

CHAPTER FOUR

RESULTS

The previous chapter explained subjects, materials, procedures, and data analysis in order to find out the results. This chapter reports the results of the survey which is divided into four parts: Background information of respondents, Needs for English communication, Satisfaction with the in-house English training courses, and Suggestions.

4.1 BACKGROUND INFORMATION OF RESPONDENTS

4.1.1 Gender

Approximately two thirds of employees of Michelin Siam (Laem Chabang) were male while one third of them were female. This number was relevant with the proportion of total employees in the company and was quite common for the nature of work in a heavy-industrial factory.

Table 1. Gender

Gender		
	Frequency	Percent
Male	37	66.1
Female	19	33.9
Total	56	100.0

4.1.2 Age

The number of respondents was high in the low-age range and started to decrease when the age was increasing. According to the findings, 41.1% of respondents were between 20-25 years old, followed by 25% aged between 26-30, 14.3% aged between 31-35, 10.7% aged 36-40, and there were only 8.9% whose ages were above 40 years old.

Table 2. Age

Age		
	Frequency	Percent
20-25 years old	23	41.1
26-30 years old	14	25.0
31-35 years old	8	14.3
36-40 years old	6	10.7
> 40 years old	5	8.9
Total	56	100.0

4.1.3 Education

There were 12.5% of the respondents who had graduated from high school, followed by 16.1% from vocational college. The majority of the respondents (67.9%) had a bachelor's degree, while only 3.6% had a master's degree. The respondents with a master's degree might have English knowledge beyond what was offered in the courses; however, they were required to attend the courses according to their supervisors.

Table 3. Education

Education		
	Frequency	Percent
High School	7	12.5
Vocational College	9	16.1
Bachelor's	38	67.9
Master's	2	3.6
Total	56	100.0

4.1.4 Working Department

The result illustrated that only 17.9% of the respondents worked in the production department which deals directly with the product manufacturing process. The majority, or 82.1%, of the respondents worked in non-production departments which are other departments in the company that perform support functions such as

purchasing, product design, etc. These percentages were relevant with the objectives of the courses which aimed at enhancing English competency for the persons whose jobs required English skills.

Table 4. Working Department

Working Department		
	Frequency	Percent
Production	10	17.9
Non-production	46	82.1
Total	56	100.0

4.1.5 Years of Service

Regarding years of service, approximately half of the respondents (53.6%) had been working with the company for 1-3 years. 12.5% had 4-6 years of service, followed by 1.8% with 7-9 years of service, and there were 32.1% of the respondents who had more than 9 years of service. These numbers could be explained by the norm of the company to grant the chance for the employees who had not attended the courses before rather than the ones who had attended the courses already. Therefore, new employees had more opportunity to participate in the training.

Table 5. Years of service

Years of Service		
	Frequency	Percent
1-3 years	30	53.6
4-6 years	7	12.5
7-9 years	1	1.8
> 9 years	18	32.1
Total	56	100.0

4.1.6 Training Course Level

Table 6 indicated the number and percentage of the respondents in each training course level: 25.0% of respondents were in Beginner level, 16.1% were in

Low Elementary level, 23.2% were in Elementary level, 12.5% were in Upper Elementary level, and 23.2% were in Pre-intermediate level. These numbers were determined by the placement test in order to classify trainees with similar English levels in the same class.

Table 6. Training Course Level

Training Course Level		
	Frequency	Percent
Level 1: Beginner	14	25.0
Level 2: Low Elementary	9	16.1
Level 3: Elementary	13	23.2
Level 4: Upper Elementary	7	12.5
Level 5: Pre-intermediate	13	23.2
Total	56	100.0

4.2 NEEDS FOR ENGLISH COMMUNICATION

4.2.1 The Most Necessary English Skill for Career

Table 7 showed that the most necessary English skill in the opinions of the respondents was speaking (35.7%), followed by listening (30.4%), writing (19.6%), and the least necessary English skill is reading (14.3%). It could be interpreted that speaking and listening were more common skills used at work than writing and reading.

Table 7. The Most Necessary English Skill for Career

Necessary English Skill		
	Frequency	Percent
Speaking	20	35.7
Listening	17	30.4
Writing	11	19.6
Reading	8	14.3
Total	56	100.0

4.2.2 English Communication Problems Faced at Work

Based on the condition that more than one answer is allowed, the English communication problems the respondents most often faced at work were that they were unable to speak fluently (14.7%), and that they were unable to understand when listening (14.0%). The next problem was using wrong grammar and sentence structure (12.7%). 10.7% of the respondents advised that they were unable to speak what they wanted to communicate, 9.3% often spent too much time to write, and 8.0% were unable to write what they wanted to communicate. 7.3% often used wrong words, and the same percentage of respondents had a problem of a limited word bank. The percentage of the respondents who were unable to understand when answering telephones, who were unable to understand the main idea when reading, and who spent too much time to read were equal (5.3%).

The result in Table 8 was quite relevant with that in Table 7 since it indicated that frequently-faced communication problems and most needed skills were about verbal communication rather than written communication. It might be because the respondents had to use English conversation with their bosses who were not Thai.

Table 8. English Communication Problems Faced at Work

English Communication Problem		
	Frequency	Percent
Unable to understand when listening	21	14.0
Unable to understand when answering telephone	8	5.3
Unable to speak what you want to communicate	16	10.7
Unable to speak fluently	22	14.7
Unable to understand main idea when reading	8	5.3
Spend too much time to read	8	5.3
Unable to write what you want to communicate	12	8.0
Spend too much time to write	14	9.3
Use wrong words	11	7.3
Use wrong grammar & sentence structure	19	12.7

(Table continues)

Table 8. (continued)

English Communication Problem		
	Frequency	Percent
Have a limited word bank	11	7.3
Others	0	0.0
Total	150	100.0

4.2.3 Willingness to Take Specific Courses by Paying Partly

If the respondents could select their own specific course beyond the normal courses that the company provided, the majority of them (96.4%) were not interested in taking the course by paying partly for it, while only 3.6% were willing to do so. The result showed that the respondents wanted the training to be fully supported by the company as a fringe benefit.

Table 9. Willingness to Take Specific Courses by Paying Partly

Willingness to Take Specific Courses by Paying Partly		
	Frequency	Percent
Yes	2	3.6
No	54	96.4
Total	56	100.0

4.2.4 Interesting English Courses in the Future

Based on the condition that more than one answer is allowed, the most popular course that the respondents would like to attend in the future was business conversation (20.4%), followed by effective presentations and meetings (12.9%), and the third rank was general English conversation (11.8%). 10.8% were interested in advanced oral skills and public speaking, and business writing. English for report writing, and reading skill development were selected by 9.7% and 8.6% of the respondents respectively. The least interesting courses were translation and English grammar (7.5%).

It could be concluded that the respondents were interested in both business and general conversation courses. However, although they realized that using wrong grammar and sentence structure were their communication problems (see table 8), they were not interested in learning English grammar.

Table 10. Interesting English Courses in the Future

Interesting English Courses		
	Frequency	Percent
General English conversation	11	11.8
Business conversation	19	20.4
Effective presentations and meetings	12	12.9
Advanced oral skills and public speaking	10	10.8
Reading skill development	8	8.6
Translation	7	7.5
Business writing	10	10.8
English for report writing	9	9.7
English grammar	7	7.5
Others	0	0.0
Total	93	100.0

4.2.5 Training Period

According to the training period, it was convenient for the majority of the respondents (80.3%) to attend the course during work hours. There were 16.1% of the respondents who found it convenient to attend courses in the evening after work hours, and only few of them (3.6%) who found it convenient to attend a course on weekends. It could be explained that the respondents preferred to spend their private time for their own activities rather than for training.

Table 11. Training Period

Training Period		
	Frequency	Percent
During work hours	45	80.3
In the evening after work hours	9	16.1
On weekends	2	3.6
Total	56	100.0

4.3 SATISFACTION OF TRAINEES TOWARDS THE IN-HOUSE ENGLISH TRAINING COURSES

4.3.1 Trainee Selection Method

Based on the survey results concerning trainee selection method, 67.9% of the respondents agreed that trainees were selected fairly based on the needs of their job, 75% agreed that their supervisor explained the reasons why they had to attend the course, and 55.4% agreed that they were willing to attend the course. The result conformed to training policy which would be beneficial for both employer and employees.

Table 12. Trainee Selection Method

	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%		
1	Trainees were selected fairly based on the need of the job.	13	23.2	38	67.9	5	8.9	-	-	-	-	4.14	0.55
2	Your supervisor explained the reasons why you had to attend the course.	10	17.9	42	75.0	3	5.4	1	1.8	-	-	4.09	0.55
3	You were willing to attend the course.	20	35.7	31	55.4	3	5.4	1	1.8	-	-	4.21	0.78
												4.15	0.64

4.3.2 The Consistency between the Course Content and Job Requirements

In terms of consistency between the course content and their job requirements, 37.5% of the respondents strongly agreed that they had learned new things that were useful for their job, and that they could apply knowledge and skills learned in their job. 48.2% agreed that the content provided them with new job-related vocabularies, 53.6% agreed that the content was interesting, and 58.9% agreed that the level of difficulty was satisfactory.

It could be concluded that, overall, the course content was relevant with what the trainees needed to perform in their jobs. Although a few of them indicated that the content was not interesting, they accepted that it could be applied in their tasks.

Table 13. The Consistency between the Course Content and the Job Requirements

	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%		
4	You had learned new things that were useful for your job.	21	37.5	26	46.4	7	12.5	1	1.8	1	1.8	4.16	0.85
5	You could apply knowledge and skills learned in your job.	21	37.5	31	55.4	4	7.1	-	-	-	-	4.30	0.60
6	The content provided you with new job-related vocabularies.	18	32.1	27	48.2	9	16.1	2	3.6	-	-	4.09	0.79
7	The content was interesting	13	23.2	30	53.6	9	16.1	3	5.4	1	1.8	3.91	0.88
8	The level of difficulty was satisfactory.	9	16.1	33	58.9	12	21.4	2	3.6	-	-	3.88	0.72
												4.07	0.79

4.3.3 Textbooks and Teaching Materials

There were 66.1% of the respondents who agreed that the textbooks were well organization and were easy to follow. Based on sufficient explanations and examples provided by the textbooks, 57.1% rated agree, while 21.4% were not sure on this item. 16.1% of the respondents strongly agreed that textbooks and teaching materials promoted their learning skills, and that the number of supplementary teaching materials was appropriate.

According to the result, the trainers should review the number of supplementary teaching materials to be more appropriate. They should completely provide all necessary handouts and other relevant documents. Furthermore, the trainers might add some new materials to make the courses more interesting.

Table 14. Textbooks and Teaching Materials

	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%		
9	Textbooks were well organized and easy to follow.	12	21.4	37	66.1	5	8.9	2	3.6	-	-	4.05	0.67
10	Textbooks provided sufficient explanations and examples.	10	17.9	32	57.1	12	21.4	2	3.6	-	-	3.89	0.73
11	Textbooks and teaching materials promoted your learning skills.	9	16.1	40	71.4	5	8.9	2	3.6	-	-	4.00	0.63
12	The Number of supplementary teaching materials was appropriate.	9	16.1	30	53.6	15	26.8	2	3.6	-	-	3.82	0.74
												3.94	0.70

4.3.4 Trainers

There were 44.6% of the respondents who agreed that the trainers could explain the subject matter and answered questions clearly. 53.6% agreed that the trainers provided chances for trainees to participate and practice in class, and that the trainers were well prepared. 60.7% and 62.5% agreed that the trainers paid equal attention to all trainees, and that the teaching style was satisfactory respectively. 51.8% strongly agreed that the trainers were on time, and none of the respondents rated disagree or strongly disagree for this item.

Based on the findings, the trainers were quite good in their punctuality. However, they should spend more time explaining difficult matters and making sure that all trainees understand what was taught.

Table 15. Trainers

	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%		
13	The trainers could explain subject the matter and answered questions clearly.	18	32.1	25	44.6	10	17.9	3	5.4	-	-	4.04	0.85

(Table continues)

Table 15. (continued)

	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%		
14	The trainers provided chances for trainees to participate and practice in class.	20	35.7	30	53.6	6	10.7	-	-	-	-	4.25	0.64
15	The trainers were well prepared.	18	32.1	30	53.6	5	8.9	3	5.4	-	-	4.13	0.79
16	The trainers paid equal attention to all trainees.	16	28.6	34	60.7	4	7.1	2	3.6	-	-	4.14	0.70
17	The teaching style was satisfactory.	10	17.9	35	62.5	10	17.9	1	1.8	-	-	3.96	0.66
18	The trainers were on time.	29	51.8	26	46.4	1	1.8	-	-	-	-	4.50	0.54
												4.17	0.72

4.3.5 Classroom Activities

According to Table 16, most of the respondents were satisfied with all the items concerning classroom activities (mean = 3.93). The survey results revealed that almost 70% of the respondents agreed that the activities could be applied in real situations in their jobs, and 58.9% agreed that the activities helped them feel more confident when communicating with foreign employees. The least satisfied item was that time proportion for each activity was appropriate.

The results suggested that in order to improve classroom activities, the trainers should re-arrange time proportion used for each activities. They might spend more time on the enjoyable activities which could attract more trainees' attention, while reducing time spent on the repetitive and dull activities.

Table 16. Classroom Activities

	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%		
19	Activities could be applied in the real situations in your job.	9	16.1	39	69.6	8	14.3	-	-	-	-	4.02	0.56

(Table continues)

Table 16. (continued)

	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%		
20	Activities helped you feel more confident when communicating with foreign employees.	16	28.6	33	58.9	7	12.5	-	-	-	-	4.16	0.63
21	Activities enabled you to speak English more fluently.	11	19.6	32	57.1	11	19.6	2	3.6	-	-	3.93	0.74
22	Activities improved your English writing skill for e-mails and relevant documents in your job.	15	26.8	27	48.2	12	21.4	1	1.8	1	1.8	3.96	0.85
23	Activities enabled you to be more fluent in English reading for main idea.	11	19.6	35	62.5	8	14.3	2	3.6	-	-	3.98	0.70
24	Activities matched the content.	6	10.7	37	66.1	10	17.9	3	5.4	-	-	3.82	0.69
25	Activities were interesting and motivating.	6	10.7	36	64.3	11	19.6	3	5.4	-	-	3.80	0.70
26	Activities helped promote learning skill.	8	14.3	38	67.9	8	14.3	2	3.6	-	-	3.93	0.66
27	The time proportion for each activity was appropriate.	7	12.5	34	60.7	12	21.4	2	3.6	1	1.8	3.79	0.78
												3.93	0.71

4.4 SUGGESTIONS

Twenty respondents gave their comments in order to help improve the in-house English training courses in this survey. There were both positive and negative comments which were summarized as follows.

The Continuity of the Teachers and the Contents

Six out of 20 respondents who provided their comments claimed that the trainers were changed many times resulting in discontinuance of the contents. As new teachers did not know what had been taught and what had not, they skipped some parts which the trainees still had not gone through yet. The trainees complained that such situation could lead to their poor score in their final exam.

Moreover, when the trainers were changed, the trainees had to get themselves familiar with the new trainers and their different teaching styles. The respondents suggested that there be only one trainer for one course.

The Trainers' Teaching Style

Three respondents gave comments about the trainers' teaching style. One of them suggested that the trainers give concrete and clear examples. The other two respondents wanted the trainers to improve their ability to explain difficult or complex materials. They also wanted the trainers to use simple language and even explain in Thai for some difficult topics. Therefore, it would be easier for trainees who were at primary English level to understand and want to come to class.

Teaching Materials

There were three respondents giving comments on teaching materials. They recommended that the trainers provide the course objectives at the beginning of the course. In addition, there should be a summary of contents for the trainees at the end of each chapter because sometimes the trainees could not understand perfectly from the verbal explanation in class.

Training Period

There were comments about the training period from three respondents. One of them suggested that the course be longer. Because some trainees had lack of English basic knowledge, they needed more time to understand grammar points, remember vocabularies, and learn other contents. One respondent recommended that the courses should be held after working hours, so it would not interfere with their normal tasks, while the other respondent wanted to attend the course one in stead of two times per week but for a longer period of time.

The findings of the study will be summarized and discussed in the next chapter.