tests may also be used. These extra methods can produce good support for learning, assist in perceiving more knowledge and can help employees in creating a suitable learning process, and a good atmosphere in the training class.

Course Syllabus

Course Description

Business English is a basic course designed for the employees in the international company to improve their fundamental English language communication skills (Evans, 2012). The course objectives focus on level-appropriate grammar, specific vocabulary for

business, and to familiarize the participants with business correspondence and knowledge (Evans, 2013).

Course Structure

Contents

Woolvard & Anderson (1998) stated that teachers determine a scope for courses that include necessary and essential contents and also provide the opportunities for employees to participate with this content actively so that more understanding and learning occurs. Moreover, for teacher to develop reasonable contents, Davis (2009) suggested that teachers should create a list of all the content areas that are relevant and essential to the subject of the course. The teacher should also select these essential topics and choose suitable materials (texts, books, articles, CDs, speakers, etc.).

Developing Curriculum Content

Hardin (2011) explained that although the training program satisfied the enrolled attendants overall, the requirement for a change in curriculum content was necessary.

Although skill-based courses such as writing, reading, listening and speaking courses were offered, unavoidably all of the courses had to incorporate other skills as well. Therefore, course organizers focused on content areas in which the participants might be interested (Crandall & Tucker, 1990). Accordingly, Woolvard & Anderson (1998) described that content based courses were developed in five different areas which are 1) English business, 2) academic preparation, 3) English literature, 4) English and media studies and 5) TOEFL/TOEIC.

Organization and objectives

There are many effective ways to organize a course to accomplish a set of objectives. For example, a course could be arranged according to questions and problems or case studies, etc.; however, the teacher should organize the course structure to support the learning objectives which the course organizer identified (Fink, 2003).

Teaching Strategy

Fink (2003) pointed out that a teaching strategy includes instructional strategies or techniques that involve sequencing and combining several different learning activities to assist employees in accomplishing the learning objectives of the class. The teaching strategy might combine learning materials, group discussion, and a writing assignment.

Creating a Schedule

Nilson (2016) stated that when the determination of the main topics is completed, the organizational structure, teaching strategy, objectives and a schedule for the course must be created. Morrow (2008) pointed out that the course organizer should:

- Provide sufficient time for the activities to give students feedback and allow them opportunities to participate.
- Plan the structure into the academic calendar.
- Plan for weekends and holidays that may affect the course.
- Plan some unscheduled time in the course in case unexpected opportunities occur or in case some topics or activities take longer than expected.

Communication Skills in English at the Workplace

In terms of business and economics fields, English has become an important language used in worldwide communication. This includes Thailand, a country in which foreigners have invested and run businesses (Robinson 1991). Employees may encounter several problems in using English, for example, problems of listening, reading, writing, pronunciation, speaking, word order, etc. Many studies have been conducted to investigate communication skills provided in the workplace (Holiday, 2006). A few studies have shown that employees are more proficient in productive skills (speaking and writing) than receptive skills (listening and reading). The literature has also indicated oral communication skills as the most important and widely used in the workplace (Dudley-Evans & St. John, 1998).

Although, the companies focus on oral communication skills and this skill is often preferred in the form of communication, there have been other studies which have indicated various skills that were not identified as oral communication. These include reading publication skills, negotiation skills, conflict resolution skills, note taking skills and translation skills (Hutchinson and Waters, 1987).

English for Specific Purposes course (ESP)

Robinson (1991) defined that ESP is a goal-oriented course that normally benefits study and work purposes. The term of ESP has been used to describe a set of skills which are considered significant, or a type of English taught for a group of target learners to use in their respective professions.

According to Dudley-Evans and St. John (1998), ESP can be classified into two major areas which are English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). EAP is differentiated from EOP by the type of target learners.

The EOP enters a company course and normally proceeds for job-experienced learners who bring business knowledge and skills to the language-learning situation.

As a result, the learning and teaching of EOP aims to serve the specific needs of learners of a specific discipline. The characteristics of ESP explained in the above mentioned sections show that ESP is primarily based on learners' needs. The needs cover not only a specific form or terminology related to work, but also the purposes which include learners' targets at the end of the course and the learner's needs (Robinson 1991).

Concepts of Needs Analysis for ESP

Needs analysis for ESP is the approach to identify students' specific needs in learning a language used in their work and is one of the key purposes of ESP courses. Needs analysis is fundamental in designing ESP courses. Dudley-Evan & John (1998) proposed the concept of a needs analysis in ESP in which professional information about learners, personal information about the learners, English information about learners, learners' weaknesses, language learning information, professional communication information, learners' needs from a course and information about the course environment are recorded.

Hutchinson and Waters (1987) explained that the learning course should be based on the perceived needs of learners. The course syllabus should be conceptualized along the lines of Hutchinson and Waters' target language needs, both necessities and wants. The "necessities" refer to "what learners need to know in order to function effectively in a target situation". The term "wants" is defined as what learners think they need to learn. In conducting a needs analysis, Hutchinson and Waters also suggest that the tools and techniques used for gathering information are questionnaires, interviews, and observation.

Related Studies

Several studies have been conducted to explore the employee satisfaction toward the English Training Program. The research findings are summarized as follows:

Brewer (2007) examined training evaluation in U.S. nonprofit sector organizations. A mail survey was sent to 879 employees in the company for Training and Development. It offered a framework for evaluating employee training in the nonprofit.

Data from the survey showed that training in the nonprofit sector is evaluated primarily at Level 1 (reaction) and Level 2 (learning). Reaction questionnaires are the primary method for collecting Level 1 data. Assessment and self-assessment were listed as the primary method for evaluating Level 2. The Kruskal-Wallis H test presented a statistically significant mean rank difference between “academic preparations” with Level 3 evaluation. The Mann-Whitney U test revealed that master’s degree had a higher mean rank compared to bachelor’s degree and doctorate. It is found that training evaluation is an important part of the training process in nonprofit organizations. Employees were significantly satisfied with the training program provided by organization. However, nonprofit sector organizations face the problem of budget constraints. Money for training program was donated, granted, or given by state and federal governments for operation.

Huh (2006) investigated an analysis for an ESL business English course for employees in the international company at Korea. The objective of the study is to improving learners’ general business English communication skills. In addition, Korean business professionals’ previous experiences of taking business English classes were investigated as well as their attitudes and satisfaction regarding the courses. Interviews and a questionnaire survey were adopted as the methods of the analysis. Regarding the previous experiences, attitudes, and satisfaction toward business English courses. More than half of them were willing to take the next courses. The findings of this study provided suggestions and

valuable implications for curriculum developers and instructors in developing business English courses.

Maleewat & Chanpiwat (2011) found that to lead the organization to be a successful business, the company need to have an effective instrument and competent instructor to fulfill the gap and create more working abilities. The best ways to fulfill this objective is “Training Program” which is offered by the company whether it might be internal training by the training department of the company or outsource or instructors from professional training organization. Employers, have satisfied with the program and recognized with the potential impact of training program.

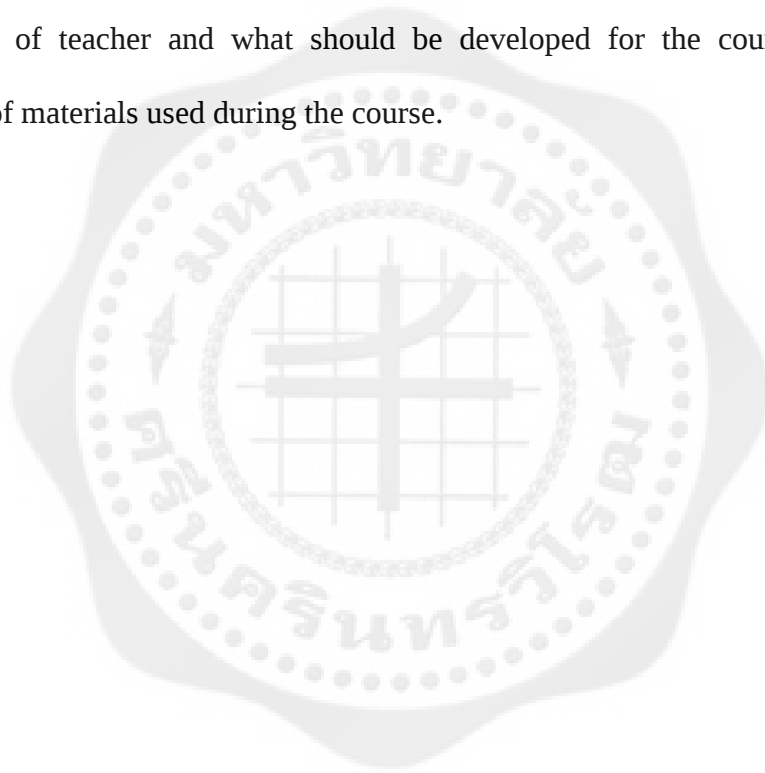
This study also described how training program extend the employees’ capability and ability to generate more customer satisfaction in the hotel industry. The English Language training program is a major part of training topic which covers the contents of General English Conversation for daily life that employees could be able to utilize to the hotel customers and also more consistent matter of specific vocabulary and topics for employees in every departments. The training methods were applied such as Pre-test, Lecture, Class room, Simulation, Role play and also Post-test by the end of the training period.

The study presented the pleasant result. Problems and obstacles occurred during the training are mentioned as one of the important factors. Training program with competent training process, efficient instructor, time are the keys of sustainable success of this study.

Schmidt (2007) studied of the “Satisfaction with workplace training”. The study examined the relationship between satisfaction with employer-provided workplace training and overall job satisfaction. A significant relationship was found between job training satisfaction and overall job satisfaction. Factors of job training, including time spent in training, training methodologies, and training content, were determined to be significant in

their relationship to job training satisfaction, and employees were significantly more satisfied with the training program provided by the company. At last, the findings, conclusions and recommendations were presented for researcher and company in the field of Human Resources Development.

Scoda (2014) studied of the “student’s level of satisfaction regarding their Pedagogy course training. The study was viewed from the perspective seen by the students regarding the “pedagogy” course. It represents an addition to the problem on the competences of teacher and what should be developed for the course, the level of satisfaction of materials used during the course.



CHAPTER III

METHODOLOGY

This Chapter will discuss the research methodology including research participants, research instruments, procedure, and data analysis related to the employees in the international company. A questionnaire was used as the data tool for the survey which includes both closed-ended and open-ended questions. Personal interviews were conducted to elicit reasons for unclear issues and cross-checking the results.

Participants of the Study

The research participants of this study will be 60 officers who have taken an English training program at the international company. The research participants were served the objectives of the study. The participants included four employees from the Purchasing Department, twelve employees from the Procurement Department, ten employees from the Planning Department, ten employees from the Customer Service Department, four employees from the Accounting Department, four employees from the Human Resources Department, eight employees from the Sales and Representative Department, two employees from the IT Department and six employees from the Research and Development Department.

Research Instrument

The questionnaire was generated and developed based on the course syllabus. Both close-ended questions and open-ended question will be used in the questionnaire. The close-ended questions consist of choices. A 5-point Likert scale will be utilized for

the measuring process as follows: 1) strongly disagree 2) disagree 3) neutral 4) agree and 5) strongly agree.

In this study, an English questionnaire was prepared and divided into two parts. The first part includes course syllabus which consists of content on the lessons. The second part is provided as the suggestion. This part of the study is designed as open-ended questions. It is organized for employees to indicate their points of view concerning problems and suggestions toward the contents on the lesson of the English training program.

Procedures

1) The questionnaire was reviewed and established based on the questionnaires on the courses held during year 2015 to 2016 provided by Human Resources Department of the international company.

2) The final version of questionnaire will be distributed in hard copies. The researcher will ask the respondents to have the questionnaire completed and returned to researcher within seven calendar days. The three days before the deadline, the researcher will distribute the gentle reminder regarding the return of the questionnaires.

3) The questionnaires were obtained and recorded by arranging on computer sheets (SPSS) Version 11. The Evaluation of satisfaction will include employees' feedbacks obtained from the questionnaires.

4) The researcher finally had data to analyze so that the research question can be answered. The researcher analyzes the data according to the plan. The results of this analysis are then reviewed and summarized directly related to the research questions.

5) Evaluation of the questionnaires were implemented as per the Planning and Reviewing the next English training program. In addition, each comment will undertake to improve the course syllabus.

Data collection

The researcher was able to coordinate with the Human Resources Department (HRD), the course organizer to get the number of employees who have taken the English training program of the international company and distributed the 60 copies of the questionnaires to targeted number of the employees by the volunteer person from each department. One week later, the questionnaires were collected by the researcher by hand in order to guarantee the confidentiality of the information provided and of the participants themselves. The returned copies will be collected and checked the correctness and completion. The raw data from the returned copies of questionnaire was entered into the Statistical Package for the Social Sciences computer program, or SPSS.

Data Analysis

To analyze the satisfaction towards the course syllabus. The result of the questionnaires were recorded by category and arranged on the computer sheets. Descriptive statistics techniques including frequency and percentage were applied. Moreover, the content analysis were implemented.

CHAPTER IV

FINDINGS

The Chapter presents the findings of the study. The results of the study are presented in reference to the research questions which are 1) What is the satisfaction of the employees towards the English training program provided in the company? and 2) What should be included in the English training course syllabus for specific purposes in the working environment?

The raw data of 60 samples were analyzed using the Statistical Package for the Social Sciences computer program, or SPSS Version 11. The findings are presented into two parts as follows:

- Part 1 English Training Course Syllabus
- Part 2 Problems and suggestions

Part 1: English Training Course Syllabus

This part analyzes the satisfaction of employees towards the English training program. The findings are presented in Table 1 to Table 15. The participants were asked to rate the satisfaction based on a five-point Likert scale ranking from “Strongly disagree, Disagree, Neutral, Agree and Strongly agree”. The data collected are presented in frequency, percentage (%) and followed by content analysis of the English training course syllabus.

4.1) Research Question 1: What is the satisfaction of the employees towards the English training program provided in the company?

Table 1 *Introduction and Concepts of English Business Communication*

Satisfaction Level	n=60	Percentage
Strongly Agree	3	5.0
Agree	32	53.3
Neutral	15	25.0
Disagree	10	16.7
Strongly Disagree	0	0.0
Total	60	100.00

Table 1 shows the satisfaction level of the participants towards the topic “Introduction and Concepts of English Business Communication” of the course. 32 participants (53.3%) agreed that the topic should be included in the course. Twenty five percent of the participants neither agreed nor disagreed with this topic. Some of the participants (16.7%) disagreed and none of the participants strongly disagreed with the inclusion of the topic in this course.

Table 2 *Grammar Use*

Satisfaction Level	n=60	Percentage
Strongly Agree	0	0.0
Agree	15	25.0
Neutral	20	33.3
Disagree	21	35.0
Strongly Disagree	4	6.7
Total	60	100.00

Table 2 shows the satisfaction level of the participants towards the topic “Grammar Use” of the course. 21 participants (35 %) disagreed that the topic should be included in the course. Only 6.7% of the participants strongly disagreed with the topic. Thirty-three point three percent of the participants neither agreed nor disagreed with this topic. Some of the participants (25%) agreed with the inclusion of the topic in this course and none of the participants strongly agreed.

Table 3 *Sentence Structure*

Satisfaction Level	n=60	Percentage
Strongly Agree	1	1.7
Agree	18	30.0
Neutral	18	30.0
Disagree	20	33.3
Strongly Disagree	3	5.0
Total	60	100.00

Table 3 shows the satisfaction level of the participants towards the topic “Sentence Structure” in the course. 20 participants (33.3 %) disagreed that the topic should be included in the course. Moreover, 5% of the participants strongly disagreed with the topic. Thirty percent of the participants neither agreed nor disagreed with this topic. Some of the participants (30%) agreed and 1.7% strongly agreed to include this topic in this course.

Table 4 *Reading Comprehension*

Satisfaction Level	n=60	Percentage
Strongly Agree	1	1.7
Agree	30	50.0
Neutral	17	28.3
Disagree	11	18.3
Strongly Disagree	1	1.7
Total	60	100.00

Table 4 shows the satisfaction level of the participants toward the topic “Reading Comprehension” in the course. 30 participants (50%) agreed that the topic should be included in the course and only 1.7% of the participants strongly agreed to include this topic in this course. Twenty-eight point three percent of the participants neither agreed nor disagreed with this topic. Some of the participants (18.3%) disagreed and 1.7% strongly disagreed to include this topic in this course.

Table 5 *The Process of writing and developing writing skill for business document*

Satisfaction Level	n=60	Percentage
Strongly Agree	3	5.0
Agree	31	51.7
Neutral	18	30.0
Disagree	8	13.3
Strongly Disagree	0	0.0
Total	60	100.00

Table 5 shows the satisfaction level of the participants towards the topic “The Process of writing and developing writing skills for business documents” in the course. The majority of the participants (51.7 %) agreed that the topic should be included in the course and only 5% of the participants strongly agreed to include this topic in this course. Thirty percent of the participants neither agreed nor disagreed with this topic. Some of the participants (13.3%) disagreed and none of the participants strongly disagreed to include this topic in this course.

Table 6 *Business writing (formal and informal in short report, arranging meeting, responding for orders and making payment)*

Satisfaction Level	n=60	Percentage
Strongly Agree	3	5.0
Agree	31	51.7
Neutral	18	30.0
Disagree	7	11.7
Strongly Disagree	1	1.7
Total	60	100.00

Table 6 shows the satisfaction level of the participants towards the topic “Business writing (formal and informal in short reports, arranging meetings, responding to orders and making payments)” in the course. The majority of the participants (51.7 %) agreed that the topic should be included in the course and only 5% of the participants strongly agreed with the topic. Thirty percent of the participants neither agreed nor disagreed with this topic. Some of the participants (11.7%) disagreed and only 1.7% of the participants strongly disagreed to include this topic in this course.

Table 7 *Powerful Presentation Skills*

Satisfaction Level	n=60	Percentage
Strongly Agree	3	5.0
Agree	27	45.0
Neutral	21	35.0
Disagree	7	11.7
Strongly Disagree	2	3.3
Total	60	100.00

Table 7 shows the satisfaction level of the participants towards the topic “Powerful Presentation Skills” in the course. 27 participants (45 %) agreed that the topic should be included in the course. Only 5% strongly agreed with the topic. Thirty five percent of the participants neither agreed nor disagreed with this topic. Some of the participants (11.7%) disagreed and 3.3% of the participants strongly disagreed to include this topic in this course.

Table 8 *Formal Business Communication Via Technology*

Satisfaction Level	n=60	Percentage
Strongly Agree	5	8.3
Agree	27	45.0
Neutral	19	31.7
Disagree	7	11.7
Strongly Disagree	2	3.3
Total	60	100.00

Table 8 shows the satisfaction level of the participants towards the topic “Formal Business Communication Via Technology” in the course. 21 participants (45.0 %) agreed that the topic should be included in the course. Moreover, 8.3% of the participants strongly agreed to include the topic in the course. Thirty-one point seven percent of the participants neither agreed nor disagreed with this topic. Some of the participants (11.7%) disagreed and 3.3% of the participants strongly disagreed to include this topic in this course.

Table 9 *Professional Telephone communication*

Satisfaction Level	n=60	Percentage
Strongly Agree	4	6.7
Agree	30	50.0
Neutral	16	26.7
Disagree	10	16.7
Strongly Disagree	0	0.0
Total	60	100.00

Table 9 shows the satisfaction level of the participants towards the topic “Professional Telephone communication” in the course. 30 participants (50.0%) agreed that the topic should be included in the course and 6.7% of the participants strongly agreed with the topic. Twenty-six point seven percent of the participants neither agreed nor disagreed with this topic. Some of the participants (16.7%) disagreed and none of the participants strongly disagreed to include this topic in this course.

Table 10 *Taking and Leaving Messages*

Satisfaction Level	n=60	Percentage
Strongly Agree	3	5.0
Agree	32	53.3
Neutral	18	30.0
Disagree	6	10.0
Strongly Disagree	1	1.7
Total	60	100.00

Table 10 shows the satisfaction level of the participants towards the topic “Taking and Leaving Messages” in the course. The majority of the participants (53.3 %) agreed that the topic should be included in the course. Moreover, 5% strongly agreed with this topic. Thirty percent of the participants neither agreed nor disagreed with this topic. Some of the participants (10.0%) disagreed and only 1.7% of the participants strongly disagreed to include this topic in this course.

Table 11 *Interoffice memos*

Satisfaction Level	n=60	Percentage
Strongly Agree	2	3.3
Agree	32	53.3
Neutral	21	35.0
Disagree	4	6.7
Strongly Disagree	1	1.7
Total	60	100.00

Table 11 shows the satisfaction level of the participants toward the topic “Interoffice memos” in the course. The majority of the participants (53.3 %) agreed that the topic should be included in the course and 3.3% of the participants strongly agreed with the topic. Thirty-five percent of the participants neither agreed nor disagreed with this topic. Some of the participants (6.7%) disagreed and only 1.7% of the participants strongly disagreed to include this topic in this course.

Table 12 *Various Idioms/Expression/Vocabulary Related Business*

Satisfaction Level	n=60	Percentage
Strongly Agree	1	1.7
Agree	26	43.3
Neutral	27	45.0
Disagree	5	8.3
Strongly Disagree	1	1.7
Total	60	100.00

Table 12 shows the satisfaction level of the participants towards the topic “Various Idioms/Expression/Vocabulary Related to Business” in the course. 27 participants (45.0 %) of the participants neither agreed nor disagreed with this topic. Forty-three point three (43.3%) agreed that the topic should be included in the course. Only 1.7% of the participants strongly agreed with the topic. Some of the participants (8.3%) disagreed and 1.7% of the participants strongly disagreed to include this topic in this course.

Table 13 *Social situation/ Business discussion by using studies for application*

Satisfaction Level	n=60	Percentage
Strongly Agree	3	5.0
Agree	35	58.3
Neutral	18	30.0
Disagree	4	6.7
Strongly Disagree	0	0.0
Total	60	100.00

Table 13 shows the satisfaction level of the participants towards the topic “Social situation/ Business discussion by using studies for application” in the course. The majority of the participants (58.3 %) agreed that the topic should be included in the course and 5% of the participants strongly agreed to include the topic in the course. Thirty of the participants neither agreed nor disagreed with this topic. Some of the participants (6.7%) disagreed and none of the participants strongly disagreed to include this topic in this course.

Table 14 *Ranking of respondents' satisfaction on “strongly agree level”*

Ranking	Course content	N	Percentage
1	Formal Business Communication Via Technology	5	8.3
2	Professional Telephone Communication	4	6.7

Table 14 shows the two highest rankings of participants' satisfaction in the "strongly agree level" toward the contents of the course. The Formal Business Communication Via Technology was rated with the highest level of satisfaction (8.3%) followed by Professional Telephone Communication (6.7%), respectively.

Table 15 *Ranking of the number of respondents' satisfaction on course of contents*

Ranking	Course content	n=60	Percentage
1	Social situation/Business discussion by using studies for application	35	58.3
2	Introduction and Concepts of English Business Communication	32	53.3
2	Taking and leaving Messages	32	53.3
2	Interoffice memos	32	53.3

According to Table 15, the results indicated two of the highest rankings against satisfaction towards contents of the course. More than half of the participants (35 participants) were satisfied with the course of Social situations/Business discussion by using studies for application. The course of Introduction and Concepts of English Business Communication, Taking and leaving Messages and Interoffice memos were regarded highly by the second largest number of participants (32 participants).

Part 2: Suggestions and Comments

This part presents the participants' suggestions and comments regarding the course of contents and additional contents that should be included in the English training course for specific purposes in the working environment.

The suggestions and comments are categorized into two topics. The additional comments and some unclear issues were also discussed in the open-ended part. The first part was concerned with the comments on the top two contents of the course that the respondents were not satisfied with. The second part was the area of additional contents that should be included in the English training program in the future.

1) Which top two contents of the course are you not satisfied with? Please specify.

Table 16 *Ranking of top two contents of the course the respondents are not satisfied*

Ranking	Course content	n=60	Percentage
1	Sentence Structure	32	53.3
2	Grammar Use	27	45.0

As shown in Table 16, the results presented the top two rankings of the lowest satisfaction of the respondents towards the contents of the course. The majority of the learners were not satisfied with Sentence Structure (53.3%) followed by Grammar Use (45.0%).

Table 16.1 *Highest two ranking of the respondents' comments on the course contents of Sentence Structure*

Ranking	Course content	Respondent (n=32)
1	Sentence Structure was not effective/ not so important enough to improve their business English skills	23
2	Boring and not necessary at work	9

As illustrated in Table 16.1, more than a quarter of the participants (23 participants) thought that the Sentence Structure was not suitable for their career. The Sentence Structure was drawn from a general course syllabus. They thought that an appropriate English training program should provide English contents for Business purposes and be related to business/or occupational purposes.

Table 16.2 *Highest two ranking of the respondents' comments on the course contents of Grammar Use*

Ranking	Course content	Respondent (n=27)
1	They want to improve/ keep practicing their business English skills rather than Grammar use	15
2	Boring and they thought it is not necessary at work	12

As illustrated in Table 16.2, the outcome showed that 15 participants expressed that making grammatical errors in correspondence was a common mistake or surface error and it was less important in their careers than any other of the course contents.

4.2) Research Question 2: What should be included in the English training course syllabus for specific purposes in the working environment?

Table 17 *The respondents' suggestion on the additional contents that should be included in the English training course syllabus for the specific purpose in working environment*

Ranking	Course content	N	Percentage
1	English for Occupational Purposes (Economies, Secretaries, Accounting and Technicians)	38	63.3
2	TOEIC	4	6.6
3	Non-Verbal	2	3.3

As shown in Table 17, 38 participants commented on the importance of English for Occupational Purposes. The important areas of English for Occupational Purposes were Economics, Secretarial work, Accounting and Technicians. These participants emphasized that English for specific purposes played a significant role in their careers because they used this kind of daily English to communicate at work. They stated that the course of contents in the English training program was insufficient for their work because they needed to learn and be familiar with certain English vocabulary. As a result, they require specific course requirements to be included in the mandatory learning program.

They believed that if they attended this course, they would be able to work more effectively.

Four participants expressed their needs in the course of TOEIC. One of them wrote that “the course of TOEIC represents the skills in real life workplace scenarios and real world workplace communication. Preparation for the TOEIC exam should be included in the English training program” (translation from Thai). Therefore, they believed that the TOEIC could help them to strengthen their English skills related to workplace communication.

However, it is noteworthy that the course of Non-Verbal communication was also desired to be included in the English course syllabus although it seemed that there was not many opportunities to use non-verbal communication at work.

The conclusion of the study, discussion in accordance with the research questions, limitations of the study, suggestions regarding the English training program development and recommendations for further studies are presented in Chapter V.

CHAPTER V

Conclusion and Discussion

This Chapter presents the conclusion of the study, the discussion in accordance with the research questions, the limitation of the study, suggestions for English training program development and recommendations for further studies. The details are as follows:

5.1 Conclusion of the Study

The purpose of the study was to examine the employees' satisfaction with the English training program provided by the company and to study the English training course syllabus with regard to the specific purposes of the working environment. The instrument used to collect data in the study was a questionnaire comprised of questions on the English course syllabus and on the English training program itself. Data were collected by distributing questionnaires to 60 employees in the international company. The study was conducted in March 2017, and the data were analyzed and presented by percentage using the Statistical Package for Social Sciences (SPSS) to explore the research questions of the study. The discussions of the findings are as follows:

5.2 Discussion in accordance with the research questions:

The major findings in accordance with the research questions were presented as follows:

Research Question: 1) What was the satisfaction of the employees in relation to the English training program provided by the company?

Research Question 2) What should be included in the English training course syllabus with regard to the specific purposes of the working environment?

The findings indicated that the majority of participants were satisfied with the course content that dealt with social situations and business discussions by using studies for application (58.3%) followed by Introduction and Concepts of English Business Communication (53.3%), Taking and Leaving Messages (53.3%) and Interoffice Memos (53.3%) (See Table 15 in Chapter IV). According to the results, the participants are interested in English language skills in business areas rather than English language skills in general.

In addition to the importance of Grammar Use and Sentence Structure to be included in the course syllabus, 53.3% and 45.0% expressed disagreement with Grammar Use and Sentence Structure. Some respondents suggested additional reasons why the course content of Grammar Use and Sentence Structure might be unnecessary for the training syllabus. For example, one respondent answered that “the Grammar and Sentence Structure deals with basic mistakes and these have no effect on my job” (translation from Thai) and another indicated his/her disagreement stating that, “Making grammatical errors in correspondences would probably result in an unclear message, but I did not think this problem had much effect on my work. The correspondent could understand the overall meaning of sentences even though I made grammar mistakes” (translation from Thai). In terms of Grammar Use and Sentence Structure, it was assumed that the participants with technical job skills such as employees in the IT Department, Purchasing Department and Accounting Department had a low level of satisfaction. These people are from departments that do not have many opportunities to use English. However, a significant number of participants seemed to be aware of the importance of Basic English skills and that English proficiency of Grammar and Sentence Structure would be needed

for the development of their future careers. Because of the job characteristics associated with an English-speaking environment, it was assumed that these results were from participants from the Customer Services, Sales and Representative Departments.

They agreed that having proficient basic skills would allow them to communicate better, have more confidence and show more professionalism in their careers. The sentence structure skills, moreover, in situations where the employees could not make sentences (Sentence Structure) immediately and were afraid of speaking incorrectly (Grammar) were also significant problems. They lack spontaneity in speaking and in writing. Employees are often worried about making mistakes and are fearful of losing face. Furthermore, during communication, the employees sometimes faced problems and the receiver was uncertain about the information or request and these situations might lead to complaints or even conflict among colleagues, or between supervisors and subordinates. Therefore, the employees needed to improve their grammar and sentence structure to be more effective in communication in order to avoid any problems arising from poor grammar and sentence structure skills.

Nevertheless, the suggestions from the respondents were directly handled by the course organizer (HRD); therefore, the course content regarding grammar and sentence structure could be changed to self-monitoring techniques that make the participants aware of their errors. To make the course content more engaging for the class, methodologies used will not only be editing documents for grammatical errors and structure, but will also include audio CDs, role plays, class activities, transcription and grammar exercises and informal presentations either individually or as a group. By the end of the class, the participants should be more aware of errors and will be able to reduce the number of these errors in grammar and word order.

More than half of the respondents (63.3%), emphasized that the course content should be related to the job. For instance, one respondent answered that “I think English for a specific occupational purpose is very important for my own job” (translation from Thai). Another respondent also specified that “low English basic skills could be complemented by sufficient knowledge of English for occupational purposes” (translation from Thai). Besides, the TOEIC was also mentioned by four respondents to be included in the course syllabus and one respondent also mentioned non-verbal communication. Moreover, two participants expressed that the course of Non-Verbal communication should also be required to be included in the English course syllabus although there did not seem to be many opportunities to study ‘Non-Verbal Communication’ at work.

The important issue observed in this study concerns the course content of EOP. Since the wide acceptance of most participants of the course content of English for occupational purposes matches well with the course syllabus, the process of establishing the English for occupational purposes was undertaken during the next semester. In the process of generating the English for occupational purposes, there was a strong need for curriculum designers to understand the content that was necessary in real business contexts in order to plan the course for assessing effectiveness and determining areas for further improvement.

Taking all of these findings into consideration, the training program must determine an approach that meets the requirement of all participants involved. There have been a number of companies conducting EOP courses. One study on EOP courses was conducted at Seagate Technology (Thailand) Ltd., Samutprakarn. The study was conducted on the syllabus of English for Seagate Planners in using the English language to establish an EOP course. Another study was conducted on the syllabus of the English for Aircraft Maintenance Programme for Technical employees in the Technical

Department at Thai Airways International Public Company Limited, Samutprakarn. The common perceptions on the EOP course were that the course in general emphasized spoken and written communication skills and was relevant to employees' fields of specialization. A curriculum review is expected to provide the course organizer with the scenario to enhance the effectiveness of the EOP course.

5.3 Limitation of the Study

In reference to Kirkpatrick's framework in Chapter II, the study focuses only on the "reaction level" (Holton, 1996; Swanson and Holton; Phillips and Phillips, 2016; Kirkpatrick, 1994) of how the employees find the training course syllabus to be favorable and relevant to their jobs (Bramley and Kitson, 1994; Kaufman and Keller, 1994; J.J. Phillips, 2012).

The "reaction level" refers to opinions and comments regarding the learning experience of employees following the English training program. The results are concerned with whether the experience was considered valuable, whether the employees felt engaged, and whether they felt the course syllabus was relevant. The feedback evaluated the effectiveness of the training, employees' perceptions and potential future improvements for the course syllabus.

The results showed positive satisfaction levels on the English training program and it was found that participants potentially benefit with improved work attendance and increased productivity. Respondents thought that additional topics (English for Occupational Purposes and TOEIC) should be included in the course syllabus. They thought that these topics could be included in the next training program.

Although the study provides worthwhile implications for developing the training program, it was also subject to several limitations. The major limitation of the study was

the problem of the samples. There are only sixty employees who have taken the ESL course and the Business Writing course (“English training program”). These sixty employees represent the entire number of employees at the operational level in the company’s offices. For the purpose of identifying the satisfaction of employees with the course syllabus in the training program, the company’s office-workers were selected as source data. As employees in this single company cannot represent the wider whole, the findings of this study can have only partial implications for the development of English content. The next English training program in this international company will not be generalized to the other English training programs in other international companies in Thailand.

5.4 Suggestions for English training program development

According to the concept of employees’ satisfaction, the pride of working position due to their competencies, motivation and encouragement from the company were considered to be one important feature. The company should support the employees to access education, ability of opportunities for continuous learning, recognition of acquired learning skills and motivation in development of core skills and higher level skill which will make them more fulfilled professional and enable employees for their aspiration and opportunity for high salary range, higher level job positions and higher job responsibilities. The success of the English training program in the company is reflected by the continued support provided by the management. Companies that support employees through the different courses of English language found higher achievement on the part of employees who had attained increased fluency and better communication skills. Employees understood instructions more efficiently and were more aware of

communication problems in the workplace. This provided long term benefits and advantages to the company.

Based on the findings and the conclusion of the study, the following recommendations are intended for the English training program in the future. With regard to the results of the study, the English training program should offer a variety of courses aimed at varying abilities, and curriculums geared to language achievement that is relevant to the employees' careers. Meanwhile, in this study, the next English program should include the English for Occupational Purposes and TOEIC. These courses could have been separated from the basic English courses to enlist specific employees for the duration of the semester. Therefore, the next course should be provided with the combination of general course contents and specific course contents. The specific contents should be related to a particular job description, and the general content should be concerned with skills in general business communication.

Regarding the wide range of different learning stages among the attendees in the class or multi-level classroom, the course organizer (HRD) should determine the needs of the individual members. The program was not well suited to train the employees in advanced levels of English, as the program included attendants with different types of learning backgrounds. The English training program is a multi-level class because of the limited budgets and limited numbers of attendees. However, the course organizer (HRD) was paying attention to the problems of the multi-level classroom and was creating strategies to best deal with the challenges. There are a variety of ways to conduct needs assessment. The course organizer (HRD) should use a standardized test for attendees. This would help him/her to determine the language level of the participants in the multi-level class. The classroom activities would use different approaches to learning, the classes reduced when necessary to groups or pairs of students. For mixed ability

situations, learners in an advanced level can gain confidence and improve competence by assisting and teaching lower level peers. Instructors may use techniques such as implementing varying activities, using texts or materials that have been modified for different English levels, and utilizing mixed-ability partner groups.

Because of the rapid growth of business, the course organizer (HRD) needs to update the curriculum and course content regularly. Successful courses require careful planning and ceaseless revision. The survey of satisfaction of the attendees who typically consult with the course administrator is yet another aspect of learning, given the experience and strategic knowledge of this key figure. As a result, the course organizer (HRD) could determine and plan effectively the course goals, course content, teaching methods, and instructor etc. to be most appropriate for the next English training program.

In terms of recruitment the company should also consider having the requirement for recruitment for applicants who have attended the assigned English course or achieved TOEIC scores of 550 or over before joining the company. As a result, the applicants with very low TOEIC scores should not accepted to be employed in the company.

Most importantly, employees should be encouraged at an early stage to commit themselves to the long term target of career and seek intensive training to improve long term reach rather than complete short duration training in order to pass only basic or mandatory training.

5.5 Recommendations for the Further Studies

As discussed in the Statement of Problem section of the study, the English training program could greatly ameliorate the communication problems of working environments by providing English language instruction directly after course enlistment. However, the scope of the study is limited to the 60 employees who were taking the English training

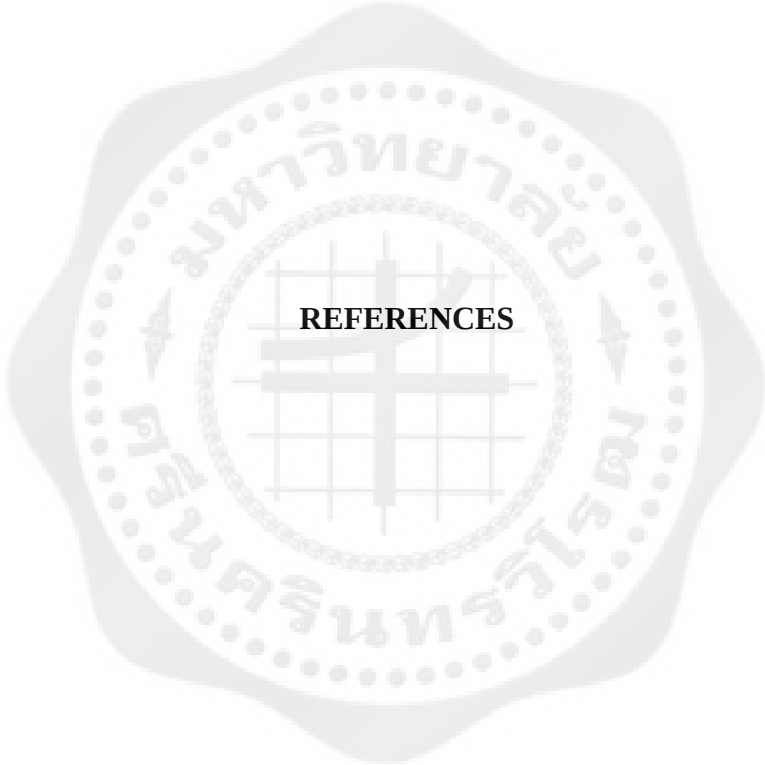
program. Therefore, more participants from other international companies taking a course similar to the English training program featured in this study would be desirable in order to increase the scope of outcomes generated by the study.

This study provided the level of employees' satisfaction towards the English training program. Although further study was pursued to complement the findings of this study, participants' needs should be more clearly identified through needs analyses. If the training programs are offered based on the employees' needs, an in-depth study of needs concerning the English training program should be conducted. Each curriculum content should be examined in detail and developed. However, it is recommended that the further studies should gather more information and emphasize a wider range of input on the English training program such as training instructors, training materials and training activities.

This study focuses only on the reaction level. Based on the theory of Kirkpatrick's four-level training evaluation model and related research, it is reasonably believed that participants' reaction plays an important role in training and is considered a direct training outcome of the study. The desired reaction focuses on the participants' satisfaction rather than training structure or participants' skills. Furthermore, in order to obtain an objective assessment, learning, behavior and results efforts to measure improvements in training programs may require a longitudinal study. Results provide pre- and post-event measurement of training objectives. Moreover, results provide useful information about the efficacy of instructional evaluation, including significant disparities between attitudes, skills, and learners' behaviors. This outcome and information can be used by course organizers to implement the most appropriate evaluation for measuring important factors that accurately identify learners', behaviors, skills or attitudes.

Based on the investigation, the methods of the questionnaire and interviews would have allowed cross-checking the results. Throughout the questionnaire analysis, several obstacles arose from respondents' answers, thus, the use of a method of follow-up interviews would have been useful for unclear issues. According to this study, some respondents' answers regarding the course contents that were considered unsatisfactory and also the recommendations on additional courses that should be included in the next English training program were not clear regarding the reasons or answers. For these issues, follow-up interviews were conducted with a small representative sub-group of the participants or individually with the respondents whose answers were unclear.

In addition, the implications of the results of the questionnaire represent only a basic stage for the course organizer (HRD) in the planning and improvement of a most suitable English training program in the future. It is recommended that the results should be reported to the management of the company in the hope of clarifying their perception of the usefulness of the courses, and to encourage their acceptance of the need for further course contents. The English teacher for specific purposes such as TOEIC, accounting, and purchasing would also be required. A more expansive budget would be necessary to facilitate these improvements. The management, hopefully, would be convinced that the suggested additional courses would be indispensable to their ongoing business development and therefore an extremely worthwhile financial measure.



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APPENDICES

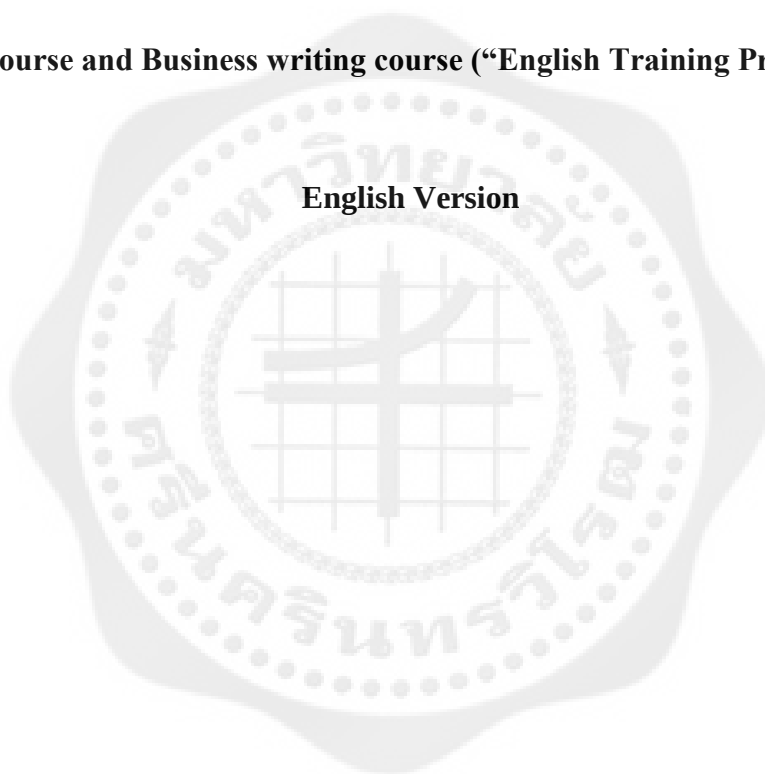


APPENDIX A

Course Syllabus

ESL course and Business writing course (“English Training Program”) :

English Version



ESL course and Business writing course (“English Training Program”)

Course Description

Business English is a basic course designed for the employees in the International Company in order to improve their fundamental English language communication skills. The course objectives focus on level-appropriate grammar, specific vocabulary for business, and to familiarize the participants the business correspondence and knowledge.

Office Hours

Tuesday and Thursday (5:30 PM -6:20 PM)

Criteria (The full scores are 100%.):

- Participation & Improvement 10%
- Homework & Assignments 20%
- Telephone Communication 20%
- Oral Presentation/Written Text 20%
- Final Exam 30%

Rule

- Speaking English in class at all times.
- Punctuality, be on time.

Contents

- Introduction and concepts of English business communication
- Grammar Usage
- Sentence Structure (Statements, Questions, Command and Exclamation)
- Reading Comprehension
- The process of writing and developing writing skills for business documents
- Business writing (formal and informal in short report, arranging meeting, responding for orders and making payment)
- Powerful Presentation Skills
- Formal Business Communication via Technology
- Professional Telephone communication
- Taking and Leaving Messages
- Interoffice memos
- Various Idioms/Expression/Vocabulary Related Business
- Social situation/Business discussion by using case studies for application

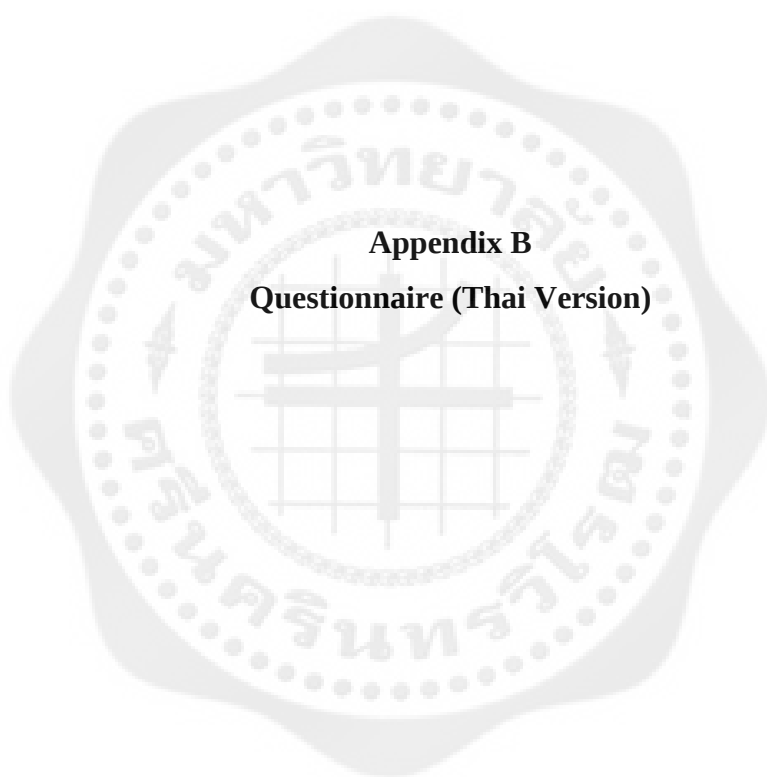
Text

The text for the course will be the booklet and Paper sheets

Instructional Methods

This course will be conducted via lecture, in-class activities and presentations.

Appendix B
Questionnaire (Thai Version)



หลักสูตรศิลปศาสตรมหาบัณฑิต

สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสาร

นานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ

เรื่อง ขอความร่วมมือในการกรอกแบบสอบถาม

เรียน ท่านผู้ตอบแบบสอบถาม

แบบสอบถามฉบับนี้ จัดทำขึ้นเพื่อรวบรวมข้อมูลเกี่ยวกับ ความพึงพอใจต่อหลักสูตร
ภาษาอังกฤษ (ESL course and Business writing course) ของพนักงาน เพื่อนำไปเป็น
ข้อมูลประกอบการทำการศึกษารื่อง“ความพึงพอใจของพนักงานต่อหลักสูตรฝึกอบรม
ภาษาอังกฤษกรณีศึกษาบริษัทข้ามชาติในจังหวัดสมุทรปราการ” ของนิสิตโครงการปริญญาโท
หลักสูตรศิลปศาสตรมหาบัณฑิต (ศศ.ม.) สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
มหาวิทยาลัยศรีนครินทรวิโรฒ

ดังนั้น เพื่อให้ข้อมูลดังกล่าวสมบูรณ์ซึ่งจะเกิดประโยชน์และนำไปพัฒนาการ
ปฏิบัติงานให้มีประสิทธิภาพและประสิทธิผล จึงขอความร่วมมือจากท่านในการกรอกแบบสอบถาม
คำตอบที่ได้จะถือเป็นความลับและจะไม่ส่งผลกระทบใดๆแก่ตัวท่าน

ขอขอบคุณในความร่วมมือ ณ โอกาสนี้

ปัทมวดี ทับแสง

ผู้ดำเนินงานวิจัย

แบบสอบถาม

เรื่อง “ความพึงพอใจของพนักงานต่อหลักสูตรฝึกอบรมภาษาอังกฤษกรณีศึกษาบริษัทข้ามชาติใน

จังหวัดสมุทรปราการ”

ส่วนที่ 1 ความเห็นเกี่ยวกับหลักสูตรภาษาอังกฤษ

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องว่างที่กำหนดให้

ลำดับ	หลักสูตร	ไม่เห็นด้วยมาก	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1	ภาษาอังกฤษธุรกิจเพื่อการสื่อสารเบื้องต้น					
2	การใช้ไวยากรณ์					
3	โครงสร้างประโยค (ประโยคบอกเล่า, ประโยคคำถาม, ประโยคคำสั่ง, ประโยคอุทาน)					
4	การอ่านเพื่อให้เกิดความเข้าใจ					
5	กระบวนการของการเขียนและการพัฒนาทักษะการเขียนเอกสารทางธุรกิจ					

ลำดับ	หลักสูตร	ไม่เห็นด้วยมาก	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
6	การเขียนเชิงธุรกิจ (การเขียนรายงานฉบับย่ออย่างเป็นทางการและ ไม่เป็นทางการ การเขียนการจัดประชุม, การตอบรับการสั่งซื้อ และ การตอบรับการชำระเงิน)					
7	ทักษะการนำเสนอที่มีประสิทธิภาพ					
8	การสื่อสารทางธุรกิจอย่างเป็นทางการผ่านทางเทคโนโลยี					
9	การสื่อสารทางโทรศัพท์อย่างมืออาชีพ					
10	การรับข้อความและฝากข้อความ					
11	การเขียนบันทึกภายในสำนักงาน					
12	สำนวนต่างๆ / การแสดงออก / คำศัพท์ที่เกี่ยวข้องกับทางธุรกิจ					
13	การอภิปรายสถานการณ์ / การสนทนาทางธุรกิจโดยประยุกต์จาก กรณีศึกษา					

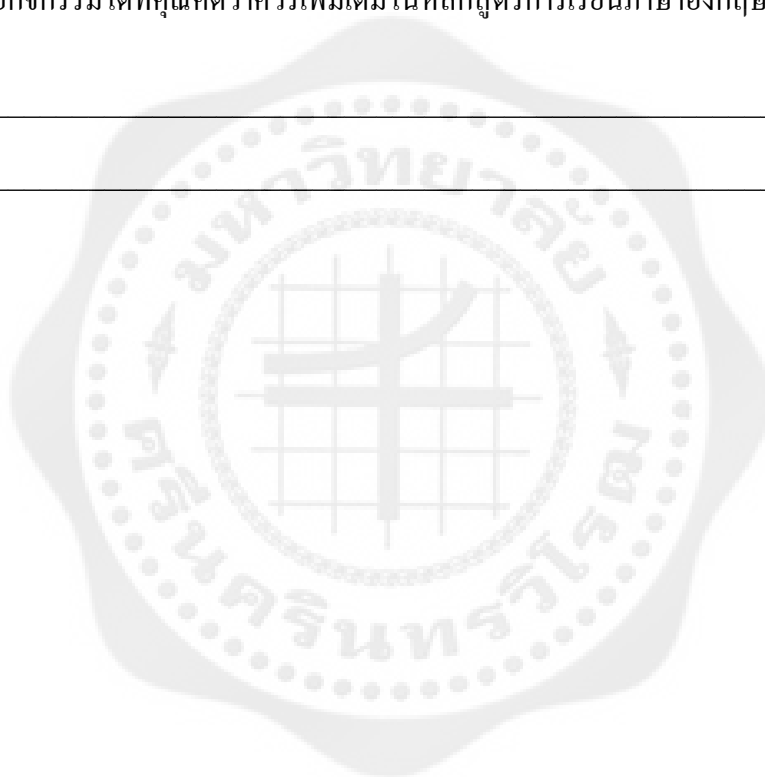
Part 2: Suggestions and Comments ข้อเสนอแนะและความคิดเห็น

1) 2 หัวข้อใดที่ต้องมีการปรับปรุงมากที่สุด เพราะเหตุใด

1) _____

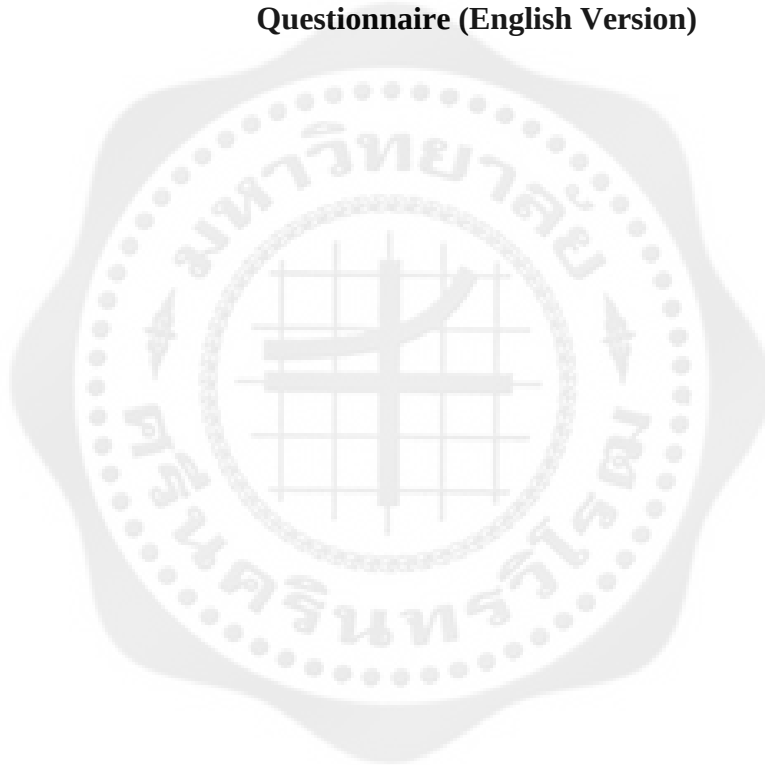
2) _____

2) เนื้อหาหรือกิจกรรมใดที่คุณคิดว่าควรเพิ่มเติมในหลักสูตรการเรียนภาษาอังกฤษนี้



Appendix C

Questionnaire (English Version)



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Questionnaire (English Version)

Course Evaluation

Employees Satisfaction towards the English Training Program: a case study of a Samutprakarn based International Company

This course evaluation is designed to explore the employees' satisfaction toward the English Training Program organized by the international company. There are no right or wrong answers, just the feelings and opinions of the participants. Your information will be valuable and helpful in developing the English Training Program in the future. The answers to this questionnaire will be kept confidential and used only for the purposes of this study.

This test is divided into two parts; the first part is a questionnaire concerning the information on the lesson, and the second part consists of questions regarding the satisfaction towards the program.

Thank you for your cooperation.

Part 1: Information on contents

Directions: Please mark ✓ in the column that is most applicable to you.

The level of satisfaction ranges from

- 1 strongly disagree
- 2 disagree
- 3 neutral
- 4 agree
- 5 strongly agree

No.	Course Contents	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Introduction and Concepts of English Business Communication					
2	Grammar Usage					
3	Sentence Structures (Statements, Questions, Command and Exclamation)					
4	Reading Comprehension					
5	The process of writing and developing writing skills for business documents.					
6	Business writing (formal and informal in short report, arranging meeting, responding for orders and making payment)					
7	Powerful Presentation Skills					
8	Formal Business Communication via Technology					
9	Professional Telephone communication					
10	Taking and Leaving Messages.					
11	Interoffice memos					
12	Various Idioms/Expression/ Vocabulary Related Business					

No.	Course Contents	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	Social situation/ Business discussion by using case studies for application.					

Part 2: Suggestions and Comments

1) Which top two contents of the course you are not satisfied with? Please specify.

1) _____

2) _____

2) Any additional content or subject that you think should be included to the English training program?

VITAE



VITAE

Name: Miss Pratchayawadee Thubsaeng

Date of Birth: January 18, 1985

Place of Birth: Yasothon

Address: 99/1053 Chollada-Suvarnabhumi,
Ladkrabang 54, Srisajarakaenoi sub-district,
Bang Saothong district, Samutprakarn 10570

Education Backgroud:

2007 Bachelor of BBA in international business
from Suan Sunandha University

2017 Master of Arts (Business English for
International Communication) from
Srinakharinwirot University