

## **CHAPTER FIVE**

### **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study (2) a summary of the findings, (3) discussions of the results, (4) conclusions, and (5) recommendations for further research.

#### **5.1 SUMMARY OF THE STUDY**

##### **5.1.1 Objectives of the Study**

This study had one main objective which was to evaluate the in-house English training courses from the trainees' points of view. There were also three sub-objectives. The first one was to find out the degree of trainees' satisfaction with the trainee selection method, the consistency between the course content and job requirements, textbooks and teaching materials, trainers, and classroom activities. The second sub-objective was to indicate strong points and weak points of the in-house English training courses. The last sub-objective was to obtain suggestions for improving future in-house English training courses.

##### **5.1.2 Subjects, Material, and Procedures**

The subjects of this study were employees in Michelin Siam Co., Ltd. (Laem Chabang) who attended in-house English training courses from level 1 to level 5 in 2007. The subjects were from 10 departments including production, quality guarantee, maintenance, industrial engineering, supply chain, product technical design, purchasing, finance and accounting, personnel, and environment and safety. Out of 91 trainees, 56 respondents returned the questionnaires to the researcher.

The questionnaire consisted of 38 closed-ended questions and one open-ended question. It was divided into four sections: (1) Background information of respondents, (2) Needs for English communication, (3) Satisfaction with the in-house English training courses, and (4) Suggestions.

This research was a cross-sectional study design aimed at finding subject's the level of satisfaction with the in-house English training courses. The questionnaires were distributed to all the trainees via the internal mailing system. After two weeks, the researcher collected the returned questionnaires for data processing.

The data was analyzed by the Statistical Package for Social Sciences (SPSS) program version 12.0. The findings of the study were presented in frequency distribution, percentage, mean, and standard deviation.

## **5.2 SUMMARY OF THE FINDINGS**

The results of the study could be summarized as follows:

### **5.2.1 Background Information of the Respondents**

There was a total of 56 respondents who participated in this study. The results indicated that more than half of them were male. The respondents' age was varied. The majority of their ages were between 20-25 years old, while only a few of them were aged over 40. Regarding education, more than half of the respondents had earned a bachelor's degree, very few of the earn master's degree, and the rest of approximately 40% had graduated from high school and vocational school. The main portion of the respondents did not deal directly with the manufacturing process, while the minority were responsible for the jobs dealing directly with the manufacturing process. According to the years of service with Michelin, most respondents had been working with the company for merely a few years. More than half of them just started working and had only 1-3 years of service. The number of respondents in each training level was varied according to their previous English knowledge classified by the placement test. There were 12% - 25% of the respondents in each level.

### **5.2.2 Section 2: Needs of English Communication**

In the opinion of the respondents, the most necessary English skill for their careers was speaking, listening, writing, and reading respectively. English communication problems the respondents most often faced at work were being unable

to speak fluently and being unable to understand when listening. Using wrong grammar and sentence structure was ranked third. The other problems which were less important were being unable to speak what they wanted to communicate, spending too much time to write, being unable to write what they wanted to communicate, using wrong words, and having a limited word bank respectively. The English communication problems the respondents faced least often were being unable to understand when answering telephone, being unable to understand main idea when reading, and spending too much time to read.

Almost all of the respondents were not interested in taking the course by paying partly for it, while only a small percentage was willing to do so. The English courses that the respondents were interested in attending in the future were business conversation, effective presentations and meetings, general English conversation, advanced oral skills and public speaking, business writing, English for report writing, reading skill development, translation, and English grammar respectively. Regarding the preferable training period, the majority of the respondents chose the course during work hours, while not so many people chose the evening session after working hours, and only a couple of them preferred a weekend course.

### **5.2.3 Satisfaction with the In-House English Training Courses**

In summary, the satisfaction with the in-house English training courses at Michelin Siam (Laem Chabang) was at a satisfactory level. The results of five aspects of the training courses in this study were presented as follows:

#### **Trainee Selection Method**

According to the respondents' points of view, the satisfaction with the trainee selection method was at a satisfactory level with the mean of 4.15. Among the three aspects concerning the trainee selection method, the respondents were most satisfied with the willingness to attend the courses (mean = 4.21), followed by the fairness of trainee selection based on the job, and the clear explanation of why they had to attend the courses.

### The Consistency between the Course Content and Job Requirements

Based on the consistency between the course content and job requirements, the overall satisfaction was at a satisfactory level with the mean of 4.07. The respondents were most satisfied with the application of knowledge and skills learned in their jobs (mean = 4.30). The second most satisfactory aspect was the learning of new things which were useful for their jobs. The next satisfactory element was learning new job-related vocabularies, and the respondents' attention in the content. The least satisfactory aspect was the level of difficulty (mean = 3.88).

### Textbooks and Teaching Materials

It was found that the overall satisfaction with textbooks and teaching materials was at a satisfactory level with the mean of 3.94. The good organization of the textbooks was the most satisfactory (mean = 4.05), followed by the capability of the textbooks and teaching materials to promote learning skills, and the sufficient explanations and examples provided by the textbooks. The lowest rank was the appropriate number of supplementary teaching materials (mean = 3.82).

### Trainers

The respondents' satisfaction with the trainers was at a satisfactory level with the mean of 4.17. The highest satisfactory aspect was the punctuality of the trainers (mean = 4.50), followed by the provided opportunity for trainees to participate and practice in class. The less satisfactory aspects were trainers' equal attention to all trainees, the trainers' good preparation, and the trainers' ability to explain the subject matter and answer the questions clearly respectively. The least satisfactory aspect was the teaching style (mean = 3.96).

### Classroom Activities

The survey results revealed that the respondents' satisfaction with the classroom activities was at satisfactory level with the mean of 3.93. The respondents were most satisfied with the activities which helped them feel more confident when communicating with foreign employees (mean = 4.16). The next satisfactory elements were the application of activities in the real working situation, and the activities improving fluency in English reading for main idea. The respondents had moderate

satisfaction with the activities improving English writing skill for e-mails and relevant documents in their jobs, the activities promoting their English speaking, and the activities promoting learning skill. The next elements with a lower satisfactory level were matching between the activities and the content, and the interest and motivation of activities. The appropriate time proportion for each activity had the lowest satisfactory level with the mean of 3.79.

#### **5.2.4 Suggestions**

The respondents recommended that the trainers should not be changed so often. They preferred not to have more than one trainer per one course. The trainers' teaching style could also be improved. That is the trainers should provide clear examples, and sufficient explanations for complicated subjects. Besides, the respondents would like to have course objectives at the beginning of the course and the content summary at the end of course. In addition, a few of the respondents suggested reconsidering the training period so as not to interfere with their normal tasks.

### **5.3 DISCUSSION**

Concerning the needs of English communication at Michelin Siam Co., Ltd. (Laem Chabang), English communication problems faced most often in the workplace were being unable to speak fluently and being unable to understand when listening. The results also indicated that the most necessary English skills for career were speaking and listening. That is why the top three English courses the respondents were interested in attending in the future were business conversation, followed by effective presentations and meetings, and general English conversation. The results are consistent with what Erling and Walton mentioned in their report on English at Work in Berlin that in multinational companies English is typically used in conversations such as meetings, and small talk.

Although a number of the respondents were aware that using wrong grammar and sentence structure was one of the most frequently-faced communication

problems, the percentage of the respondents interested in taking an English grammar course in the future was quite low. It may be because the trainees do not prefer studying English grammar compared to English conversation. Moreover, the respondents with some grammar problems can still communicate and get the desired outcome, while the respondents with speaking or listening problems may be unable to communicate and achieve the end results.

The results showed that the trainee selection method was at a satisfactory level. It can be concluded that the trainees were willing to attend the courses because the training is not only beneficial for the company, but it is also beneficial for the trainees themselves. Moreover, the company fully provided budget support for all trainees. According to the results, there were only 3.6% of the respondents who were willing to take a specific course by paying partly for it while the majority did not want to attend a course if they were asked to pay. The respondents believed the company was liable for all training expenses since they have never been charged so far.

Regarding the consistency between the course content and their job requirements, the respondents were most satisfied with the application of knowledge and skills learned in their job and least satisfied with the level of difficulty. As one of the main purposes of the training was the application of knowledge into real work situations, it means that the company was quite successful in meeting its main objective. However, some respondents might feel that the level of difficulty was not appropriate. There were also some comments indicating that the content was too difficult for them to follow and some advised that their previous English knowledge did not match the course level they were in. It may be interpreted that the difficulty level did not suit the respondents' need because the trainees had different levels of educational background. In addition, the variety of ages could also result in different learning speed. Therefore, some trainees could learn fast while others could only learn at a slower speed.

Regarding the textbooks and teaching materials, the respondents were least satisfied with the number of supplementary teaching materials. Some respondents recommended that there should be a clear course outline and objectives provided for

the trainees at the beginning of the courses. And at the end of the course, there should be a summary of the content learned. So far, the training was mostly based on only the textbook. If the number of supplementary materials is increased, the satisfactory level may be improved for future training courses.

Regarding the trainers, the respondents were satisfied with the trainers, especially with their punctuality with the highest mean among the other items of the survey. However, a number of the respondents commented that the trainers were changed so often leading to discontinuity in the content and sometimes caused confusion. Moreover, some of the respondents wanted the trainers to use simple language to explain difficult materials. The respondents also advised that the trainers could influence their willingness to come to class. This is consistent with Strevens (1988) that, excluding the trainees themselves, the trainers are the most essential element of the language training courses.

Regarding the classroom activities, it is interesting to find that the respondents were most satisfied with the activities which helped promote confidence when communicating with foreign employees. It means that the respondents could have a chance to participate in the classroom activities and those activities helped build the skills needed for their jobs; therefore, they felt more confident to communicate. However, the results showed that the time proportion for each activity was at the lowest satisfactory level. Besides, in some situations the activities should be more interesting and motivating in order to increase trainees' satisfaction. As most activities used in the past training had quite similar and simple pattern, the trainees wanted more varied and interesting activities to keep their attention.

## **5.4 CONCLUSIONS**

Based on the objectives of the study to evaluate the in-house English training courses from the trainees' points of view, the conclusions can be drawn as follows:

5.4.1 The degree of trainees' satisfaction with the in-house English training at Michelin Siam (Laem Chabang) Co.,Ltd. ,including the satisfaction with trainee

selection method, the consistency between the course content and the job requirements, textbooks and teaching materials, trainers, and classroom activities, was at a satisfactory level.

5.4.2 Although the trainees were satisfied with the overall training courses, there were some factors that could be improved. The training section that is in charge of arranging the training courses should provide feedback to the language institute to improve its training service. The main points that the language institute should consider is that it should not change the trainer in the middle of the course. The others aspects that should be focused on are the number of supplementary teaching materials and the variety of classroom activities.

5.4.3 The company should provide more variety of courses to be suitable with the trainees' needs. Instead of only general English courses, the company may offer additional specific English courses to be alternatives for the trainees. The company should also acknowledge that the trainees were likely to take English conversation courses rather grammar courses. In addition, the company should consider the level of difficulty to be suitable with the trainees' ability. The interview or improvement of placement test may help classify the trainees of the similar English proficiency in the same group.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

Based on the findings of this study, the recommendations are as follows:

5.5.1 Future research should include the trainees' satisfaction with the training facilities such as room size, seating arrangement, equipment, visual aids, lighting, etc.

5.5.2 Future research should be conducted to investigate the trainees' satisfaction with English for specific purposes.