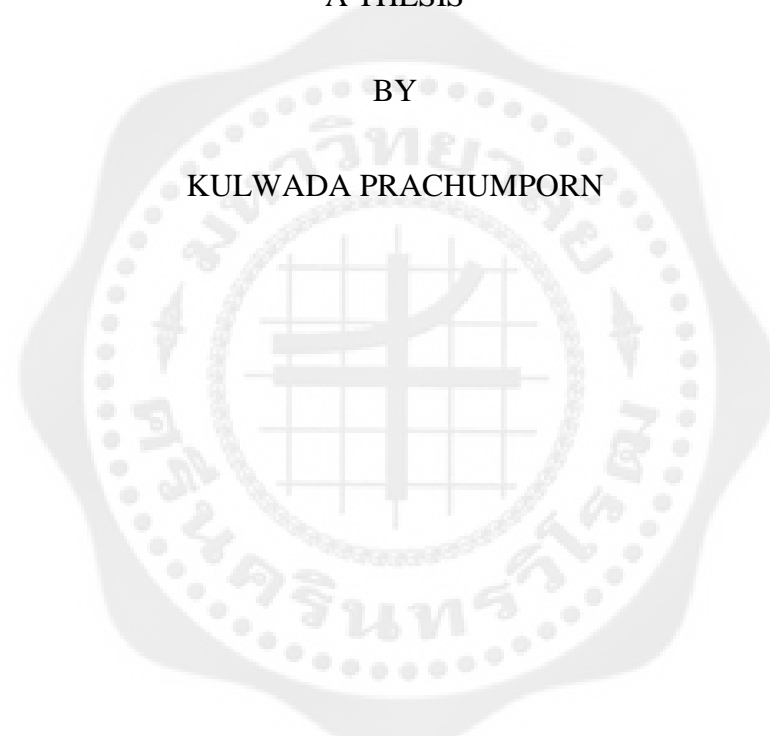


EMPLOYEES' PERCEPTIONS OF ENGLISH TRAINING AT AN INTERNATIONAL  
COMPANY: A CASE STUDY BASED ON KIRKPATRICK'S MODEL

A THESIS

BY

KULWADA PRACHUMPORN



Submitted in Partial Fulfillment of the Requirements for the

Master of Arts in Teaching English as a Foreign Language

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EMPLOYEES' PERCEPTIONS OF ENGLISH TRAINING AT AN INTERNATIONAL  
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AN ABSTARCT

BY

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This study was conducted as a case study of the employees in an international company, the Star Group Company. The purposes of this study are to investigate the perception of employees towards English training programs and to conduct an initial program evaluation based on Kirkpatrick's model. Employees who registered to attend an English training program in the second half of 2016 were selected to participate in this study. The participants consisted of thirty employees from different departments with various amounts of work experience. The data were collected from surveys and semi-structured interviews. The purpose of the survey was to measure perceptions of employees on the English training program. The purpose of semi-structured interview was to apply and conduct Kirkpatrick's evaluation model using the qualitative method to gain in-depth data. In the surveys, the participants were asked to input their expectation before the training and then their perceptions after training. The results of the study showed that the employees were satisfied with changes in knowledge and understanding. However, they thought the teaching methods, content, and the application of knowledge necessary for on-the-job-skills did not meet their expectations.

การรับรู้ของพนักงานบริษัทระหว่างประเทศต่อการอบรมภาษาอังกฤษ: กรณีศึกษาตามรูปแบบของ

KIRKPATRICK



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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กุลวดา ประชุมพร (2560). การรับรู้ของพนักงานบริษัทระหว่างประเทศต่อการอบรมภาษาอังกฤษ กรณีศึกษาตามรูปแบบของ Kirkpatrick. ปริญญาโท ศึกษาศาสตร์ (การสอนภาษาอังกฤษในฐานะ ภาษาต่างประเทศ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ.  
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การวิจัยครั้งนี้จัดทำขึ้นในรูปแบบของกรณีศึกษาเพื่อสำรวจการรับรู้ของพนักงานบริษัทระหว่าง ประเทศแห่งหนึ่งในกรุงเทพมหานครต่อการอบรมภาษาอังกฤษและทดลองใช้รูปแบบการประเมินขั้นต้น ตามรูปแบบการประเมินของ Kirkpatrick พนักงานที่ลงทะเบียนเข้าร่วมการอบรมในรอบครึ่งปีหลัง พ.ศ.2559 ได้เข้าร่วมเป็นกลุ่มตัวอย่างในงานวิจัยครั้งนี้ ผู้วิจัยได้ทำการคัดเลือกกลุ่มตัวอย่างจำนวน 30 คน จากส่วนงานต่างๆ และมีประสบการณ์การทำงานที่ต่างกัน ในการเก็บข้อมูลการวิจัยครั้งนี้ ผู้วิจัยใช้ แบบสอบถามและการสัมภาษณ์เป็นเครื่องมือหลัก การใช้แบบสอบถามมีวัตถุประสงค์เพื่อประเมินการ รับรู้ของพนักงานต่อการอบรมภาษาอังกฤษ การสัมภาษณ์มีวัตถุประสงค์เพื่อทดลองใช้การประเมินตาม รูปแบบการประเมินของ Kirkpatrick ในขั้นตอนแรก ซึ่งเป็นขั้นตอนของการตอบสนอง ในขั้นตอนของ การเก็บข้อมูล ผู้วิจัยได้จัดทำแบบสอบถามขึ้นเพื่อศึกษาความคาดหวังของกลุ่มตัวอย่างก่อนเข้ารับการ อบรมและศึกษาการรับรู้อีกครั้งหลังการเข้าอบรม ผลการวิจัยแสดงให้เห็นว่าพนักงานที่เข้ารับการอบรม ภาษาอังกฤษส่วนใหญ่พึงพอใจกับการอบรมครั้งนี้ ในด้านการพัฒนาความรู้และความเข้าใจในการ สื่อสารภาษาอังกฤษ แต่อย่างไรก็ตาม พนักงานมีความคิดเห็นว่ามีวิธีสอน เนื้อหา และการนำความรู้ไปใช้ กับทักษะปฏิบัติงาน ไม่เป็นไปตามที่คาดหวัง

The thesis titled

“Employees’ Perceptions of English Training at an International Company: A Cased Study  
Based on Kirkpatrick’s Model”

by

Kulwada Prachumporn

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# CHAPTER I

## BACKGROUND OF THE STUDY

### **Introduction**

The use of English in the workplace has become a necessary tool in business. It has also become the formal language of communication at international companies especially in business correspondence and oral communication. English also plays a significant role in the global market competition as people use English for negotiation, meetings, presentations, and advertising (Stevens, 2005, as cited in Moslehifar & Ibrahim, 2012). As a result, English communication skills are an important requirement for employees who work in international companies. Employers require employees to qualify not only in industry- specific technical knowledge but also employability skills such as communication, problem solving, interpersonal relations, leadership, team work and honesty, reliability and adaptability skills. One of the crucial skills that contribute to employment is possessing of English language skills (Sarudin et. al, 2013). Therefore, having good English communication skills will bring job seekers more opportunities at getting a good job because an employer recognizes that strong English skills will increase company growth and business success.

In most international companies, English training is viewed as a compulsory course that provided to employees. The Human Resources Department, that including in *The Star Group Company*, believe that training will help develop skills, knowledge, behaviors and attitudes of the employees to increase job performance. Bramley (1996) states “training is the systematic development of the attitude, knowledge, skill, behavior pattern required by an individual to perform adequately at a given task or job” (as cited in Yang & Ming, n.d.). Training is a formal learning and support activities and initiatives designed to provide organizations the opportunity to prepare and develop their employees. The opportunity for

preparation usually lead to improvement in the knowledge, skills, practices, and dispositions of the trainees (Russ-Eft et al., 2010, as cited in Dirani, 2011).

The importance and assert of training is that when done training effectively, it can help decrease outdated knowledge and skills. As employee performance is one of the crucial measurement emphasized by the top management, employees are more concerned about their own performance. In order to build employees' job performance, effectively training and developing employees are good solution and to bring more career growth (Cheng & Ho, 2001, as cited in Truitt, 2011). "Training gives employees any opportunity to increase their productivity in the workforce, open new opportunities for career development, and potentially increase their earnings" (p.1). Effective training has an impact on employees' development and career growth as they are crucial resources of the company (Ilvento & Rupasingha, 2000).

As employees are part of contribution to a company success, their performance can be evaluated by a training program in the part of knowledge and skills development. Employees can apply what they learn from training on the job and continue to be trained to support the company's goals.

Hence, companies all over the world invest to organize training programs to support professional development (Dolezalek, 2004). Companies expect that training program will help increase individual productivity and company competitiveness. The investment is based on the expectation and belief that training will lead to direct outcomes such as increased job performance and indirect work-related outcomes such as increased employee's satisfaction, retention, and decreased absenteeism(as cited in Dirani, 2011,).

Training not only has an impact on employees' perceptions but also the attitude. The attitude help evaluate the effectiveness of training in order to provide the most suitable program to employees. It relates to the individual opinion and judgment of the training

program. Kenrick, Neuberg and Cialdini (2005) defined attitude is favorable or unfavorable evaluations of a particular person, people, objects, events or ideas (as cited in Salau1, Falola & Akinbode, 2014). As the theorists state, training and attitude are related to each other since people believed that attitude can evaluate training program of what person like and dislike. In this way, training program is provided in organizations with the expectation of it impact to the attitude changes.

There are various types of international companies in Bangkok, including, chemical, transportation, aviation, food, cosmetic, medical supplies, and information technology.

*The Star Group Company* (pseudonym) is an international companies located in the heart of Bangkok. The company carries out professional development and fundamental training programs as a part of their responsibility. One of the company policies is to develop employees to be effective and valuable assets to the organization. *The Star Group Company* respects people's potential and the power of collaboration as the main asset to make the company more successful. The Human Resources provides consultation on leadership effectiveness and employee development to align with the company culture of investing to bring out the best in people and deliver a vision of working together to make a difference. In addition, the Human Resources contributes to the training program to support the requirement of the company and implement learning resources to continue to develop its employees. Therefore, the Employee Development Program or EDP is an important part of the training program that is offered to employees to help develop their English skills, attitudes, and interpersonal skills. Employees can attend training programs based on their needs.

*The Star Group Company* uses English as the main means to communicate with all the countries in the Star Group. Writing emails is the most important and essential skill needed. Although the Star Group Company employees use English in email communication,

they have to develop their writing to be more business and professional. Therefore, the company has provided English training courses to help develop writing skill and to support the Employee Development Program. The Employee Development program is the part of career development that Human Resources at the Star Group Company offers to all employees based on the expectation of develop employees' skills and preparation for their career path in the future.

The company provides various training courses for improving various English skills: the essential topics for English development skills include Email Communication, Common Mistakes in Business Writing, and Reporting with Visual Information.

However, quality, effectiveness, and outcomes via program assessments and reports for development in the future have not been carried out. There are no previous course evaluation records, no feedback on what areas or courses employees really need, and no evidence of employee satisfaction collected directly from employees. Employees might need new techniques or new courses to enhance their English communication skill. Some employees might need more topical courses and some might need specific techniques to develop their job skills so they can take on more responsibility and increase their chance of career growth. Moreover, no formal program evaluation has been conducted at *the Star Group* to identify how training programs really help develop employees.

Therefore, this study aims to examine the success of training programs by examining and evaluating them through employees' perceptions. In order to evaluate the perception of company's training programs, Kirkpatrick's Model at the level of reaction was adapted to investigate the success of the training programs.

Furthermore, this program evaluation will show how much the training programs affect and help employees develop their English language skills.

## **The Purpose of the Study**

There are two purposes of this study.

1. To investigate employees' perception towards English training programs.
2. To conduct an initial program evaluation.

## **Research Questions**

1. What is employees' perception of English training program?
2. How do employees react to the English training program?

## **Significance of the Study**

As the Human Resources Development in the Star Group has never been used training program evaluation form survey, this study is the pioneer of training program evaluation for Human Resources Development (HRD). The study will guide HRD to develop training courses to be more effective and suitable for employee's needs. Moreover, HRD will have more data to review and understand how to revise training programs so that they can develop the capacity of English skills of employees.

## **The Definition of Terms**

### **1. English Training**

English training refers to the training program provided by the Department of Human Resources Development in *the Star Group Company* to help develop employees' English proficiency used in workplace communication. It is a process of learning English as a part of professional development program. The training courses include E-mail Communication, Common Mistakes in Business Writing, and Reporting with Visual Information. All trainings are provided to employees once a year, facilitated by an external training organization.

## **2. Employees' Perception of English Training**

In this study, employees' perception of English training is an understanding and a judgment of how an employee in *the Star Group* views and responds after attending the training. It includes the perception on the quality and effectiveness of the training program, whether or not it had an impact on the employees in terms of English communication proficiency development. It could include the perception of four parts, trainer, content, knowledge and understanding changed, and the application of knowledge after the training. In general, perception means the ability of understanding something and includes opinionated or judgmental views of something. It could be viewed in positive and negative ways.

## **3. Kirkpatrick's Model**

Kirkpatrick's model (1959) refers to a set of procedures to evaluate effectiveness of a training. The process consists of four levels, including reaction, learning, behavior, and result. However, in this study only the reaction level was adopted to represent program evaluation of the Kirkpatrick's Model.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter presents research literature related to the present study. The review of the literature consists of four topics: HRD Training for English Language Development, English for Business, Program Evaluation, and Kirkpatrick's Four Level of Training Evaluation Theoretical Framework. The related studies also reviewed in this chapter.

#### **HRD Training for English Language Development**

Human Resources Development (HRD) training has been defined and explained differently by a number of researchers. According to McLagan (1989), Murty and Fathima (2013), HRD refers to the integrated use of training and development, organizational development, and career development in order to improve individual and organizational effectiveness by taking an effort towards organizational performance improvement to build the sustainability of organizational competitiveness (as cited in Swanson & Arnold, 1996).

In organization, the Human Resources Development is the key function to develop employees' skill that needed in the job particularly English communication skill. Thus, training program is one of the tool provided to the employees for skill development.

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees through professional development (Singh, 2012). Farjad (2012) stated that training is the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing effectiveness in their present positions as well as preparing for their future positions in the organization. Harbison and Myers (1964) explained, training also helps

developing the education, knowledge, skills and abilities of people in order to help increase economic growth, service, and competitive investment through the production and procurement of goods (as cited in Silva, 1997). In addition, training is related to the skills considered necessary by the management of an organization that the members of that organization must acquire in order to improve the probability of goal achievement. Although training is important for the organization, it may effect direct or indirect on employee motivation and performance on job as well as organizational commitment (Meyer & Allen 1991, as cited in Ali1 & Salari, 2016).

Training program has specific goals of improving an individual's goals capacity and organizational performance. "The perception and attitude of the employees have a great impact on the success of any organization (p.142)." The attitude towards HRD training shows employees' level of satisfaction. It can range along on a scale of positive to negative (Murty & Fathima, 2013). Training has an impact to employee on changing attitudes, motivation, empowerment and employees' performance which in turn enhances work efficiency and goal achievement. It has an impact on motivation and employee commitment by providing more opportunity for employees in their career development and promotes a professional and effective work environment. "The efficiency of any organization depends directly on how well its employees are trained (p.228)." Training also helps reduce employee's anxiety or frustration, brought on by work demands that they are not familiar with and the skills they are lacking to handle them effectively (Chen et al., 2004). Moreover, it is important to prepare workers for new jobs as a well-trained employee can retain customers and increase business as well as market share. In terms of organizational changed, training play an important role in increasing the advancement of technology in order to increase competition, customer expectation of quality and service and a subsequent need to reduce costs. Employee training has become increasingly important to increase service

quality, decrease labor costs, increase product as well as company profit and effectively manage workforce diversity in organizations (Farjad, 2012).

In conclusion, the relationship between HRD training and the organization as all the researchers explained has an effect on employees' career development and business performance. Working at an international organization requires not only knowledgeable staff but also good English communication skills. Thus, Human Resources Departments arrange a training program to help develop knowledge as well as increase the skills of its employees. The perception of employees on the training program show the quality of the training program. If there is an improvement in knowledge and skills, there will be an increase in the person's individual performance (Sahinidis & Bouris, 2007).

### **English for Business**

English plays a significant role in world business in this century. Many scholars have clarified the definitions of English for Business. Duggan (2009), explained the significant role of English in business as English is and will continue to be the lingua franca of international business that most companies need. Domestic businesses need to consider a multilingual approach so they use the appropriate language in dealing with local and international customers. The author also pointed out that "without language skills, companies miss business opportunities announced in local media or from local government communications (Duggan, 2009, p.3)." Similarly, a study of language that focuses on features of Business English by Yanxin (2015) added the role of Business English is a tool to improve the status of enterprises and to the competitiveness international trade rules.

English for business is an assisting language for enterprises as the business people focus on the proficiency of English language skills. The language skill they use to

communicate in business can impact trade and company performance. The impact is based on employee's knowledge and skills as successful communication and negotiation creates successful business (Hyso & Alimena, 2015). Furthermore, interpersonal development is an important part of training programs which lead to reaching business goals. Brieger (1997), asserted that workplace business includes not only knowledge of language but also communication skills and cultural backgrounds (as cited in Yanxin, 2015).

English for business as defined by Feiran and Zhoubin refers to a variation of a social function and a part of English for specific purposes, including business occasions and business activities (as cited in Yanxin, 2015). English for Specific Purpose (ESP) focuses on skills development and language learning. An increase in the use of English as language used at work and the globalized workforce have created significant demand for workplace specific courses (Marra, 2013). ESP also focuses on practical aspects derived from needs analysis, genre analysis and effective communication. The growth of English in business also shows the development in economy, industry, commerce and communications. English for Specific Purposes is designed to meet the specific needs of the learners. It is related to content e.g. particular descriptions, occupations and activities (Otilia, 2015).

English for business is a key part of communication in the organization. One of which is that the knowledge and skill changed from training. For this changed, it affects the growth of organization and also the skill and performance of the staff. Their knowledge and skill of using English for business can be affected as stated in Fantini (2000), training affects staff's directly in knowledge and skill changed and also awareness, attitudes, skills, knowledge and language proficiency. Both direct and indirect effect can build successful communication in business (as cited in Hyso & Alimena, 2015).

According to the definition from all researchers as above, we can conclude that communication with English for business is an essential skill needed from the employee. The skill of English communication can build business opportunity to the organization and develop employees' skill to communicate more professional and smooth. For this development, employees can help organization compete in the business market.

### **Program Evaluation**

Training programs are provided to the staff with the expectation of behavior identifying of noticeable effectiveness the training had by comparing the outcomes to the goals and the organizational structure change. The evaluation of any training program should be able to deliver the goals and objectives in terms of cost incurred and benefits achieved in the organization (Farjad, 2012). It is the important tool employed to assess the quality of training program and the satisfaction of the learners.

One of the methods used to assess training program is program evaluation. It can evaluate the quality of training program and the satisfaction of the learners. Cook et al. (2010) explained that evaluation involves a value judgment about information that one has judged or viewed the value of the program and whether or not it impacted a trainer. Evaluation is needed to provide information to make a decision about the value or worth of the program. It is to evaluate whether it should be continued, improved, or expanded in the future (as cited in Frye & Hemmer, 2012). Similarly, Albright et al. (1998) pointed out that evaluation is needed to uncover what happened during the program, the impact of the program both positive and negative, the judgments of the participants in the program, and an observation of the links between program development and its impacts.

The process of program evaluation is defined as the “systematic collection and analysis of information related to the design, implementation, and outcomes of a program, for

the purpose of monitoring and improving the quality and effectiveness of the program” (as cited in Frye & Hemmer, 2012). There is a variety of program evaluation formats that are employed to collect data including tests, questionnaires, observations and interviews.

A program can also be evaluated by implementing an evaluation model to view the effectiveness of training. The Kirkpatrick Model is the worldwide standard for evaluating the effectiveness of training consisting four levels: reaction, learning, behaviors, and results (Donald, James, & Wendy, 2009). According to Kirkpatrick (1998), every program should be evaluated at the level of reaction to measure the feeling of the trainees. The measurement of the reaction level is the first part of providing data for training program improvement.

Although there are standard program evaluations and the process of collecting data, the tools will be used appropriately depending on type and procedure of the training.

Program evaluation helps assessors to realize the strengths and weaknesses of a program. Evaluation includes the assessment of competencies, knowledge and development of skills. It also includes the assessment of performance behaviors such as professionalism resulting from these competencies (Turnbull, Gray & MacFadyen, 1998).

Crucially, program assessors will realize that development of training programs is necessary to measure the learners' ability after attending training. It will help learners develop competencies and provide opportunities to gain much more knowledge particularly in what specific employees need such as communication, writing, speaking or problem solving. The development of training programs involves the development of course curriculum, teaching materials and teaching methodology. Training program not only measure the learner's ability as well as knowledge and skill changed but also measure organization performance.

However, we cannot know the effectiveness of training program whether or not it can change the learner's knowledge and skill. For this reason, program evaluation is one of the tool that use to assess the training program effectiveness and the learners' satisfaction.

### **Theoretical Framework: Kirkpatrick's Model**

In order to provide more effective training program to staff, the organization needs to evaluate how previous training programs affect employees' expectations and how the programs helped increase an organization's success. Without evaluation, the employer do not ensure the effectiveness of training course they provide to their staff whether it has positive or negative impact. Therefore, training evaluation is a significant measurement to determine if the program's quality has been a success or if it is failing to meet its goals.

There are various training evaluation models. However, the most useful in current practice include four program evaluation models: Kirkpatrick's, Kaufman's, Anderson's, and Brinkerhoff's. Kaufman's model emphasized a reaction to and development of Kirkpatrick's four levels. Anderson's model focuses on evaluating on the alignment between the learning program's goals and the strategic goals of the organization. Brinkerhoff's model takes successes and failures into account (Downes, 2016). When compared to the three models, Kirkpatrick's model has been more widely used because it is simple, practical and viewed as the primarily model of program evaluation (Downes, 2016). Kirkpatrick divided the evaluation process into four levels include reaction, learning, behavior, and results. The first level measures how trainees or learners perceive and react to a training program. In addition, reaction can measure the feelings, attitudes, and levels of satisfaction after attend a training. Feelings, attitudes and satisfaction can reflect the training content, instructor, and training materials. However, most organizations begin to evaluate training at the level of reaction to indicate the effectiveness of the training program. At this level, questionnaires and interviews are used to provide feedback from trainees to evaluate the training.

The next level, learning, represents how much learners gain or increase their knowledge, skills, and values as well as how their attitudes and behaviors change from the training. A successful training can be indicated by the increase of skills and knowledge of

employees. At this level, carrying out a pretest and posttest, interview, and observation are some of the tool to evaluate the results of a training program (Chapman, 2014).

Behavior relates to the transfer of learning to practice. It measures how much learners' behaviors and performance changes after attending a training. Observation and interview are evaluation tools to measure behavior changes.

The last level assesses the impact of training in terms of organizational development, for example job placement rate, job recognition awards, and success rates in business competition. Overall organizational performance e.g. the numbers of product percentage changes, profit changes, staff turnover, achievement and failure of company as well as business growth are the key indicators of training program quality (Chapman, 2014).

According to Kirkpatrick's model, the researcher applied a process of reaction level in this study. The reaction level used in order to evaluate perception and feedback from the trainees after they attended the training. A questionnaire and interview were used as research instruments in this study to collect data and to conclude the findings of the study.

As mentioned, Kirkpatrick's four levels of training evaluation in details was shown as below.

### Kirkpatrick' Four Levels of Training Evaluation in Details

Level Name	Description
Reaction	How did the learners feel and react after attending the training?
Learning	How much did the learners gain and how much did their knowledge and skills increase?
Behavior	How the learners apply knowledge and skills? How much did their behavior change?
Results	How much did the training impact organizational performance? e.g. profit, product, investment rate.

**Note:** Adapted and retrieved from

<https://www.ag.ndsu.edu/evaluation/documents/kirkparicks-four-levels-of-training-evaluation-in-detail>

## **Related Studies**

Among the studies on employee's English abilities, there are only a few studies related to opinion towards training programs which have been conducted. The researcher hope that the research findings will serve as a guideline to HRD in order to consider and develop more effective training courses to suit employees' needs and expectations.

Chen and Wu (2013) interviewed seven teachers who taught Business English Courses at a technological university in Southern Taiwan and observed the classroom. The results were separated into five topics: teachers' curricular planning, teachers' views of the needs of the job market, teachers' opinions of curriculum arrangement, teachers' professional development and the suggestions to improve Business English Courses. The results of curricular planning showed that all teachers had different ideas. Some teachers believed that all four skills were important in Business English, some suggested that both oral and written skills should be emphasized, some viewed listening and speaking skills as more useful in business and some viewed reading and writing as important. In terms of instructional goals, all teachers suggested the ways for students to learn more effectively. They suggested that students need to pay attention during the class and Business English major students should read more business related articles, business magazines, and financial news to develop their business awareness. In addition, in terms of teachers' views of the needs of the job market, it is believed that students who enhanced basic business background knowledge would make them more competitive in the job market. Interpersonal skills such as communication skill, negotiation skill, persuasion and influencing skill were also required to drive communication goes well and smoothly. The ways of developing students' competence and skills are enhanced by reading business articles, group discussion, conversation practice, and writing exercises that help students develop their English ability and business knowledge.

They also concluded that the opinions on curriculum arrangement indicated that Business English courses should be separated into several courses to bring more opportunities for students to receive various training programs. When teachers were asked about professional knowledge development, they admitted that Business English courses cover broad knowledge and English skills which meant they faced difficulties. Teachers suggested the ways to solve problems by searching reference books and surfing the Internet to collect resources. All teachers, both from English and business backgrounds, had the same problems in understanding business knowledge because it is such a broad topic.

Hynes (2012) investigated the relationship between employee performance and company success by looking at training programs companies provide. A qualitative study was used in this study by gathering data from individual interviews. Sixty senior managers in the IT division were interviewed prior to training in order to identify what their expectations on employee performance outcomes. The managers viewed communication as the most important skill that should be developed. Then, 20 employees including IT professionals and managers were offered interpersonal communication training sessions. After the training, the participants were surveyed to show their feedback after training. The survey asked participants to rate their levels of satisfaction with the instructor, materials, topics, and activities. The results showed that interpersonal communication skills was the most important aspect for the participants' level of satisfaction in the training session. Also, the trainees' supervisors viewed interpersonal communication as more important than writing and making professional presentations.

Sahinidis and Bouris (2007) investigated the relationship between training effectiveness and job satisfaction, motivation and commitment. The 134 employees surveyed worked for a large Greek organization and attended a training seminar. The employees were given a questionnaire to give their feelings about the effectiveness of the training they

attended. The results showed a strong relationship between effectiveness of training and job satisfaction, employees' commitment and motivation.

According to Moslehifar and Ibrahim (2012), trainees viewed oral communication skills as the most important skills for the workplace, with 41.9 percent. While 19.9 percent viewed oral communication skills as quite important, while only 2.9 percent viewed oral communication as not important. The percentage brings into consideration the necessary of oral communication skills for the trainees in the workplace.

Farjad (2012) conducted research on the evaluation effectiveness of training courses in Islamshahr University in Iran using the Kirkpatrick Model. The data collection in this research were collected by using descriptive-questionnaires, and then analyzed into descriptive statistics. The sample were 40 employees, 30 teachers, and 11 managers. The research findings indicated that nearly all samples accepted the effectiveness of training but indicated that they still needed training courses more tailored to suit each person's needs. They indicated that training should be conducted regularly and properly based on good design. They believed that learner involvement and learner attitude changed from the training and led to developing new skills and knowledge development in the workplace.

The results from related studies concluded that communication skill, training, attitude, job performance, and business success is connected. The participants view communication skill is an essential to help drive business negotiation goes well and smooth. In order to develop communication skill, training is the important tool that should be prepared and provided to the staff based on the expectation of job performance changes, increase job motivation and business growth. The findings presented in this chapter are discussed in the next chapter.

## CHAPTER III

### RESEARCH METHODOLOGY

To uncover employees' perception, this study employed major related methodological elements. This study aimed to investigate employees' perception on English training programs. The first research question aimed to investigate employee perceptions of English training programs. The second research question aimed to study how the employees in *the Star Group Company* react to English training programs. This section describes research design, participants, research instrument, data collection procedure, and data analysis at the end of this chapter.

#### Research Design

A mixed-method design was employed in this study to identify employees' perception on English training as part of a program evaluation. The interview was used to investigate detailed employees' perception on the English training programs after the training. The questionnaire was used primarily to investigate employees' needs before the training and the perceived outcome after the training.

The study consists of quantitative data from the questionnaire and qualitative data from the interview. The questionnaire was employed to evaluate the quality of the English training program. The interview was used to see reaction from the participants. This is to serve an input to conclude the findings of this research.

## **Context of the Study**

The study was conducted with the employees in *the Star Group Company* who attended the English training program. There were three English training programs in the second half of the 2016 year including E-mail Communication, Common Mistakes in Business Writing, and Reporting with Visual Information. The employees were from different departments and they have different backgrounds of knowledge and skills. They attended training programs depending on their needs and with the belief it would help increase their skills and career development. They all were assigned to take the questionnaire and rate themselves on why they planned to attend the English training programs and what they expected from the programs. The questionnaire was used before the training. After that, they were assigned to take the questionnaire again after the training along with the interview to show their perception towards English training program.

## **Participants**

The participants of this study were employees in *The Star Group Company*. The Star Group Company is one of the largest companies in the chemical industry. *The Star Group* in Thailand is the largest manufacturing operations of *The Star Group* in Asia Pacific. The company was established to import and distribute chemical products as part of a global effort to explore new markets with vision, mission, and values in innovation and protecting the planet. The company is committed to developing scientific innovations as a major partner and put the best effort into effectively coordinating collaboration and connection among all sectors in order to bring about business and social sustainability. The company focuses on quality staff and professional development, resulting in employees of this company having a good opportunity to learn and practice English communication skills.

One of professional development programs that were provided to employees is a training program. There are two main types of training, communication skills development and personal skills development. Employee can register to attend a training program based on their needs to align with job responsibility and communication skills development. The English training program is one of the most popular since good English communication skills are necessary at *the Star Group*. Thirty employees who registered for the English training were asked to participate in this study. All participants are different in background knowledge and communication skills, and they come with different amount of work experience.

### **Participant Recruitment**

The researcher recruited employees who were registered in the English training program at the Star Group Company. Before attending the training, each participant was asked about their needs and expectations of the training program by doing a questionnaire. After the training, the questionnaire was distributed to each participant again together with the interview to demonstrate the reactions and evaluate the outcomes from the training and how the participants viewed the English training. The qualitative data was gathered through the interview to evaluate participants' view towards the English training program.

### **Research Instruments**

#### 1. The questionnaire

The questionnaire was adapted from Asavabhokin (2011) to gather quantitative data about participants' perception before and after attending the English training.

The questionnaire consists of 30 items in Likert 5 point scale ranging as follows:

5- Very Satisfied 4- Satisfied 3- Neutral 2- Dissatisfied 1- Very Dissatisfied

The content validity was checked by three HR trainers who have direct experiences and responsibilities in staff training to ensure that the questions relate to the research objectives.

## 2. The Interview

The interview was used to gather qualitative data regarding participants' views towards the English training. The interview was designed as a semi-structured interview consisting of five questions that were reviewed by the thesis advisor and the three experts who checked the questionnaire questions.

### **Data Collection Procedure**

Employees who registered to attend the English training were distributed the questionnaire before the day of the training. Then, employees attended two days training by studying from textbooks designated by outsourced providers. All employees were not observed during the training. However, they were interviewed in semi-structured groups to gather feedback towards the training they had attended. After that, they were distributed the questionnaire again after they finished attending the training. The responses from the questionnaire before and after training were evaluated to investigate findings of the study.

### **Data Analysis**

This study adopted the principles of conducting case studies as well as the notion of program evaluation. The data analysis were as follows:

1. The data from the questionnaires were evaluated into mean score and standard deviation in order to investigate the perception of employees towards the English training.
2. The verbal responses from semi-structured interviews were transcribed in order to summarize the view of employees towards the English training.

## CHAPTER IV

### RESULTS

This chapter presents the results of English training program gathered from a survey and interview of three courses. The results shown below related to the objectives and the research questions, which is to investigate employees' perception towards the English training program and apply an initial program evaluation. The results are presented as follows:

#### Research Question 1

##### What are the employees' perception of the English training programs?

In order to answer Research Question 1, the participants were asked to take a questionnaire before and after training. The results from pre-training were compared with the post-training to investigate the differences between employee's expectations of the training program and the feedback after training. The results from pre-training survey shows that participants' expectations of the overall training program was at a *good* level with average mean score of 4.16 and the Standard Deviation of 0.26. However, the results from the post-training survey show that the score was lower than the pre-training survey. Moreover, it is noticeable that the score of the Common Mistakes in Business Writing course was lower and the level of response decreased as shown in the table 1 with the mean score ranged in five levels as follows:

4.51-5.00	Excellent
3.51-4.50	Good
2.51-3.50	Neutral
1.51-2.50	Fair
1.00-1.50	Poor

**Table 1:** *Finding of the overall pre-training and post training survey*

Course	Pre-training			Post-training		
	Mean	S.D.	Level of response	Mean	S.D.	Level of response
1. Email Communication	4.16	0.28	Good	4.09	0.29	Good
2. Common Mistakes in Business Writing	4.05	0.23	Good	3.34	0.48	Neutral
3. Reporting with Visual Information	4.27	0.26	Good	4.16	0.3	Good
<b>Total</b>	4.16	0.26	Good	3.86	0.36	Good

\*N = 30

The results from the interview gave more details about the English training. The employees shared their expectations that the training program is supposed to help them develop English communication skills in order to communicate more professionally and smoothly. They view professionalism as the most essential qualification of working at *The Star Group Company*. They also responded that English is the main tool used to communicate in the organization both internally and externally. Although the training courses have different purposes, they focused on writing skills.

The data gathered from the interview reveal more about the expectations of employees. The overall expectations of the training was quite high. However, the reaction after the training was lower. All participants expected that they would gain more knowledge and skills after attending these three courses since all courses cover skills that are essential to apply on the job. However, the results after the training were different, especially Common Mistakes in Business Writing. One employee stated in an interview that the overall content was good but the specific content about Common Mistake in Business Writing was not direct enough and did not fulfill her requirements and expectations.

## Research Question 2

### How did employees react to the English training programs?

The results from post-training survey indicated that the participants reacted to pre-training survey with high expectations of the training program in all four parts including trainer, content, changes in knowledge and understanding, and the application of knowledge. The results from post training survey showed that training program helped increase participants' knowledge and skills when compared with the pre-training survey. The mean score changed from 3.79 to 4.18. However, the average score for the trainer, content, and the application of knowledge were lower than the score at the pre-training survey with the mean score change from 4.23 to 4.08. Although the score changed, the level of the average score did not change. It maintains a *good* level as shown in Table 2.

**Table 2:** Findings of training program effectiveness

Part of training	Pre-training			Post-training		
	Mean	S.D.	Level of response	Mean	S.D.	Level of response
1. Trainer	4.35	0.26	Good	4.2	0.31	Good
2. Content	4.2	0.28	Good	4.08	0.31	Good
3. Changes in knowledge and understanding	*3.79	0.28	Good	4.18	0.36	Good
4. The application of knowledge	4.14	0.23	Good	3.95	0.05	Good
<b>Total</b>	4.12	0.26	Good	4.1	0.26	Good

\*N = 30

From Table 2, it can be concluded that employees' reaction to the effectiveness of the training program at the pre-training was higher than the post-training. The main points that received lower score at the post-training than pre-training were trainer, content and the

application of knowledge. The only training that was perceived as effective part, when comparing the pre-training to the post-training, was changes in knowledge and understanding.

In this study, the level of reaction, the first level from Kirkpatrick's (1959), could provide for the results of the study. The reactions obtained from using questionnaires and interviews reflect the level of effectiveness of the English training course. The reactions could directly evaluate the perceptions and the data which fulfilled the evaluation process. In addition to the quantitative data gained through the questionnaire, the qualitative data provided more details regarding employee perceptions on the English training program.

In terms of the trainer, one interviewee said that the trainer should provide more direct and specific content instead of spending too much time explaining activities. This took away from the amount of knowledge that could be gained from the training. The interviewee also stated that they did not learn new techniques to apply on the job. In terms of content, an interviewee stated that it was too broad and basic to business English, not the actual business English knowledge that was required for the job. The interviewee also suggested that the content should have more specific and new techniques that they can apply to the job.

In terms of professional self-development, overall, the participants thought they had gained new knowledge and experienced some changes in their understanding. However, it was not substantial enough because it was not completely relevant to business English required in real life and on the job. One interviewee stated, "I have gained more knowledge and understanding about English business but it was not enough and did not suit my job. I would prefer specific training courses that suit every job function so that I can apply it directly."

The results showed that the employees responded with both the pros and cons towards the English training program overall. The effectiveness of the training program in percentage consists of two main areas as follows.

1. The importance of English communication in the organization.

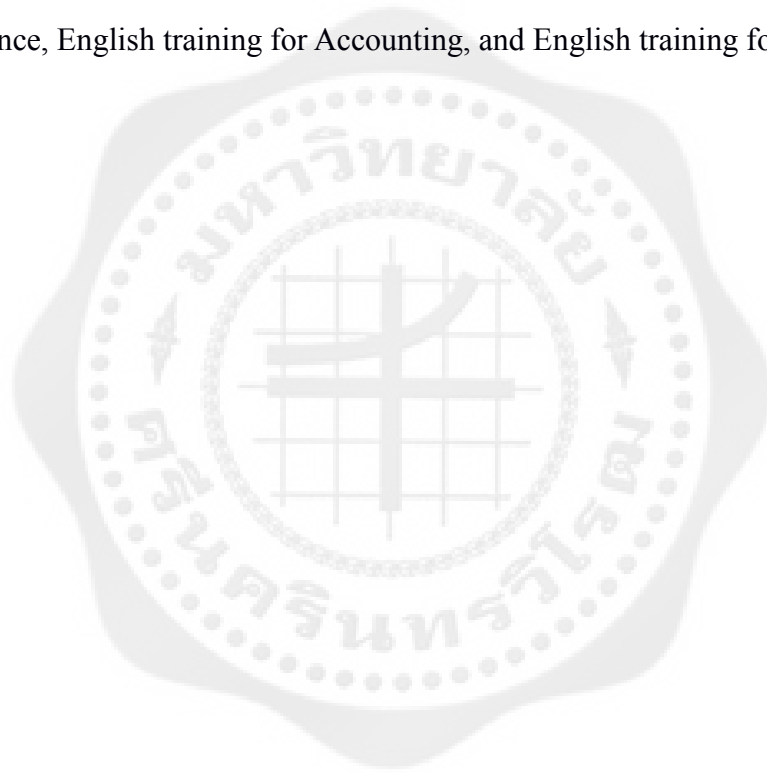
The employees responded that English is an essential tool for business communication. Working in an international company motivated employees to develop their English communication skills to help drive to the company success. The employees stated that English was a formal language used both every day to contact customers and colleagues in writing and oral communication. Therefore, the employees were required to practice and develop their English communication skills continually to increase the organization's edge in business market.

2. Training benefits the employees' performance and the company's business outcomes.

The training program helped employees develop English communication skills and increase their knowledge and, thus, performance. After attending the training program, the employees should have gained more confidence communicating in English, particularly using the correct format of writing an email. They believed that the staff who had good English communication skills and who had trained would have more career paths open to them than those who had not trained. Moreover, trained and skillful staff would be will to help drive the company's success.

In conclusion, the findings of the questionnaire showed that employees satisfied with English training only in the part of knowledge and understanding changed. For the other parts, they suggested to be developed and changed to more specific topic. Similarly, the results from interviewed also gave more details that participants positively stated the training benefited them and helped them increase their knowledge and English communication skills. They believed that the training program helped them learn the correct the format for writing

an email and increased their confidence when they communicate in English. They also stated that training was an important tool for professional, and even personal, development, and it certainly influenced a change in their attitudes. However, there were three main parts of training program that should be better developed; they were trainer, teaching methods and content. In addition, all interviewed employees preferred to have more specific training courses to suit their job duties. They stated that training was general and, therefore, they could not apply any knowledge learned during the training to specific job duties. It would be better if HRDs can provide specific training courses for specific job duties such as English training for Finance, English training for Accounting, and English training for Commerce.



## CHAPTER V

### CONCLUSIONS AND DISCUSSIONS

In this chapter, the findings of the study are discussed in order to answer the research questions and conclude the findings. The recommendations for further study and the limitations of this study are also discussed at the end of the chapter.

#### 1. Summary of the findings

The findings of this study are discussed below:

##### **Research Question 1:**

##### **What are employees' perception of the English training program?**

In order to answer this question, the data were collected from the quantitative data, pre-training and the post-training survey and the qualitative data, the interview. The findings from the quantitative data revealed that the mean score of participants' expectations to training program were higher than the satisfaction in three parts: trainer, content and the application of knowledge. However, the only one part in the post training which is higher than the pre-training is changes knowledge and understanding.

The results from qualitative data also shows the positive findings as training can help develop employees' knowledge and skills, enhance confidence in business communication, increase and provide more career opportunities, as well as increase business outcomes. The employees believe that good communication skills and good performance can contribute to good business outcomes.

The qualitative data from the interview also provide more detailed reactions, both the pros and cons of the training. The participants responded that the trainer provided too many techniques and the content was too broad, so it was not enough to apply in the job. This can

be argued that employees prefer more appropriate teaching techniques and specific content to apply to their job duties.

The findings of the first research question is similar to those in Chen and Wu (2013). They interviewed seven teachers about the curriculum in Business English courses. The participants reflected that Business English courses should be separated into several courses to bring more opportunities for students to receive more appropriate training. They thought that Business English courses covered very broad topics and English skills that led them faced difficulties when use it in communication.

From the findings of this study, the effectiveness of the English training is questionable. Although the overall level of expectation at the pre-training and the post-training satisfaction are at the same level, the post scores are lower. The participants accept that the English training program help increase their knowledge and skill but the content is not useful for each job function. In addition, they cannot fully apply what they had trained in the job. As Farjad (2012) indicates, the participants accepted the effectiveness of training but they still needed more training courses designed to each person.

## **Research Question 2**

### **How did employees react to the English training program?**

The findings of the second research question indicated that participants' writing skills had increased after attending the training program. The mean scores of the participants' post-training survey was higher than the pre-training survey. This means that training program is able to help develop the writing skills of *the Star Group Company* employees. The findings also shows that the participants are satisfied with the course structure and trainer as provided the clarifications on the correct use of English in business. However, the participants responded negatively in that the training program should provide more specific topic and that teaching methods should demonstrate preparedness.

The findings in this study are similar to Moslehifar and Ibrahim (2012). The trainees view communication skills as the most important skill set for the workplace. This is also reflected in a study by Farjad (2012) who conducted research on evaluation effectiveness of training courses using the Kirkpatrick Model. The research findings indicated that almost all samples accepted the effectiveness of training but they expressed that they still needed more training courses designed to each person. They also indicated that training should be conducted regularly and properly based on a well-designed plan.

From the findings of this study, it can be discussed that the participants satisfy the English training course in all parts but trainer selection is important. As the trainer takes too much time on the teaching method, they should review and revise the sequence between teaching techniques and content to bring more quality to the training. The content should be also updated to suit more specific needs to cater to all employees in each job function and bring more professional quality to the job. In addition, the English training should serve more advantage to participants in terms of the application of knowledge. They should have more useful knowledge which they can apply in the job. Although the participants negatively feedback in the part of trainer, content and the application of knowledge, they have positively accepted that English training is still necessary as English communication is the necessary skill for working in the international company. The effective training can increase motivation to the employees in terms of increasing more confidence to use English in communication. As supported by Sahinidis and Bouris (2007), the training effectiveness and job satisfaction, motivation and commitment relates to each other. The feedback from 134 employees who attended a training seminar showed a strong relationship between effectiveness of training and job satisfaction, employees' commitment and motivation.

In conclusion, English training program of *the Star Group Company* should be continued because the employees need to develop their knowledge and skill. Although the

mean score in the findings showed the English training is not effective enough, employees accept the usefulness of the training and expect to continue joining training program. However, Human Resources Development (HRD) should review trainer selection and training course structure in order to provide more effective training. HRD should also consider qualified staff or supervisors who could take role as trainer. This would be useful for employees to have training by internal staff in order to have more specific and useful courses.

In terms of program evaluation, Kirkpatrick's model is a good and effective tool to assess training program quality when compared with other program evaluation. In addition, it is a useful tool to view the perceptions and attitudes of learners. Hence, the evaluation should be continued until the completion of English training stages from reaction to learning, behavior, and the final results respectively.

In summary, Kirkpatrick's program evaluation model can reflect the evaluation of this study in the *reaction* level. The reactions obtained reflect the level of effectiveness of the English training course and the data fulfill the evaluation process. The model is used to evaluate the four parts of the training program including trainer, content, changes in knowledge and understanding, and the application of knowledge.

## **2. Limitations of the Research**

Limitations of this research are presented as follows:

### **1. Time limitation in data collection.**

The time for collecting data was over a short duration since the training took place only for two days. Therefore, it may affect the quality of this research.

## 2. Limited data collection.

The researcher was not able to observe on the days the trainings took place due to limitations in the training's organization. It would be better if the researcher could have been an observer or participant in the training to collect data directly in terms of how the trainer used teaching methods and how participants reacted to the training.

## 3. Limited sample size.

Only one person from each job function was selected for an interview. The interview was used to give more details and show employee's perception of English training. As the interviewees are small size, the results is too broad instead of providing detailed data from each department. It would be better if participants from the same job functions attend the interview.

## 4. No follow up of skill development progress.

After the training, the researcher did not discuss with HRD on employees' development progress. The progress focus on the two parts, knowledge and understanding changed and the application of knowledge.

## **3. Recommendations for Further Studies**

Recommendations for further studies are presented as follows:

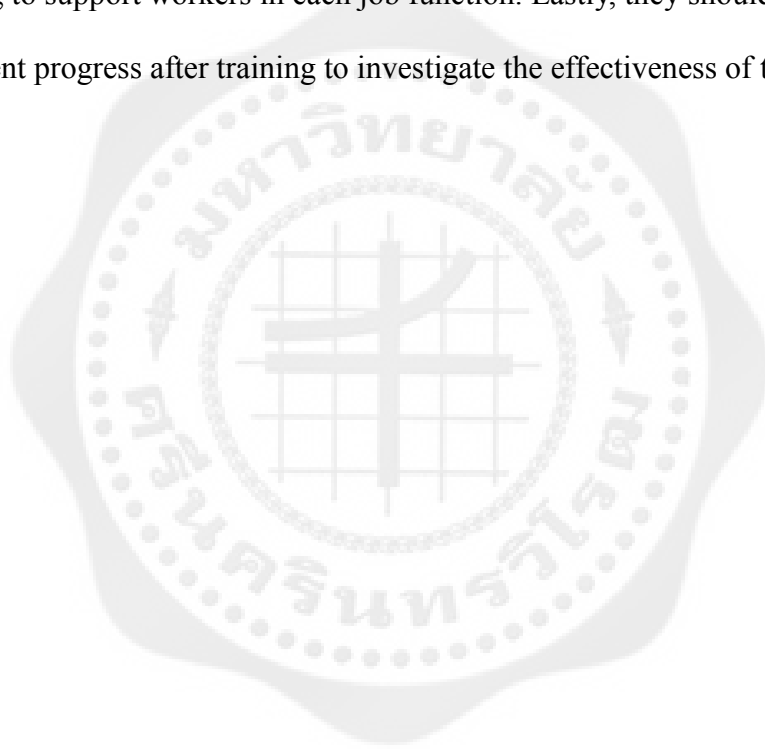
1. In this study context, the level of reaction in the Kirkpatrick's program evaluation model is applied. For further study, there could be a continuity of applying Kirkpatrick's program evaluation at the level of learning, behavior and result.

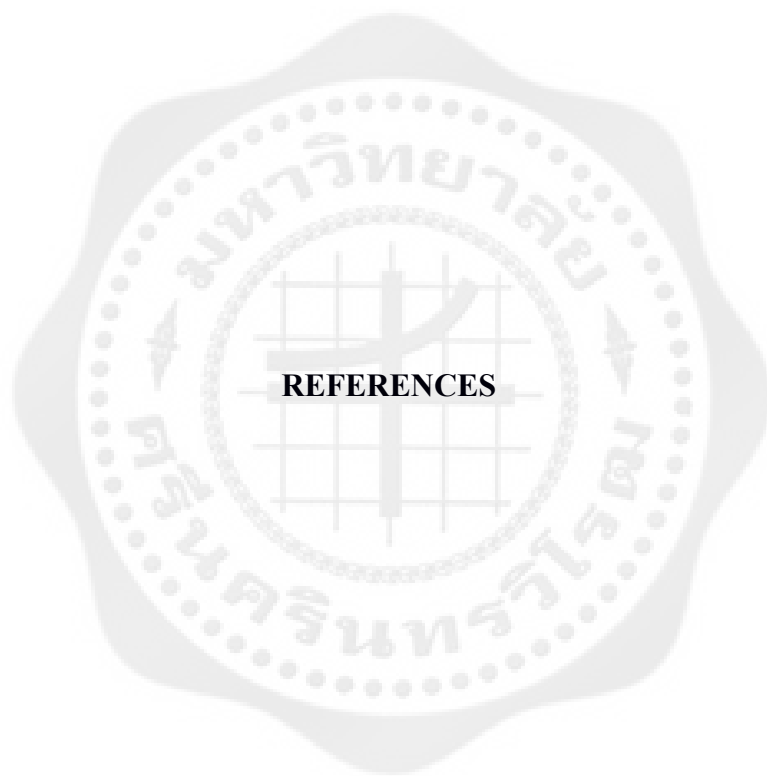
2. For further study, the researcher should increase the number of interviewees to ensure the feedback was collected from more individuals. In this study, the interviewees were selected from each job function.

3. For further study, the researcher and the HRD staff should consider being participant observers in order to directly evaluate the employees' perceptions and training program quality.

#### **4. Recommendations for Further Practice**

The recommendations for further practice are for the HRD in *the Star Group Company*. First of all, they should consider trainer selection and update training courses to serve individual's needs. They should also review the training program to develop more effective training to support workers in each job function. Lastly, they should follow up on skills development progress after training to investigate the effectiveness of training program.





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**APPENDICES**



**APPENDIX A**

**Table of research findings**

**Table 3:** Findings of pre-training and post-training in the Email Communication course

Email Communication Items	Pre-training			Post-training		
	Mean	S.D.	Level of Response	Mean	S.D.	Level of Response
<b>Part 1: Trainer</b>						
1. Providing clear content	4.13	0.26	Good	4	0.31	Good
2. Clarity of explanation	4.38	0.29	Good	4	0.21	Good
3. Well prepared on teaching material	4.25	0.33	Good	4.13	0.19	Good
4. Using teaching techniques	4.38	0.29	Good	4.38	0.23	Good
5. Emphasize the importance of English in Business	4.38	0.29	Good	4.13	0.19	Good
6. Providing appropriate teaching methods	4.13	0.26	Good	3.88	0.38	Good
7. Giving a chance to practice English in the classroom	4.13	0.26	Good	4	0.31	Good
8. Encouragement of self-learning	4	0.21	Good	4.25	0.23	Good
9. Providing fun and relaxed classroom activities	4.13	0.26	Good	4	0.21	Good
10. Clarity of answering questions	4.13	0.19	Good	3.88	0.26	Good
<b>Total</b>	<b>4.2</b>	<b>0.26</b>	<b>Good</b>	<b>4.06</b>	<b>0.25</b>	<b>Good</b>

(Table continued)

Email Communication Items	Pre-training			Post-training		
	Mean	S.D.	Level of Response	Mean	S.D.	Level of Response
<b>Part 2: Content</b>						
11. Related to the job	4.13	0.26	Good	3.88	0.26	Good
12. Useful for English communication development	4.25	0.23	Good	4.13	0.38	Good
13. Well organized	4.25	0.23	Good	4.13	0.38	Good
<b>Total</b>	4.21	0.24	Good	4.04	0.34	Good
<b>Part 3: Knowledge and understanding</b>						
14. Knowledge before / after training	3.38	0.19	Neutral	4.25	0.33	Good
15. Knowledge and understanding change	4.25	0.33	Good	4.25	0.23	Good
<b>Total</b>	*3.81	0.26	Good	*4.25	0.28	Good
<b>Part 4: Knowledge applying</b>						
16. Knowledge applying on the job	4.13	0.26	Good	4.25	0.33	Good
17. Confidence of applying knowledge on the job	4.25	0.33	Good	4.25	0.33	Good
18. Knowledge transfer	4.13	0.38	Good	3.88	0.65	Good
19. Confidence of writing English in business	4.13	0.38	Good	4.13	0.38	Good
20. Increase in knowledge	4.25	0.33	Good	4.13	0.38	Good
<b>Total</b>	4.18	0.33	Good	4.13	0.33	Good
<b>Total</b>	4.16	0.28	Good	4.09	0.29	Good

**Table 4:** Findings of pre-training and post-training in the Common Mistakes in Business Writing course

Common Mistakes in Business Writing Items	Pre-training			Post-training		
	Mean	S.D.	Level of Response	Mean	S.D.	Level of Response
<b>Part 1: Trainer</b>						
1. Providing clear content	4.15	0.23	Good	3.92	0.53	Good
2. Clarity of explanation	4.08	0.25	Good	4.08	0.53	Good
3. Well prepared on teaching material	4.23	0.26	Good	3.77	0.43	Good
4. Using teaching techniques	3.69	0.19	Good	*3.38	0.47	Neutral
5. Emphasize the importance of English in Business	4.08	0.2	Good	3.69	0.4	Good
6. Providing appropriate teaching methods	4	0.22	Good	3.77	0.54	Good
7. Giving a chance to practice English in the classroom	4	0.19	Good	3.77	0.54	Good
8. Encouragement of self-learning	4.08	0.25	Good	3.69	0.5	Good
9. Providing fun and relaxed classroom activities	3.92	0.16	Good	3.54	0.4	Good
10. Clarity of answering questions	4.08	0.2	Good	3.92	0.66	Good
<b>Total</b>	4.03	0.22	Good	3.75	0.5	Good

(Table continued)

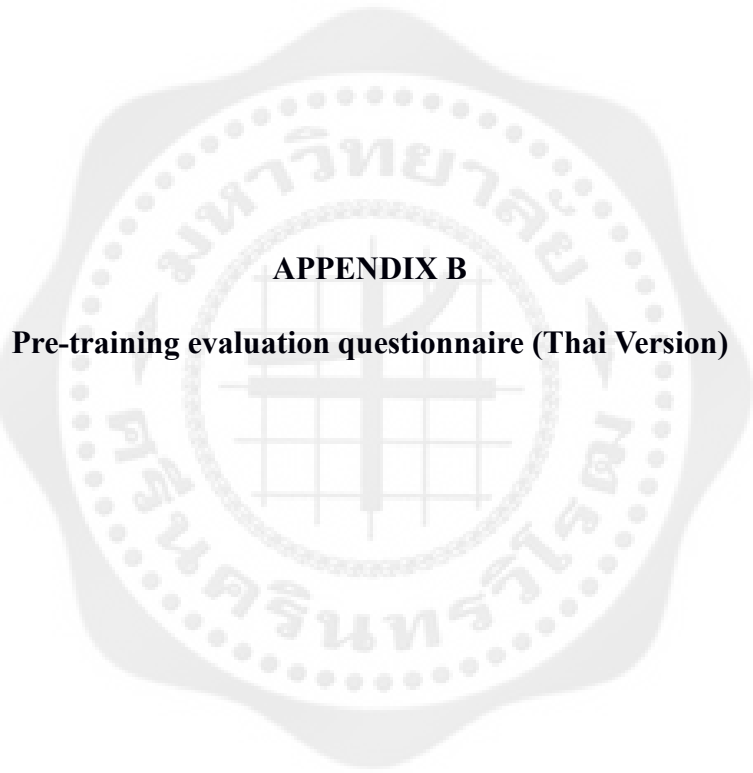
Common Mistakes in Business Writing Items	Pre-training			Post-training		
	Mean	S.D.	Level of Response	Mean	S.D.	Level of Response
<b>Part 2: Content</b>						
11. Related to the job	4.15	0.23	Good	3.77	0.54	Good
12. Useful for English communication development	4.31	0.25	Good	4.08	0.53	Good
13. Well organized	4.31	0.21	Good	4.15	0.47	Good
<b>Total</b>	4.26	0.23	Good	4	0.51	Good
<b>Part 3: Knowledge and understanding</b>						
14. Knowledge before / after training	*2.92	0.25	Neutral	*4.15	0.47	Good
15. Knowledge and understanding change	4.31	0.25	Good	4.23	0.54	Good
<b>Total</b>	3.62	0.25	Good	4.19	0.51	Good
<b>Part 4: Knowledge applying</b>						
16. Knowledge applying on the job	4.31	0.25	Good	4.15	0.6	Good
17. Confidence of applying knowledge on the job	4.23	0.26	Good	4.15	0.47	Good
18. Knowledge transfer	3.69	0.25	Good	3.92	0.41	Neutral
19. Confidence of writing English in business	4.23	0.25	Good	4.23	0.54	Good
20. Increase in knowledge	4.15	0.21	Good	4.08	0.41	Good
<b>Total</b>	4.12	0.24	Good	4.11	0.49	Good
<b>Total</b>	4.05	0.23	Good	3.92	0.5	Good

**Table 5:** Findings of pre-training and post-training in the Reporting with Visual Information course

Reporting with Visual Information	Pre-training			Post-training		
	Items	Mean	S.D.	Level of Response	Mean	S.D.
<b>Part 1: Trainer</b>						
1. Providing clear content	4.11	0.28	Good	3.92	0.52	Good
2. Clarity of explanation	4.22	0.34	Good	4.08	0.53	Good
3. Well prepared on teaching material	4.22	0.24	Good	3.77	0.43	Good
4. Using teaching techniques	4.22	0.34	Good	3.38	0.47	Neutral
5. Emphasize the importance of English in Business	3.89	0.28	Good	3.69	0.4	Good
6. Providing appropriate teaching methods	4.44	0.28	Good	3.77	0.54	Good
7. Giving a chance to practice English in the classroom	4.33	0.23	Good	3.77	0.54	Good
8. Encouragement of self-learning	4.22	0.24	Good	3.69	0.5	Good
9. Providing fun and relaxed classroom activities	4.33	0.23	Good	3.54	0.4	Good
10. Clarity of answering questions	4.33	0.23	Good	3.92	0.66	Good
<b>Total</b>	4.23	0.27	Good	4.18	0.29	Good

(Table continued)

Reporting with Visual Information	Pre-training			Post-training		
	Items	Mean	S.D.	Level of Response	Mean	S.D.
<b>Part 2: Content</b>						
11. Related to the job	4.44	0.24	Good	4.44	0.28	Good
12. Useful for English communication development	4.56	0.28	Excellent	4.44	0.28	Good
13. Well organized	4.56	0.28	Excellent	4.44	0.28	Good
<b>Total</b>	4.52	0.26	Good	4.44	0.28	Good
<b>Part 3: Knowledge and understanding</b>						
14. Knowledge before / after training	*3.22	0.16	Neutral	4.22	0.34	Good
15. Knowledge and understanding change	4.67	0.3	Good	4	0.23	Good
<b>Total</b>	3.94	0.23	Good	4.11	0.28	Good
<b>Part 4: Knowledge applying</b>						
16. Knowledge applying on the job	4.56	0.28	Good	4	0.45	Good
17. Confidence of applying knowledge on the job	4.44	0.28	Good	4.22	0.34	Good
18. Knowledge transfer	4	0.23	Good	*3.67	0.3	Neutral
19. Confidence of writing English in business	4.22	0.2	Good	*3.89	0.28	Good
20. Increase in knowledge	4.33	0.3	Good	4.11	0.39	Good
<b>Total</b>	4.31	0.26	Good	3.98	0.35	Good
<b>Total</b>	4.27	0.26	Good	4.16	0.3	Good



**APPENDIX B**

**Pre-training evaluation questionnaire (Thai Version)**

## แบบสอบถามความพึงพอใจ

### ก่อนการเข้าฝึกอบรมทักษะความรู้การใช้ภาษาอังกฤษในธุรกิจ ประจำปี 2559

**คำอธิบาย** แบบประเมินฉบับนี้มีทั้งหมด 3 ตอน ขอให้ผู้ตอบแบบประเมินตอบให้ครบทั้ง 3 ตอน โดยเลือกคำตอบที่ตรงกับความคิด ความรู้สึกของท่านมากที่สุด

#### ตอนที่ 1 สถานภาพทั่วไป

**คำชี้แจง** โปรดทำเครื่องหมาย  ลงในช่อง  หน้าข้อความ

##### 1. แผนก

- HR                       Public Affairs                       Commercial / Sales                       Logistics  
 Purchasing                       Administration                       Controllers                       CSR

##### 2. ระยะเวลาการทำงาน

- 1-5 ปี                       5-10 ปี                       10-15 ปี                       15-20 ปี                       20 ปีขึ้นไป

##### 3. หลักสูตรที่เข้ารับการฝึกอบรม

- E-mail Communication                       Common Mistakes with Business Writing  
 Reporting with Visual Information

#### ตอนที่ 2 ระดับความพึงพอใจ / ความรู้ความเข้าใจ / การนำไปใช้ ต่อการเข้าร่วมการฝึกอบรม

**คำชี้แจง** โปรดทำเครื่องหมาย  ลงในช่องที่ตรงกับความพึงพอใจ / ความรู้ความเข้าใจ / การนำไปใช้ของท่านเพียงระดับเดียว

ประเด็นความคิดเห็น	ระดับความพึงพอใจ				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
<b>ความคาดหวังก่อนการเข้ารับการฝึกอบรม</b>					
<b>ด้านวิทยากร</b>					
1. วิทยากรสามารถถ่ายทอดความรู้ได้อย่างชัดเจนและตรงตามเนื้อหา					
2. วิทยากรสามารถอธิบายเนื้อหาวิชาได้เข้าใจและชัดเจน					
3. วิทยากรมีการเตรียมเนื้อหาการสอนล่วงหน้าได้อย่างเหมาะสม					
4. วิทยากรมีการนำเข้าบทเรียน โดยการพูดคุยหรือเล่าเรื่องที่เกี่ยวข้องกับเนื้อหาวิชาก่อนเริ่มสอน					
5. วิทยากรกระตุ้นให้ผู้เข้าฝึกอบรมเห็นความสำคัญในการใช้ภาษาอังกฤษในธุรกิจ					

ประเด็นความคิดเห็น	ระดับความพึงพอใจ				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
6. วิทยาการใช่วิธีการสอนที่เหมาะสมกับเนื้อหาวิชา					
7. วิทยาการเปิดโอกาสให้ผู้เข้าฝึกอบรมได้ฝึกฝนทักษะอย่างเต็มที่					
8. วิทยาการกระตุ้นให้ผู้เข้าฝึกอบรมเกิดการเรียนรู้					
9. วิทยาการจัดกิจกรรมที่ให้ผู้เข้าฝึกอบรมมีความสนุกสนานผ่อนคลาย					
10. วิทยาการสามารถตอบข้อซักถามเกี่ยวกับเนื้อหาวิชาได้อย่างชัดเจน					
<b>ด้านเนื้อหาวิชา</b>					
1. เนื้อหาวิชาสอดคล้องกับงานที่รับผิดชอบ					
2. เนื้อหาการอบรมครั้งนี้จะช่วยพัฒนาทักษะการใช้ภาษาอังกฤษในธุรกิจของข้าพเจ้าให้ดียิ่งขึ้น					
3. เนื้อหาวิชามีประโยชน์ต่อการพัฒนางานที่ข้าพเจ้ารับผิดชอบ					
<b>ด้านความรู้ความเข้าใจ</b>					
1. ความรู้ ความเข้าใจในเนื้อหาวิชา <u>ก่อน</u> การเข้าอบรม					
2. ข้าพเจ้าคาดหวังว่าการอบรมครั้งนี้จะช่วยให้เกิดความรู้ความเข้าใจในการใช้ภาษาอังกฤษดียิ่งขึ้น					
<b>ด้านการนำความรู้ไปใช้</b>					
1. ข้าพเจ้าสามารถนำความรู้ที่ได้รับไปประยุกต์ใช้ในการทำงานได้จริงและตรงตามงานที่ได้รับมอบหมาย					
2. ข้าพเจ้ามีความมั่นใจและสามารถนำความรู้ที่ได้รับไปใช้ในงานได้จริง					
3. ข้าพเจ้าสามารถนำความรู้ที่ได้รับไปถ่ายทอดให้บุคคลอื่นและต่อยอดได้					
4. ข้าพเจ้ามีความมั่นใจในการเขียนภาษาอังกฤษในธุรกิจเพิ่มมากขึ้น					
5. ข้าพเจ้าบรรลุตามจุดมุ่งหมายที่ตั้งไว้จากการอบรมครั้งนี้					



**APPENDIX C**

**Pre-training evaluation questionnaire (English Version)**

## Pre-Training Evaluation Questionnaire

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**Explanation:** This questionnaire consists of three parts. Please give your feedback in all three parts which direct to your opinion.

### Part 1: General Information

**Instruction:** Please check  here to provide your answer for each question.

#### 1. Department

- HR                       Public Affairs                       Commercial / Sales                       Logistics  
 Purchasing                       Administration                       Controllers                       CSR

#### 2. Work Experience

- 1-5 years     5-10 years     10-15 years     15-20 years     Above 20 years

#### 3. Course

- E-mail Communication                       Common Mistakes with Business Writing  
 Reporting with Visual Information

### Part 2: Level of Agreement

**Instruction:** Please indicate your level of satisfaction with question listed below.

Questions	Level of Agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
<b>Perception before training</b>					
<b>Trainer</b>					
1. Providing clear content					
2. Clarity of explanation					
3. Well prepared on teaching material					
4. Using teaching techniques					
5. Emphasize the importance of English in Business					
6. Providing appropriate teaching method					
7. Giving a chance to practice English in the classroom.					
8. Encouragement of self-learning					
9. Providing fun and relaxed classroom activities					
10. Clarity of answering questions					

Questions	Level of Agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
<b>Content</b>					
11. Related to the job					
12. Useful for English communication development					
13. Well organized					
<b>Knowledge and Understanding Change</b>					
14. Knowledge <u>before</u> attending the training					
15. Knowledge and understanding changes					
<b>The Application of Knowledge</b>					
16. Application of knowledge on the job					
17. Confidence of applying knowledge on the job					
18. Ability of knowledge transfer					
19. Confidence of writing English in the business					
20. Increasing of knowledge					



**APPENDIX D**

**Post training evaluation questionnaire (Thai Version)**

## แบบสอบถามความพึงพอใจ

### หลังการเข้าฝึกอบรมทักษะความรู้การใช้ภาษาอังกฤษในธุรกิจ ประจำปี 2559

**คำอธิบาย** แบบประเมินฉบับนี้มีทั้งหมด 3 ตอน ขอให้ผู้ตอบแบบประเมินตอบให้ครบทั้ง 3 ตอน โดยเลือกคำตอบที่ตรงกับความคิด ความรู้สึกของท่านมากที่สุด

#### ตอนที่ 1 สถานภาพทั่วไป

**คำชี้แจง** โปรดทำเครื่องหมาย  ลงในช่อง  หน้าข้อความ

##### 1. แผนก

- |                                     |   |   |                                    |
|-------------------------------------|---|---|------------------------------------|
| <input type="checkbox"/> HR         | <input type="checkbox"/> Public Affairs | <input type="checkbox"/> Commercial / Sales | <input type="checkbox"/> Logistics |
| <input type="checkbox"/> Purchasing | <input type="checkbox"/> Administration | <input type="checkbox"/> Controllers        | <input type="checkbox"/> CSR       |

##### 2. ระยะเวลาการทำงาน

- 1-5 ปี     5-10 ปี     10-15 ปี     15-20 ปี     20 ปีขึ้นไป

##### 3. หลักสูตรที่เข้าฝึกอบรม

- E-mail Communication     Common Mistakes with Business Writing
- Reporting with Visual Information

#### ตอนที่ 2 ระดับความพึงพอใจ / ความรู้ความเข้าใจ / การนำไปใช้ ต่อการเข้าร่วมการฝึกอบรม

**คำชี้แจง** โปรดทำเครื่องหมาย  ลงในช่องที่ตรงกับความพึงพอใจ / ความรู้ความเข้าใจ / การนำไปใช้ของท่านเพียงระดับเดียว

ประเด็นความคิดเห็น	ระดับความพึงพอใจ / ความรู้ความเข้าใจ / การนำความรู้ไปใช้				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
<b>ความพึงพอใจในกิจกรรม</b>					
<b>ด้านวิทยากร</b>					
1. วิทยากรสามารถถ่ายทอดความรู้ได้อย่างชัดเจนและตรงตามเนื้อหา					
2. วิทยากรสามารถอธิบายเนื้อหาวิชาได้เข้าใจและชัดเจน					
3. วิทยากรมีการเตรียมเนื้อหาการสอนล่วงหน้าได้อย่างเหมาะสม					
4. วิทยากรมีการนำเข้าบทเรียน โดยการพูดคุยหรือเล่าเรื่องเกี่ยวกับเนื้อหาวิชาก่อนเริ่มสอน					
5. วิทยากรกระตุ้นให้ผู้เข้าฝึกอบรมเห็นความสำคัญในการใช้ภาษาอังกฤษในธุรกิจ					

ประเด็นความคิดเห็น	ระดับความพึงพอใจ / ความรู้ความเข้าใจ / การนำความรู้ไปใช้				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
6. วิทยาการใช้วิธีการสอนที่เหมาะสมกับเนื้อหาวิชา					
7. วิทยาการเปิดโอกาสให้ผู้เข้าฝึกอบรมได้ฝึกฝนทักษะอย่างเต็มที่					
8. วิทยาการกระตุ้นให้ผู้เข้าฝึกอบรมเกิดการเรียนรู้					
9. วิทยาการจัดกิจกรรมที่ให้ผู้เข้าฝึกอบรมมีความสนุกสนาน ผ่อนคลาย					
10. วิทยาการสามารถตอบข้อซักถามเกี่ยวกับเนื้อหาวิชาได้อย่างชัดเจน					
<b>ด้านเนื้อหาวิชา</b>					
1. เนื้อหาวิชาสอดคล้องกับงานที่รับผิดชอบ					
2. เนื้อหาการอบรมครั้งนี้จะช่วยพัฒนาทักษะการใช้ภาษาอังกฤษในธุรกิจให้ดียิ่งขึ้น					
3. เนื้อหาวิชามีความเหมาะสมต่อการพัฒนาทักษะการใช้ภาษาอังกฤษในธุรกิจ					
<b>ด้านความรู้ความเข้าใจ</b>					
1. ความรู้ ความเข้าใจในเนื้อหาวิชา <u>หลัง</u> การเข้าอบรม					
2. ข้าพเจ้ามีความรู้ความเข้าใจในการใช้ภาษาอังกฤษในธุรกิจเพิ่มขึ้น					
<b>ด้านการนำความรู้ไปใช้</b>					
1. ข้าพเจ้าสามารถนำความรู้ที่ได้รับไปประยุกต์ใช้ในการทำงานได้จริงและตรงตามงานที่รับผิดชอบ					
2. ข้าพเจ้ามีความมั่นใจและสามารถนำความรู้ที่ได้รับไปใช้ในงานได้					
3. ข้าพเจ้าสามารถนำความรู้ที่ได้รับไปถ่ายทอดให้บุคคลอื่นและต่อยอดในงานได้					
4. ข้าพเจ้ามีความมั่นใจในการเขียนภาษาอังกฤษในธุรกิจเพิ่มมากขึ้น					
5. ข้าพเจ้าได้บรรลุตามจุดมุ่งหมายที่ตั้งไว้จากการอบรมครั้งนี้					

### ตอนที่ 3 ข้อเสนอแนะอื่น ๆ

#### 3.1 ด้านผู้สอน

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#### 3.2 ด้านเนื้อหา

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.....

.....

#### 3.3 ด้านวิธีการสอน

.....

.....

.....

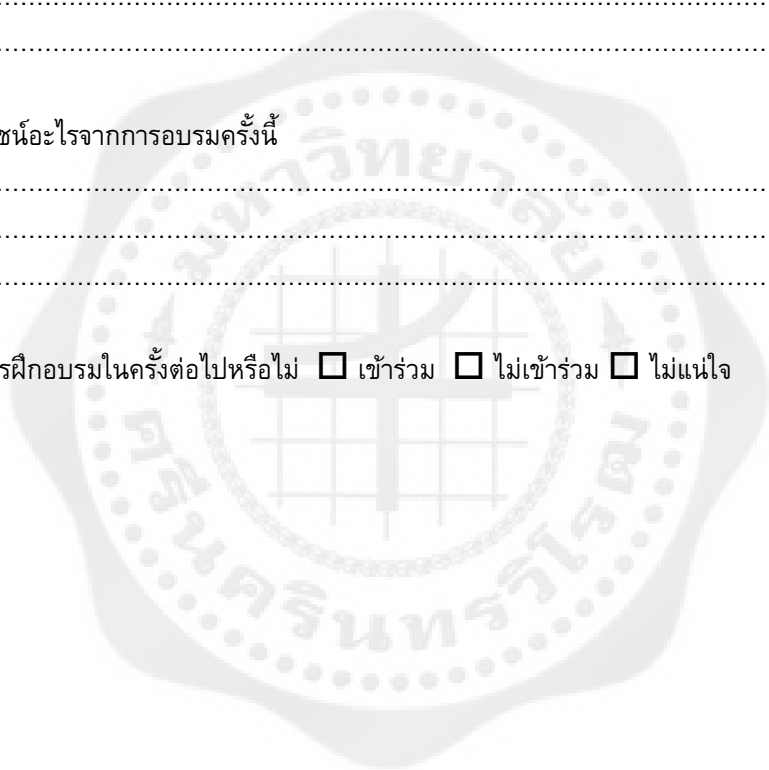
#### 3.4 ท่านได้รับประโยชน์อะไรจากการอบรมครั้งนี้

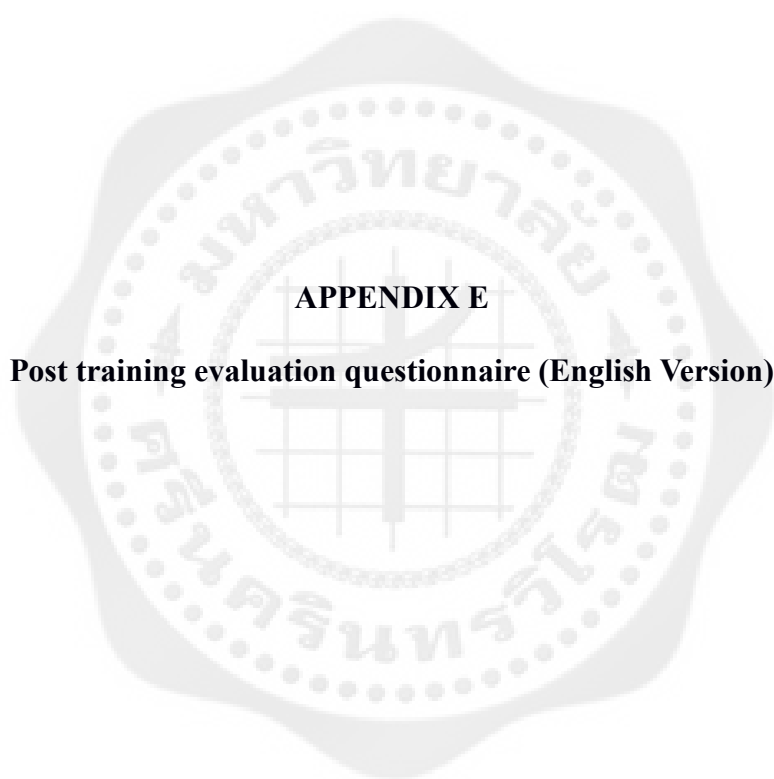
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3.4. ท่านจะเข้ารับการฝึกอบรมในครั้งต่อไปหรือไม่  เข้าร่วม  ไม่เข้าร่วม  ไม่แน่ใจ





**APPENDIX E**

**Post training evaluation questionnaire (English Version)**

## Post Training Evaluation Questionnaire

**Explanation:** This questionnaire consists of three parts. Please give your feedback in all three parts which direct to your opinion.

### Part 1: General Information

**Instruction:** Please check  here to provide your answer for each question.

#### 1. Department

- |                                     |   |   |                                    |
|-------------------------------------|---|---|------------------------------------|
| <input type="checkbox"/> HR         | <input type="checkbox"/> Public Affairs | <input type="checkbox"/> Commercial / Sales | <input type="checkbox"/> Logistics |
| <input type="checkbox"/> Purchasing | <input type="checkbox"/> Administration | <input type="checkbox"/> Controllers        | <input type="checkbox"/> CSR       |

#### 2. Work Experience

- 1-5 years     5-10 years     10-15 years     15-20 years     Above 20 years

#### 3. Course

- E-mail Communication                       Common Mistakes with Business Writing  
 Reporting with Visual Information

### Part 2: Level of Agreement

**Instruction:** Please indicate your level of satisfaction with question listed below.

Questions	Level of Agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
<b>Perception before training</b>					
<b>Trainer</b>					
1. Providing clear content					
2. Clarity of explanation					
3. Well prepared on teaching material					
4. Using teaching techniques					
5. Emphasize the importance of English in Business					
6. Providing appropriate teaching method					
7. Giving a chance to practice English in the classroom.					
8. Encouragement of self-learning					
9. Providing fun and relaxed classroom activities					
10. Clarity of answering questions					

Questions	Level of Agreement				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
<b>Content</b>					
11. Related to the job					
12. Useful for English communication development					
13. Well organized					
<b>Knowledge and Understanding Change</b>					
14. Knowledge <u>after</u> attending the training					
15. Knowledge and understanding change					
<b>The Application of Knowledge</b>					
16. Application of knowledge on the job					
17. Confidence of applying knowledge on the job					
18. Ability of knowledge transfer					
19. Confidence of writing English in the business					
20. Increasing of knowledge					

### **Part 3: Suggestions and Comments**

#### 3.1 Trainer

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#### 3.2 Content

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#### 3.3 Teaching Material

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#### 3.4 How the English training program help your job?

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.....  
.....

3.5 Will you continue to attend the English Training Program?  Yes  No  Not Sure





**APPENDIX F**

**Interview questions**

### **Interview Questions**

1. Please share your ideas about the English training you have just attended.
2. What did you learn? Which part did you think English training help your job? How?
3. Did the training meet your needs? Please explain and give us examples.
4. How do you think English training can support business success? Is it necessary or unnecessary? How?
5. Which part of the training should be improved? Content, trainer, or the quality of the training?



**VITAE**

**VITAE**

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