



**INCREASING CUSTOMER SATISFACTION THROUGH ENGLISH
LANGUAGE TRIANING PROGRAM FOR HOUSEKEEPING
AND SECURITY DEPARTMENT
: CASE STUDY AT SOFITEL BANGKOK SILOM**

มหาวิทยาลัยศิลปากร **By** สงวนลิขสิทธิ์
MR.Nitirat Maleewat

An Independent Study Submitted in Partial Fulfillment of the Requirements for the Degree

Master of Business Administration Program in

HOTEL AND TOURISM MANAGEMENT

Program of (hotel and tourism management) international program

Graduate School, Silpakorn University

Academic Year 2012

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The Graduate School, Silpakorn University has approved and accredited the independent study title of “Improving Customer Satisfaction Through English Language Training Program For Housekeeping and Security Department Case Study At Sofitel Bangkok Silom” submitted by Mr.Nitirat Maleewat as a partial fulfillment of the requirements for the degree of Master of Business Administration in HOTEL AND TOURISM MANAGEMENT

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NITIRAT MALEEWAT:. INCREASING CUSTOMER SATISFACTION THROUGH
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DEPARTMENT CASE STUDY AT SOFITEL BANGKOK SILOM

INDEPENDENT STUDY ADVISOR: SUDAWADEE CHANPIWAT, PH.D. 164 pp.

Customer satisfaction is one of the most important factors to lead the organization to be a successful business especially for hotel and tourism industry. However, they need to have an effective instrument and competent trainer to fulfill the gap and create more working abilities. One of the best ways to fulfill this purpose is “Training Program” which is mostly offered by employers whether it might be internal training by the training department of the company or outsource from professional training organization. As employers have recognized the potential impact of training schemes to increase organizational productivity, this had led an expansion of competence development programmes (Managing for training quality Journal).

This project aimed to describe how training program will be able to extend the staff efficiency and elevate their work ability to generate more customer satisfaction in the hotel industry especially the 2 groups that were focused on was Housekeeping and Security department. The project will start from Planning Consideration, Training Implementation, Evaluation Process, Result of process and lastly the counseling. The English Language training program is used to be a major part of training topic which covers the contents of General English Conversation for daily life that participants would be able to utilize to the hotel customer and also more consistent matter of

specific vocabularies and topics for Housekeeping and Security Department. Several kinds of training methods were applied such as Pre-test, Lecture, Class room, Simulation, Role play and also Post-test by the end of the training period. Totally of 30 hours for housekeeping training and 15 hours for security department were the duration of this project and it preceded during their working day at the hotel.

Evaluation is weight as a significant process to express how effective, valuable and profitable to the organization. The evaluation Instrument and Activities will be based on 4 levels of evaluation (Book 171) to cover assessment of; Level of leaning, Acceptability and Quality , The validity of training and Whether the training corrected the problem. Utilizing of Observation method in every procedure; before embark the training, during the training term and end of the class is very often applied. Interview of Director of Housekeeping, Security and Human resource department and training manager together with staff members who were the participants are one of the principle data to back up assessment process.

Reliability research showed satisfying result. Improvement of English Language skill is revealed by action of the staffs once they faced the customer on their job station or by unexpectedly in the hotel area, plus the observation from trainer and manager. Problem and Obstacle occurred during the training period from every parts of the process are mentioned also as one of the important factors. Consequent training program with competent training process, efficient trainer, sufficiency of time and consistent matter is the key of sustainable success of this project.

Program of Hotel and Tourism Management Graduate School, Silpakorn University Academic Year 2012

Student's signature.....

Independent Study Advisor's signature.....

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Finally, yet importantly, my million thanks will be passed to everyone that I'm still not mentions who were the partial of my project. My parents and family who are my best friends and great supporter which always gave me a power to do everything and dare to face every problem during this project and for the rest of my life. My lovely

wife who is striving to push me up whenever I fell or tired and be a great consultant in every situation, Housekeeping and security staff of Sofitel Bangkok Silom. They are not only my college, not only my student in 4 months but now we became great friends and still keep a good contact. Finally thank you very much for all of my lovely friends which I am not able to complete everyone. It will never success without all of you.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	vi
ABSTRACT.....	iii
CHAPTER	
1. Introduction.....	1
1.1 Accor Group.....	1
1.1.1 History of Accor Management Team	1
1.2 Sofitel	4
1.2.1.1 The Sofitel Vision	4
1.2.2 Brand Magnifiers.....	6
1.3 Sofitel Bangkok Silom.....	7
1.3.1 The history of Sofitel Bangkok Silom.....	7
1.3.2 Sofitel Bangkok Silom Mission Statement.....	8
1.3.3 Room Information and Service	11
1.3.4 Target Market of Sofitel Silom.....	12
1.4 SWOT Analysis	14
1.5 Porter 5 Forces	16
1.6 Problem Identification	18
2. Literature Review.....	22
2.1 Historical Development of Training	26
2.2 Training Design Model.....	29
2.3 Training Methods.....	30
2.4 Evaluation of Training	31
2.4.1 The 4 levels of Evaluation.....	32

2.4.2	Evaluation Instrument or Activities.....	32
2.5	Problem Situation.....	33
2.6	Research Question	34
2.7	Research Methodology and Result	35
3.	Research Methodology	36
3.1	Research Instrument.....	36
3.1.1	Observation.....	36
3.1.2	Action Research.....	37
3.1.3	Interview	38
4.	Data Analysis and Implementation.....	43
4.1	Group of Participant.....	43
4.2	Course Outline.....	44
4.2.1	Reason of English Language.....	44
4.2.2	Length of Training.....	45
4.2.3	Contents	46
4.2.4	Creating Course Outline	49
4.2.5	Training Methodology.....	50
4.3	Conducting Training Program	53
4.3.1	Pre – Test.....	53
4.3.2	Executing the Training Course.....	56
4.3.2.1	Educating Process	56
4.3.2.2	Practicing Process	57
4.3.2.3	Encouraging Process.....	58
4.3.3	Pose – Test.....	59

4.4 Evaluation of Training Program	61
4.4.1 Post –Test	61
4.4.2 Posterior Observation	61
4.4.3 Appreciate Letter	62
4.4.4 Posterior Interview	63
4.5 Problem Situation During Implementation.....	65
4.5.1 Participant is not ready to study	65
4.5.2 Some personal problem cause learning decrease effective	66
4.6 Recommendation	67
4.6.1 Course Outline.....	67
4.6.2 Training Methodology.....	68
4.7 Participant.....	69
4.8 Trainer & Teacher.....	70
4.9 Need for Head Department participation in creating Course Group	71
4.9.1 Implication.....	72
Appendix.....	74
A. Pre & Post Test Exam and Training Lesson.....	74
B. Table of Course Outline.....	129
C. Pre & Post Test Score.....	138
D. Question of Preliminary & Posterior Interview.....	146
E. Appreciation Letter from Customer & Rewarded Staff	154
References.....	159
Biographic Information.....	163

CHAPTER 1

INTRODUCTION

S O F I T E L
LUXURY HOTELS

ACCOR GROUP



AFTER

THE HISTORY OF ACCOR MANAGEMENT TEAM

Accor is a French multinational corporation, operating hotel branches in 100 countries. For the headquartered is in Courcouronnes, Essonne, France. There are more than 4,000 hotels worldwide under the management of Accor Group ranging from economy to luxury





Denis Hennequin

Chairman & CEO ACCOR

Accor Asia Pacific Management Team



Michael Issenberg

Chairman & Chief Operating Officer of

Accor Asia Pacific

Member of Accor Executive Committee
& Laos



Oswald Pichler

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Sofitel Worldwide Management Team



Robert Gaymer-Jones Markland Blaiklo

Chief Executive Officer Senior Vice President Sofitel
Asia/Pacific



Christophe Caron

Vice President Southeast Asia & India



SOFITEL



THE SOFITEL VISION

“Sofitel and its ambassadors link the world with French elegance across a collection of unique addresses offering their guests and partners a personalized service enriched with emotion, performance and a passion for excellence”



SOFITEL
LUXURY HOTELS

TOURNAI HOTEL
SOFITEL

THE SOFITEL VALUE

- A Passion for Excellence
- The Essence of pleaser
- The Spirit of openness

SOFITEL LUXURY CONCEPT

- Creating an Ambiance
- The Art of Hospitality
- The Bread Ritual
- The Wine Ritual
- The Cheese Ritual
- The Patisserie Ritual
- The Sofitel World

SOFITEL STYLE

The Sofitel style is the combination of French elegance and freedom. We try our best to provide the perfect service in every time to the guest while staying in our hotel by created the luxury atmosphere, elegance and harmonious.

THE PROMISE

In the Sofitel's world, our ambassadors are the link with an impressive experience of the guests. Our promise is to build diversities of team members which they have to expert in hospitality. To develop the ambassador's skill, sincere and open mind communication. We stimulated the good working atmosphere by reward to the well behave ambassador in order to inspire them to provide the special experience to our guests.

BRAND MAGNIFIERS

1. Sofitel <Bonjour> (Recognition & Welcome Committee)
2. Sofitel Look (Grooming & Uniforms)
3. Sofitel Sleep (My Bed or SoBed)
4. Sofitel Plates (Name Plate & Nametags)
5. Sofitel Words (Newspapers, Magazines & Books)
6. Sofitel Lights (Lanterns & Evening Candle Ritual)
7. Sofitel Perfume (Fragrances & Diffusion)
8. Sofitel Music (Playlists & Systems)
9. Sofitel Botanicals (Topiaries & Fresh flowers)
10. Sofitel French Rituals (Wine, Bread & Cheese)



SOFITEL BANGKOK SILOM



มหาวิทยาลัยศิลปากร สวทศ สวทช

THE HISTORY OF SOFITEL BANGKOK SILOM

Sofitel Bangkok Silom is located on 188 Silom Road Bangrak, Bangkok. The hotel was a high glass building situated in the heart of business area, there was 38 floors. It is comprised of 469 guest rooms, all of the room furnished with modern Thai décor style and the exclusive Sofitel's signature 'My Bed' with the luxurious finishing touches of Hermès and L'Occitane amenities. Complimentary Wi-Fi is available in public areas.



Formerly, it was Monarch Lee Gardens hotel which start operated on October 20, 1985 under the management of Lee Gardens Company; headquarter in Hong Kong and there was a Natural-Place company to be the owner of the hotel in Thailand. After completely operating the business for 9 years, the ownership in Thailand had agrees to do the contact with Accor Group; French entrepreneur for managing the hotel on June 26, 2001 under the brand of Sofitel.

The hotel had been improving according to the Accor's standard and officially grand opening on September 6, 2002 under the name of "Sofitel Silom Bangkok. In the same time Natural-Place Tower Company limited sold the hotel business to Saensiri Company (Real Estate) however, the natural-Place Tower Company still holds share by 25%. After changing the owner, it had been operated under the name of Richie Holding Alliance Limited.



In June, 2005 Saensiri Company had sold the hotel to LaSalle Investment Management Company Limited which its headquarter is in The United State. At the same time Accor Asia Pacific holds share by 11% and the hotel still operated under Accor Management in the name of Sofitel Silom Bangkok and then the name had changed to Sofitel Bangkok Silom. In June, 2011 LaSalle Investment Management Company Limited sold the hotel business to Gaw Capital which headquarter in Hong Kong and operated by GCP Hospitality Management until now.

SOFITEL SILOM BANGKOK'S MISSION STATEMENT **COMMUNITY**

We shall fulfill our social obligations and responsibilities in the local communities we work in with grace and with care. We will also be protective of the environment and act responsibly to maintain an environmentally friendly approach in our operations.

SHAREHOLDERS

We believe that our constant drive for excellence and quality innovations will result in providing higher product value, guest satisfaction, employee growth, and sustainable profitability for our owners and our shareholders. We are a team of dedicated professional committed to being market leaders in setting innovative standards and creative trends for the up market hotel industry in Bangkok. Our energies and our directions will be focused on.

CUSTOMERS

We aim to understand, anticipate, and respond to our guests' and customers' wants and needs in an innovative manner that will help them experience fresh and memorable emotions throughout their stays.

EMPLOYEES

We believe that our staffs are the pillars of our business and we are committed to provide them with the necessary skills, motivation and training to perform their duties well. We will deliver a high quality standard that is consistent with our SOFITEL brand with unsurpassed levels of professional service, sophistication and natural Thai charm

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Sofitel Silom Management Team



Guy Poujoulat

General Manager & Director of Operations Thailand – GCP Hospitality Management



Christian Schlegel

Hotel Manager



Pan-usa D

Assistant to General Manager / VP

Human Resources & Training



Sirirat P.

Director of Human Resources



Radklao C.

Training Manager

ROOM INFORMATION AND SERVICE

The Sofitel Bangkok Silom hotel has 38 storeys; there are 24 guest room floors which the guest room starts at the 12th floor – 35th floor. The hotel comprised 469 guest rooms, including 309 luxury rooms, 128 luxury club rooms and 32 suites (Prestige Suite and Imperial Suite).

The room features new parquet flooring, marble bathrooms with separate tub and glass enclosed shower. The French luxury bathroom amenities include Hermes and L'Occitane amenities, remote control television, minibar, hair dryer, coffee maker, electronic safe and key card access, pay-per-view-movie, etc.

Luxury room

A room type starts from 12th – 25th floor, there are 2 types including 308 deluxe rooms and 18 deluxe suite rooms, totally 326 rooms.

Special features:

- **Prestige Suite:** It is a connecting room by separate into a living room and bed room which each room has the bath room. There is a special amenity such as remote mobile and DVD player available in the room. These room types are the room which follows with 05, 06 and the corner room with a number 27, starting from 12-18 floors. (room 1427 was setting to be Air France Crew Lounge)
- **Luxury Rooms (Triple Bed)** are the room 1505 and 1506, there are 3 beds setting in the room.

TARGET MARKET OF SOFITEL BANGKOK SILOM



The market group of Sofitel Bangkok Silom is comprised of European Market 51.05% and Asian Market 28.62%.

- For European Market including European 51.05%, French 9.11% and English 28.62%
- For Asian Market including Japanese 14.92%, Singapore 4.78% and Chinese 3.01%
- For Corporate group such as Nestle, Michelin Siam Group, JFE, Shoji Trade, Carrefour and AIA.
- Inbound Agent such as LTU Asia Tour, Qantas Holidays, Australia, Sun Tour
- Diethelm Travel, JTA and Asian Trails.
- Embassy such as French and Belgium Embassy.
- Airlines such as Air France and Lufthansa.

*** *Source: Human Resource Department*

SWOT Analysis

Strength

- 5 Stars hotel with a good reputation and famous brand
- Very good location : located on Silom road
- Manage by Accor which is the professional management organization
- Close to the sky train station
- Not to far from the Chaophraya river
- Shiang hai Chinese Restaurant on the 37 floor and V9 bar on 38 floor are the highest Chinese restaurant and highest bar on Silom road which very popular and have many regular clients. Both of them are the top income of the hotel
- The business could be recovered quickly in case of economic crisis because hotel self and together with Accor management name has a lot of regular customers who always prefer to comeback to use the hotel.

Weakness

- The building is quite old because it has been used for long time
- Some people misunderstand and sometime confuse for the name of hotel because this building used to be “**Monarch Lee Gardens hotel**” before
- So many competitor around such as Holiday inn, Shangri-la hotel, Oriental hotel, Peninsular hotel, Holiday Inn hotel, Novotel hotel, etc.
- Traffic jam

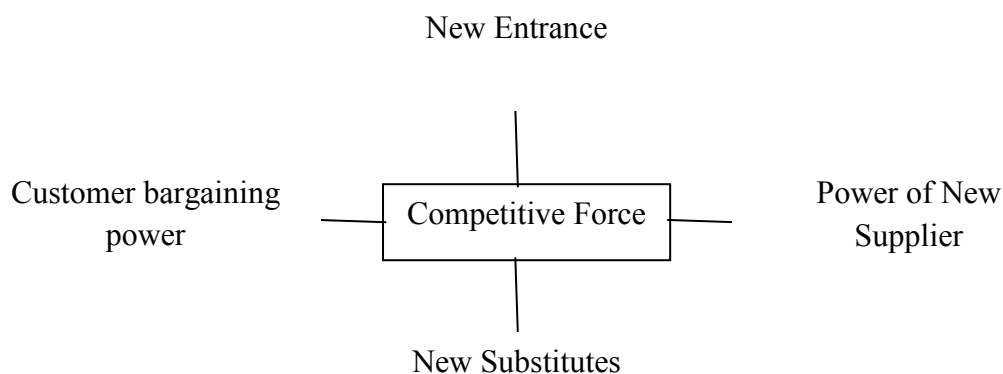
Opportunity

- Able to get the new customer easily because of the reputation of hotel, quality of service and good location
- “Asean Community 2015” will be able to stimulate the economy in Thailand and Asia then it will bring more customer to the hotel
- Because a good location in the heart of city. Hotel could be easily to create any activities to promote the hotel

Threat

- Economic crisis might bring customers to the lower star hotel in the same location
- Political problem might effect example hotel was closed in the year 2010 because of the demonstration on Silom road
- Natural disaster such as flooding because located near the river

Porter's 5 forces



Competitive Force

Resort and Hotel Business in Thailand is always staying in a high competition condition from both sides local investment and abroad, especially on Silom Road which is one of the most important business street in the heart of Bangkok. Both small business and international chain hotel are built and try to snatch the customer to their business. There are a lot of 5 stars hotel which are in the same level of Sofitel hotel located around such as Shangri la hotel, Oriental hotel, Sheraton hotel, Hilton hotel even Holiday inn hotel and Novotel Silom hotel. Then the Competitive Force of Sofitel hotel is in a very high level and will continue last for long time.

Potential New Entrances

The hotel industry is very open for new investor who ready to try and face a competition. The Potential of new entrances in the business are quite high. Even it need a huge capital to build the hotel on Silom road but because of many advantage such as the amount of tourists and business man visited each year, a good support of the government and financial institutions motivate a new investor coming to this

market and the needs of consumer that want to see the new trend and innovation in the hotel making the competition still continues and tend to increase all the time.

New Substitutes

Lower star hotel, Service apartment, Guest house and many small hotels around in the same area are a scary competitor because customer might be thinking about stay there to reduce to cost of the trip especially in this economy crisis period. In this case the new substitutes will be able to impact Sofitel in a high level.

Buyers (Customer Bargaining Power)

In this business, the customer bargaining is quite high level same as the competitions situation are always high too. Customers have so many choices of hotel to stay. Most of the hotel try to attract customer by using several methods to grasp to customer and because of these reason make a power of customer in term of bargaining is very high.

Suppliers

For Sofitel Bangkok Silom is according to the 5 stars hotel brand name, reputation of chain and location in the hub of Bangkok. Suppliers consider affecting the business in the low level because there are many suppliers in the market then the hotel is able to choose the best one who give a best benefit and has a large potential to bargain to the lower price as well.

Problem Identification

Actually the hotel self is already quite professional intern of service and operation. They have a strong management team from Accor which is the expert multinational hotel corporation from France. They have several policies, regulations and methodologies to train their staff to give an excellent service and performance to the customer. The number of customer which show in the occupancy rate average 70 % to 100% in the high season and 40 % to 60 % in the low season are the evidence to support how the customer satisfy in their service and operation. The Sofitel Bangkok Silom hotel was started since 1992 but their business still went on very well.

However a small detail that could be improved and might be able to increase the quality of staff is “The increasing level of English Language skill” because most of staffs, especially in the lower levels such as Housekeeping and security are not able to communicate with customer in English very well. Actually this is the similar problem of almost every hotel and every business in Thailand but one thing we cannot forget that housekeeping and security are the group of hotel staffs who also have a chance to meet the customer very often example when the housekeeping need to clean up the guest room or once they are working in the public area where the customer walk around or sitting at the lobby. Security need to stand by at the public area for the security reason. Many times they need to be in front of the hotel to assist the customer when they need to get the taxi or even control the traffic on the Silom road for the customer who comes by car, bus or even taxi. Those reasons notified that how frequent of these staffs have to face and serve the customer. After the observation, most of the house keeping and security staffs are very nice and friendly, which are likely to be the trademark of Thai people but most of them do not talk or do any communication with

the customers. Mostly they always smile and act very politely to the guest but no conversation. It might be from they are not confident in their English language enough to talk or another one possible reason is from the strict policy of the hotel that every staff must be polite and humble. If not, if they are rude to the customer or even if they made customer unsatisfied then they might get a punishment from their boss. This may be one of the reasons why for some staff doing just give a nice smile without saying anything is enough. For the normal situation is fine but sometime customer need to know something or they need any help. For that reason every staff need to act something to assist the customer or at least if they are able to communicate with them is will be good too. The main customers of Sofitel are foreigners. The main language used to communicate each other is English whether by speaking or writing.

The Director of Human Resource said that the English Language Training Program at Sofitel Bangkok Silom actually have already been done for long time ago and many times as well because this training is one of the missions of Accor that mentioned in the Rule and Regulation of company as an important training for staff to increase the knowledge and skill in the English Language but mostly they focused on the departments that need to face the customer or give a directly service to the guest such as Front office or Food and Beverage department. The other departments such as Housekeeping, Security and especially back office departments for instance Accounting, Purchasing had a schedule to train as well but depended on their job or if they are available to join the class because sometime most of them are very busy on their work. It was not the same as Front office and F&B department because they must attend the English training and also other trainings that Accor and training manager arranged for them because according to their job their contact to the customer might

affect the hotel. If they do in the right way, they will be able create the customer satisfaction to make a customer happy and enjoy to stay with the hotel then hotel will get an appreciation while if something is wrong or misunderstood to which make customer unsatisfied that might give a bad image to the hotel as well then English Language is very important for their career and they are seriously required to join the English Class.

Since the first week of the internship at Sofitel Bangkok Silom, the Director of Human Resource recommended and suggested about what kind of training they need to train their staff which might be suitable with the period of internship. It should be any project that would be useful for the organization to improve the quality of staff or service of hotel. After interview for a while then the idea of English Language training program came up because this training actually should run as much as possible but some year they have other training instead of English. The last training was held in the year 2010 from March – July by the teacher from Philippine. Mostly the hotel will hire English teacher from outside. Some of them might be independent teacher or some teachers came from English teaching company or school but sometime they did an in house training by using the training department which might be training manager or training officer who can speak good English to be a trainer and make an English class training program to continue the training plan. After interview with the training manager and the former trainer which still working in the hotel but she moved to the other department. Both of them said almost the same opinion that for Front office and F&B department is more serious to train because they are the representative of hotel that needs to face the customer directly all the time. They need to get a right knowledge in the professional level and must be good enough to work for 5 stars hotel while

Housekeeping and Security and the other department is considered of minor serious to contact direct to the guest then the way to train will be not so stress.

As not all the time that housekeeping and security satisfaction need to have a direct contact with the customers, the hotel does not expect their perfection of the English language. If they are able to do is very good but if they can not is just a simple thing but they need to be great in their job and be politely to the customer. From this reason, staffs from the housekeeping and security departments do not focus to greet verbally the customers. They smile or try to avoid because they are afraid that if they do something wrong or make customer unsatisfied they might be punished from their boss. This is the reason why English Language Training program was created to find out if the Housekeeping and Security are able to increase their efficiency in English language skill in order to increase customers' satisfaction.

มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

CHAPTER 2

LITERATURE REVIEW

Customer satisfaction is the leading criterion for determining the quality that is actually delivered to customer through the product/ service and by the accompanying servicing (Vavra, 1997). Simply stated, customer satisfaction is essential for corporate survival. Several studies have found that it costs about five times as much in time, money and resources to attract a new customer as it does to retain an existing customer (Naumann, 1995). Furthermore, customer satisfaction is recognized as of great importance to commercial firms because of its influence on repeat purchases and word of mouth recommendations (Berkman and Gilson,1986). “Satisfaction, reinforces positive attitudes toward the brand, leading to a great likelihood that the same brand will be purchased again...dissatisfaction leads to negative brand attitude and lessens the likelihood of buying the same brand again (Assael,1987,p.47).” The other people also said: “... if consumers are satisfied with a product or brand, they will be more likely to continue to purchase and use it and to tell their favorable experience with it ... if they are dissatisfied, they will be more likely to switch brands and complain to manufacturers, retailers, and other consumers about the product (Peter and Olson, 1987, p.512).” Customer satisfaction is a psychological concept that involves the feeling of well-being and pleasure that result from obtaining what ones hopes for and expects from an appealing product and/or service (WTO, 1985). While there are a variety of approaches to explanation of customer satisfaction/dissatisfaction, the most widely

used is the one proposed by Richard Oliver who has been tested and confirmed in several studies (Oliver, 1980).

According to this theory which has been tested confirmed in several studies (Oliver and DeSarbo, 1988; Tse and Wilton, 1988), customer purchase goods and services with pre-purchase expectations about anticipated performance. Once the product or service has been purchased and used, outcomes are compared against expectation. When outcome match expectation, confirmation occurs. Disconfirmation occurs when there are differences between expectation and outcomes. Negative disconfirmation occurs when product/service performance is better than expected. Satisfaction is caused by confirmation or positive disconfirmation of consumer expectations, and dissatisfaction is caused by negative disconfirmation of consumer expectations. A minority of researchers perceive the satisfaction process to be subjective in expectation but objective in the perceptions of the product attributes, or outcome. Thus, Klaus (1985, p.21) defines satisfaction as “the customer” subjective evaluation of a consumption experience, base on some relationship between the customer’s perceptions and objective attribute of the product”. Satisfaction is not a universal phenomenon and not everyone gets the same satisfaction out of the same hospitality experience. The reason is that customers have different needs, objective, and past experiences that influence their expectations (David and Stone, 1985, p.31). Therefore it is important to gain a clear idea of the customer needs and objectives that correspond to different kinds of satisfactions. This necessitates the segmentation of the market, because no service or product can offer everyone the same degree of satisfaction (WTO, 1985).

Customer satisfaction is a business philosophy which tends to create of value for customers, anticipating and managing their expectations, and demonstrating ability and responsibility to satisfy their needs. Qualities of service and customer satisfaction are critical factors for success of any business (Gronoos, 1990; Parasuraman et al., 1988). As Valdani (2009) point out: enterprises exist because they have a customer serve. The key to achieve sustainable advantage lies in delivering high quality service that results in satisfied customers (Shemwell et al, 1998). Service quality and customer satisfaction are key factors in the battle to obtain competitive advantage and customer retention. Customer satisfaction Is the outcome of customer's perception of the value received in a transaction or relationship, where value equals perceived service quality, compared to the value expected from tractions or relationships with competing vendors (Blanchard & Galloway, 1994; Heskett et al., 1990; zeithaml et al., 1990).

In order to achieve customer satisfaction, it is important to recognize and to anticipate customer's needs and to be able to satisfy them (Barsky & Nash, 2003). Since the cost of attracting new customers is higher than the cost of retaining the existing ones in order to be successful, managers must concentrate on retaining existing customer implementing effective policies of customer satisfaction and royalty. This is especially true in the hotel industry. Nowadays one of the biggest challenges for managers in the hotel industry is to provide and sustain customer satisfaction. Customer requirement for quality product and service in the tourism industry has become increasingly evident to professionals (Lam & Zhang, 1999; Yen & Su, 2004). Guest relationship is a strategic asset of the organization (Gruen et al., 2000) and customer satisfaction is the starting point to define business objectives. In this context, positive relationships can create customer's higher commitment and increase their return rate.

Long-term and reciprocally advantageous relationships between customers and the hotel is becoming progressively important because of the highly positive correlation between guest's overall satisfaction levels and the probability of their return to the same hotel (Choi & Chu, 2001). Hotels are increasing their investments to improve service quality and the perceived value for guests so as to achieve better customer satisfaction and loyalty has resulting in better relationships in each customer (Jones et al., 2007). Relationship quality has a remarkable positive effect on hotel guest's behavior: it creates positive word of mouth (WOM) and increment repeated guest rates (Kim et al., 2001).

Customer satisfaction initially involves customer focus. According to Evans and Lindsay (2001), Customer focus addresses how an organization determines customer satisfaction. The authors also pointed out that, in order to satisfy customers, achieve higher customer satisfaction than the competitors, retain customers in the long run and gain market share, the business must deliver ever-improving value to its customer. As a result of Spring et al. (1988), in order to satisfy the customer, a company must identify customer needs to design the appropriate product or service. One of the most forceful processes to generate the customer satisfaction and increase work effective, also assist to fulfill these purposes is "Training".

Training is the process used for the development of knowledge and skills needed to perform the jobs, duties, and task found in an organization (Jaszay, C. & Dunk, P 2003). Deming (1986), who recognized that money spent on training, retaining and education does not show on the balance-sheet it does not increase the tangible net worth of the company. Only 35 % of UK companies have measured the effectiveness of their education, training and development programs. Training, "the acquisition of skills,

concepts, or attitudes that result in improved performance in an on the job environment,” (Golgstein, 1980, p.230) comprises a massive enterprise and a powerful instrument for change. American companies alone spend and estimated \$200 billion annually on employee training (Wiley, 1993), generally believing that it (1) improves employee attitude, job satisfaction, productivity, and work quality, (2) improves overall perception of and organization by customer, and (3) increase profit levels by reducing labor turnover and associated costs (Conrade, Woods, and Ninemeier, 1994). Over the last 20 years, as employers have begun to realize the impact on organizational productivity of inappropriate or inadequate staff competences, there has been a significant rise in the level of resources being allocated to support the wide range of employee development methodologies now being utilized by training department. In theory, it would be reasonable to expect that, as expenditure on training provision has increased, this would be accompanied by the installation of more sophisticated program evaluation procedures. (Lan Chaston, (1994).

2.1 Historical Development of Training

Training was born early in the journey of civilization. As tools, weapons, clothing, shelter, and language developed in the Stone Age, so did man’s need to pass on knowledge and skills. Through signs and words, man was able to administer training. “When the message was received by another person successfully, we are able to say that learning took place and knowledge or skill was transferred” (Steinmetz, 1976, 1-3). The following chronology of important events traces the evolution of training:

- 4000 B.C. The architecture and masonry of unearthed palaces in Mesopotamia provided evidence of training artisans.
- 2100 B.C. The Code of Hammurabi included rules for governing apprenticeship: the system whereby an experienced person passed along knowledge and skills to a novice.
- 1200 Guilds, or associations of masters, apprentices, and journeymen who shared a common interest or pursuit flourished.
- 1745 Craft training began in Bethlehem, Pennsylvania.
- 1809 Vocational education began on New York.
- 1825 Manual schools, a form of vocational education, provided discipline and training to turn “bad boys” into productive citizens.
- 1862 Abraham Lincoln signed the Land Grant Act which gave average men’s children access to higher education.
- 1872 The Industrial Era created such a high demand for goods that companies (Westinghouse, General Electric) began establishing their own factory school to teach needed skills to their employees.
- 1892 The YMCA began offering trade courses.
- 1906 National society for the promotion of Industrial Education (Which later merged with the Vocational Association of the Midwest in 1925 to form the American vocational association) was formed.
- 1910 Cooperative education was introduced at the University of Cincinnati, College of engineering.

- 1913 The National association of corporation schools was formed; the organization eventually changed its name in 1923 to the American Management Association.
- 1917 The Smith – Hughes act appropriated approximately \$7 million annually for vocational education; the first of several acts to support vocational training efforts.
- 1918 an education and training section was set – up as a part of the Emergency Fleet Corporation of the United States in a massive effort to meet the needs created by Word War I
- 1920s The federal Board of vocational education created training program for specific trades; correspondence schools were initiated.
- 1930 Training consciousness flourished during the Depression as people attended afternoon and evening classes in handicrafts, to occupy their time and provide some income.
- 1937 National apprenticeship Act authorized secretary of Labor to establish labor standards for apprentices.
- 1940s World became a necessity for companies that had to train supervisors to be trainers.
- 1940s The Engineering, Science, and Management War Training program (ESMWT) was facilitated by colleges and universities to upgrade workers in college level type subjects. This was the forerunner of junior/ community colleges, and centers for continuing education and management training.

- 1940 The first training director society was formed, the Nation society of sales Training Executives.
- 1945 The American Society of training directors (ASTD) was formed and publication of the Training and Development Journal ensured.
- 1950s Self-directed programmed instruction became popular.
- 1970s system approach to training stressed assessment.
- 1971 Campbell did the first comprehensive review of training research/literature.
- 1990s Computer-aided training becomes possible with the proliferation of personal computers.

2.2 Training Design Model

Referred to as course characteristics, this input to transfer has commanded the least attention from researcher in recent years. Prior to 1970 the research on transfer was focused on the area of training design and learning principle: identical elements, general principles, stimulus variability, and conditions of practice (Baldwin & Ford, 1988). Training is job specific rather than generic, so the end results will not look the same for every job or operation. However, a model is useful as a means of organization efforts to result in a desire outcome for particular situation. This model is made up of seven interrelated components within Human Resource Model. It is a process that meets with employees in the fifth step (with implementation of the training program) and follows through with ongoing coaching and counseling (Jaszay, C. & Dunk, P 2003)

Step 1: Needs Assessment

Step 2: Training Plan

Step 3: Lesson Plan

Step 4; Trainer Training

Step 5: Training Implementation

Step 6: Training Evaluation

Step 7: Coaching and Counseling

2.3 Training Methods

Many of us experienced primarily the “lecture” method in school and the “follow around” methods on the job. Grade school teachers are generally trained to use a variety of methods and keep lessons fairly short and user-involved. College students are better served by similar teaching methods. Employees can learn the job by following another employee around for a few shifts. However, it is not the most efficient and effective method for learning duties required for specific job. We will be using a variety of methods in training because certain methods work better for particular information. Following a needs assessment to determine the objectives of training and the learning necessary to achieve the goals, an instructional designer selects media and techniques most appropriate behaviors (Campbell 1971). These are 6 training methods which were used to achieve the objective of the project.

1. Classroom Method

2. Lecture Method

3. Role Plays Method

4. Prepared Training Materials

5. On the job Training

6. Brain Storming Method

Beyond the theory, this project also utilized extra methods to fulfill the most effectiveness of training program. Inviting some foreigner staffs in the hotel to the class to be a guest speaker, Per-test & Post-test examination was also used to collect data of create the best training and evaluate the learning after the project finished. Result showed that theses extra methods could produce a good support of learning help to perceived more over the back ground or basic knowledge of participants which help to create the proper learning process, generated good atmosphere in the class and reveal the effectiveness of project at the end of period.

2.4 Eyaluation of Training

“The reason for evaluating training is to determine the effectiveness of a training program”(Kirkpatrick, 1998, p.3). A popular topic of discussion for academics and practitioners, most agree on the importance of training evaluation as well as its under-utilization in practice. In a 1996 study conducted by the American Society for Training and Development, the need to measure performance improvement (associated with training) was identified as a key issue for the new millennium. Evaluation enables top management to understand the result of their huge financial investments in training while assisting instructors and course designers to know how their programs are impacting the organization. Trainees and supervisors also benefit since evaluation allows them to know that the time spent in training is productive and cost effective (Parry, 1997). If we ask our employees, “Do you understand how to do this?” They may say, “Oh yes,” but still not really comprehend. We must ensure that they can do

what we want them to do before they leave the training. We also must ensure that they can meet the objectives. We should not allow trainee to do something incorrectly as it encourages similar behavior in the future and is in general a waste of time. The objective is to be able to do the procedure upon completion of the training. The test to see if the objective has been met is to have them to do the procedure themselves. If they can, they go to job. If they cannot, we provide them with more training until they can perform their duties correctly (Jaszay, C. & Dunk, P. 2003).

2.4.1 The Four Levels of Evaluation

Level 1: Whether or not the trainees mastered the session's material

Level 2: Whether the training to employees' liked.

Level 3: Whether the presentation's subject matter was right subject matter.

Level 4: Whether the training actually corrected the problem for which it was designed

2.4.2 Evaluation Instruments or activities

We evaluated 4 directions

1. Level of learning from the training
2. Acceptability and quality of the training delivery
3. The validity of training (was it the right information needed to do the job?)
4. Whether the training corrected the problem for which it was designed.

The whole point of evaluation is to see what our employees have learned from the training...and to make any adjustments, modifications, or improvements necessary to meet the original desire, objective, or need. Evaluation enables us to know exactly

what happened in training and make any corrections that will make it better next time. If we do not conduct an evaluation, we will be merely guessing at how things are and what we might like to change. Or, we might not even know that we need to make a change. That is very scary once we are trying to communicate with professionals who have done a needs assessment and evaluation and know exactly where they are and what they need to do (Jaszay, C. & Dunk, P. ,2003, p.171- 175).

2.5 Problem Situation

Any experienced trainer might be able to tell you anecdotes about difficult moments with training groups or with individual participants. The unfortunate truth is that a trainer is an easy target for hostile participant's frustrations. Dealing with those feelings of hostility and a lack of interest can be the most difficult aspects of delivering a training program. The hostility may have nothing to do with you personally but instead may stem from irritation at having to attend your program or anxiety about learning new skills. Additionally, the participants may make an "us-versus-you" distinction in which they will perceive you as the natural opposition. Acknowledging class resistance is the first step to overcoming it and breaking through the us-versus-you barrier. Following is a list of some common behaviors we might be able to face within the training environment:

1. Monopolizing; constantly trying to provide all of the answer
2. One-upping; trying to appear more skilled and knowledgeable than the other in the group, including the trainer.
3. Complaining; continually finding fault with the procedures of the trainer.
4. Intellectualizing; excessively rationalizing and justifying one's ideas and beliefs.
5. Withdrawing; not participating (and sometimes distracting the group).

6. Arguing; taking vocal exception to any comment with which one disagrees.
7. Questioning; stopping the flow of presentations by frequently asking questions.
8. Clowning; joking at inappropriate times.
9. Distracting; using cell phones and electronic devices during class.

The key to handling such behaviors is to not take them personally. There are several reasons for problem behavior by participants that have nothing to do with. Coping effectively with participants' problem is an extremely important training skill.

According to the theory, 9 problems always happen during the training period. This project was also faced with the similar trouble but during the training period of this project more problems were occurred as well. "Unfit"; "Tired" and sleeping in the class because of the class begin too early at 7 am. Moreover, some staffs worked the whole night as a night shift staff before going to participate in the early class. Staff absent by sickness and take a long holiday leave decreased the efficiency of learning; Staff resigned was not able to evaluate the result

2.6 Research Question

English Language now becomes the international language used to communicate with people in both daily life and business. The initiative purpose of this project is to create the English Language Training Program to increase the competency of staff in term of English Language skill. The questions that we would like to prove will follow 3 objectives of the project.

1. To identify appropriate method or discover most efficient method to teach English Language to Housekeeping and Security Department.

2. To modify and create the English Language training program that will be able to apply for the next class or next generation of training.
3. To prove the hypothesis whether the increasing of English Language skill can improve the customer satisfaction.

2.7 Research Methodology and Result

Based on Christine Jaszay and Paul Dunk theory, this project has utilized almost the full theory (which is mentioned at the training design models, training methods and will produce full content by the end of research) to complete the most effectiveness of training and other more related theories were applied to assist more completion of project. Additional extra theory or situations that accidental occurred during the training were the great opportunities to generate the new processes and methods of training for the next generation of training in these specific groups.

Result of project showed satisfied positive outcomes in both tangible ways which are the average post-test score which increased appreciation letters from the customer, which have been sent to the hotel to show their satisfaction towards one housekeeper who displays her hospitality. Or even intangible result which was perceived from the interview and observation of positive results such as many staffs have increased self-confidence to communicate to the customer and expand the possibility to be promoted to the higher position or even for their working life in the future.

CHAPTER 3

RESEARCH METHODOLOGY

The project entitled “Increasing Customer Satisfaction through English Language Training Program” has been done at Sofitel Bangkok Silom Hotel during 5 months of internship which started from June to October 2011. To complete the project, 3 methods were implemented to collect the data to reach the objective of the project which was set before the project started

1. Observation (non- participation)
2. Action research (Participate with respondents)
3. Interview

3.1 Research Instrument

3.3.1 Observation

As we perceive that most of the customer and tourists which came to Sofitel Bangkok silom are foreigners who used English language to communicate with the other one. House keeping and Security are the staffs that have to face the entire customer very often. They could be a very good representative of the hotel if they are able to show a good performance to the customer. Most of the people might think the receptionists and Front office department are the face of the hotel which actually is correct and true because they are the first staff of the hotel to welcome, greeting and give information to the customer once they check in. But Housekeeping and security

are not less important too because they can be a face of the hotel as well. According to their job they need to see the customer almost everyday in almost everywhere of the hotel not only at the lobby as a receptionist. A couple day of observation at the lobby, guest room, swimming pool, restaurant and many public areas in the hotel. The result shows that Housekeeping and Security staffs were mostly very nice persons and they are very polite to the customers. They always transfer a very nice smile to all customers whenever they meet each other but most of them don't very often to say anything with customer. Sometime customers were asking for something such as restaurant, toilet or elevator. They mostly prefer to use body language to answer instead of saying the word. The reaction of customer could imply that they mostly understand what housekeeping and security would like to express and almost no one acted like angry or unsatisfied then finally customer will go if they clearly understand or they might go to ask the other people. It seem like okay from general aspect but in the other answer question by body language is also don't give a very appreciate feeling to the customer too especially with the 5 stars hotel customer.

3.3.2 Action Research

After the observation without any participation have been done for a couple of days on the job of housekeeping and security, action research was used as a method to collect the data to prove the hypothesis whether the English language skill helps to increase the customer satisfaction. Other 2 more days were applied to join with housekeeping and security staffs in their job area. Take action and make the demonstration to talk and converse with the customers in English was a manner to show them how to greet the customers and how to answer some of the regular questions

from customer in the right way such as where is the restaurant, where is the elevator or how can go to sky train station. Then later on, let them do by themselves by watching, noticing the reaction of staff and also the reaction of customer, coaching and giving advice to make it better. The result showed a very good reaction from the customers. Most of customers smiled and were surprised once they heard the house keeping and security greet them in longer words and able to talk in a longer sentence than the day before.

3.3.3 *Interview*

For part of interview have done twice which are “Before the project start”. The reason was to gather interesting data and information to create the project and secondary interview “After project finished” as one of the evaluation process to perceive that whether the project are success.

Preliminary Interview

The preliminary interview has been done with 4 Heads of department one by one which are the Director of Human Resource, Housekeeping and Security and the last one the Training Manager. Also some of housekeeping and security staffs were chosen to be interviewed to ask their opinion about creating English language training program for them and to collect pertinent data. In this research the alphabet of respondent A ,B,C,D will be used to represent each of the head of department interview by following

Director of Human resource will be “Respondent A”
Director of Housekeeping is “Respondent B”
Director of Security is “Respondent C”
Training Manager will be represented by “Respondent D”.

The housekeeping and security staff respondent will be represented by their position which is “some of Housekeeping and security”

Each person spent about 20 to 30 minutes in the interview to give their opinion and also advice to create English Training program. After interview the result showed that all of them agreed and appreciated for the English Training Program especially for their department staff. Everyone especially each head of department promised to give a support as much as they can to facilitate this project.

Respondent A mentioned *“Very good for English language training. I totally agree and I will help to cooperate with the other department too because the English language is very important especially for our hotel. Most of our customers are foreigners. They use English as a main language to communicate with us. It will be very good if our staffs are able to speak English to them”*.

Respondent B said *“I am very happy to hear that the English training will be trained again because it is very useful for our staff. They should know at least some basic of English because there are a lot of foreigners in our hotel and they cannot speak Thai then how we can understand them if we cannot speak English?”*

Respondent C expressed *“Very good to do this training because the English Language is very important for our staff because all of our clients are foreigners. You can see at the lobby. You will see only foreigners and almost no Thai people. May be*

we have some but there are a few when compared with the foreigners. I agree with this project and I will give any help as much as I can”.

Respondent D addressed *“It is always good to arrange the English Language training program for our staff. This is one of the most important training that our management team aims to produce to our staff because English language is very important for our hotel. As you see everywhere in our hotel is full with foreigner. They cannot speak Thai then how we can give them a good or superior service if we cannot speak English. You know, actually we try to make this training very often and continue it for long time but in the real situation we were still not be able to do it. For this project I am very like it and will try as much as I can to help to make it successful”.*

Some of housekeeping said *“I think it is very good because most of our customers are foreigners and they speak only English because they can not to speak Thai, right?? And if I can speak English with them it will be very good”.*

Some of security mentioned *“I think it is very good idea. I like to study English too because I can use in my job. Our customers are mostly foreigners and they speak only English. Sometime I really want to talk to them but I don’t know how to say or sometime when they ask me about something but I do not understand or understand but not everything. If we have this training again and again and again it will be very good”.*

Other housekeeping said *“I like to study English because now a day when I go to the guest room and they talk to me or they ask me something but I do not know what they want or sometime I know a bit but not all. I want to learn more and then I think I will be able to talk to them more”*

All of head of the departments helped to choose and assigned the staffs who should attend the class to increase their English Language skill, and also assist to create the class schedule date and the most suitable time that will not affect to their normal work.

Furthermore at the end of interview, all of them gave almost the same advice that the English Language program should teach them in the subject or topic that could be used in the real life or in their daily working at the hotel because many times they have learn many knowledge but it was not related to their work or focus to a lot of Grammar then after the classes most of them can not remember it and then never use it anymore.

One of security said *“I have learned English language at Sofitel already 2 times. First time 3 years ago in 2008 and second time was last year 2010 but now it was difficult and I forget almost everything already because I do not use it anymore”*

Some housekeeping addressed “I have been working here almost 2 years and I joined the English training program of the hotel once, last year. It was very good to but sometime I do not understand especially Grammar and Tense was very difficult for me and also I am now very busy because of too much working then I think I almost forget everything right now”.

Finally 58 housekeepers and 6 securities were chosen to participate in this project within 4 months (32 hours for housekeeping and 17 hours for security) with the expectation that they will be able to increase their English Language skill and communicate more effectively to the customers to generate the higher level of customer satisfaction.

Posterior Interview

The posterior interview will be performed after the project have been done to perceive that the training whether effective by interviewing the same group of respondent and also could be able to apply as one of the evaluation method to measure the result of project

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CHAPTER 4

DATA ANALYSIS & IMPLEMENTATION

4.1 Group of participant

In total, 64 participants will join the project and housekeeping and security will be separated. There are 58 housekeepers and 6 security staff members.

The housekeeping department is a majority group of participants because they have the huge number of people. It was very difficult to gather everybody in the same time then they will be divided into 2 groups which will be “Morning group” and “Afternoon group”. Each group will be trained twice a week. Each time of training will last an hour. The training will be held only on Monday and Tuesday by each day will have 2 classes” morning class start from 7 am to 8 am and afternoon class from 2 pm until 3 pm. Morning group of participant will train on Monday morning and Tuesday morning while Afternoon group will be done on Monday and Tuesday afternoon. The amount of participants in the morning group will be 35 people and 23 participants will exist in the afternoon team. The reason why morning group is bigger than afternoon group because in the morning will blend 2 shifts together between a night shift and morning shift. The night shift will start working from 11 pm. to 7 am. For morning shift will start from 7 am. to 3 pm. then the best time to train is 7 am. to 8 am. because there is a chance to mix 2 shifts together in the same time.

The afternoon group will be only staffs of the afternoon shift in the class. Normally they will start working from 3 pm. to 11 pm. then 1 hour before start working should be the best time to learn. From this schedule even both groups of participant will

study in the different time but they will learn the same lesson and topics even the same training methods.

The security department will attend only one class and will be trained once a week on Wednesday afternoon from 2 pm. to 3 pm. due to the limit of time and a very few amount of participants with 6 people. However, they will be trained in a fully method as mentioned in the course outline.

4.2 Course outline

4.2.1 Reason of English Training

According to the research methodologies which mentioned before have been done by Observation, Research Action and Preliminary Interview. It showed the obvious result that English Language Program is very important training for the staff of the hotel and hotel aimed to create this training as much as they can.

Director of Human resource said *“English was the language training that has been trained at Sofitel Bangkok Silom before. We try to make for our staff as much as we can. Actually GM always said he always wanted to create English Training program for the whole year or at least a couple months a year but it should be trained every year”*.

The hotel tried to arrange this training as much as they can accorded to the time, budget and other reasons. For this year (2011) they still don't have any plan to do English training because of many reasons but we still look forward to start this training again whenever we are ready. That is why this research have been created because it could be the right answer and right time for both between hotel and researcher to create

some project that could help to improve their business and English language training program to increase staff competency will be one reason to develop their business too.

4.2.2 Length of Training Program

Timing is one of the very important factors that will directly effect to the quality of training and also level of attention of participant. 3 respondents gave a very beneficial information as below

The former teacher said *“once I taught the last English training class, I had done the training last for 5 months from March to July 2010. The class was 1 hour per week per group. That means I had done about 20 hours per group. My students came from 5 different groups and each group will study in the different day or time. They were from different department which are Front office, F&B, Housekeeping, Security and the last group was any staff who available to study which I did this class on Friday because I worked Monday to Friday. For my subject, I mostly created the main structure by using 40% is grammatical, 30% is vocabulary and 30% is conversation but for detail and level of difficulty might be different depended on the department and will be made for specific group”*.

Respondent D expressed “Normally when we made a Improving Staff Skill Training program for increase staff efficiency, we will run the training continually within about 10 to 20 hours or it took around 2 to 3 months per one training because if we do it shorter then our staff will not be able to understand the content very well but if we do it very long then it might be effect to their job too. But actually it depended on what kind of training because some training we need to last the training for all year because it was a yearly training from the head office”

Some housekeeping told “I think it does not matter how long or how many hours we need to be trained but I am just thinking that each time of training should not last more than 1 hour because it made me feel very tired”.

4.2.3 Contents

After all relevant research data have been done and got enough reasonable supported information then the project was ready to start. At the beginning the course outline was set up by choosing the most interesting topic which received from interview

Respondent A advised *“I think the best topic to learn for housekeeping and security should be anything that they can use in the daily life and not too difficult to learn, such as general conversation or some vocabulary about hotel because they will be able to understand easily than difficult topic like Grammar”.*

Respondent B said *“Most of my staff they very like to learns English because they know that if they can increase their skill it will be very useful for their work and their future too. For the best topic I think the conversation is will be the most important because they can use it every day and sometime when customer need something then they can understand and give them a right thing they want. But job vocabulary such as room amenity, room furniture or hotel facility are also interesting because sometime some staff they do not perceive that what they need to call this thing in English then when the customer need it sometime they do not understand or even sometime they will bring something else to customer”.*

Respondent C also expressed *“My staff is security, they were very often to meet the customer because during their work they need to stand at the public area such as*

lobby, parking, in front of the hotel something like that. And many time that customer come to talk and ask some question. I think the most interesting topic you should teach them is conversation because they can use a right word to speak and talk to the customer”.

Respondent D gave more opinion *“I think the best topic for them should be vocabulary about their job because if they do not know what they have to call the thing in their job area example towel, sandal, bath tub, glass, soap something like these or for security if they do not know what is emergency exit or elevator then how can they work in a full efficiency. Also conversation is another topic they need to learn because in the normal situation I think they do not have to use a lot of skill for do not have to help any customer but if they meet the customer and they are able to greet them especially call customer by name then follow by a lit bit conversation like Good morning sir/madam. How are today? Something like this it can make customer happy as well”.*

One of housekeeping mentioned *“I think I love to learn how to talk to the customer such as ask them how they feel today? Are they Ok? Or anything else is very good because sometime I meet the customer in the room or somewhere then customer gave a smile and say hello to me but normally I just say Thank you or OK or even sometime I just smile without saying anything because I do not sure what I should say or if I talk it out then it will be wrong or not then I think I better do nothing”.*

Another housekeeping staff said *“I can learn everything because I know it will be very useful but at the beginning I think I would like to learn easy conversation because I will be able to talk to the customer everyday even just a little bit but it can be improved in the future”.*

One of security expressed *“Conversation is the most important. Now I can speak a little bit English because I practiced almost every day when I stand at the lobby but I feel like it is still not good enough or not yet fluent then if I can get more practice with teacher I think I can do it better. But another thing I very want to learn is how to write the daily report correctly because many times that my boss told me I used the wrong word and bad Grammar”*.

According to all respondent interview then the content was created by mostly it will be focused to increase the English language knowledge and skill of in term of communications and services especially any knowledge that they are able to use in their real job or daily work in the hotel. The content was separated into 2 main parts which are ***General Conversation and Job Vocabulary***. For the rest of the time will attempt to add Grammatical and more interesting topic of that period.

For the conversation part, housekeeping and security will learn how to communicate to the customer in the correct and suitable ways of talking. It might be very simple topic that almost everyone has learned since we were young but how to use it correctly suitable with staff of 5 stars hotel is the point of this learning. To complete the content housekeeping and security will study through many interesting topics such as How to introduce themselves, How to greet the customer in the properly time with suitable words, Making a first impression, Asking for permission before giving a service, How to response the customer requirement or even How to apologize the customer once something wrong happen.

The part of Job Vocabulary is not even less important because to be a good staff of every position in every kind of business, the first priority behavior which everyone should do is to show a great performance in their job responsibility. Housekeeping and

security need to have an accurate knowledge of all items in their job area such as Things in the room, Amenities, Hotel Facilities, Public area, some of Emergency word or even some of sickness vocabulary once the customer might have an accident in the hotel. They must know how to call every things of their job station in English and able to communicate or respond to the customer at the beginning. Besides in this part of training try will find more new and interesting words that related to the topic as much as possible to extend knowledge and experience of participants.

Last part of content or they will learn about an extra subject which is grammar and other interesting topic (if it has something occur during the training period). For this part is will be depended on the time and situation. If in the class have done the normal subject quick and still have time left then it might be a chance to add more interesting subject which are Grammar and other topics that popular, hot issue or new trend of hotel business that every hotel staff should know or update. For these topics the trainer will try to find out for participant may be from the news in TV, Internet, newspaper or Magazine.

4.2.4 Create course outline

This project will last 32 hours for Housekeeping and 17 hours for Security in the class. Housekeeping will start the training program from July 5 until October 18 while security will be trained from July 6 to October 26. Both groups will use the first hour to do the Pre - test and the last hour to do the Post – test. That means actually the class room time will be 30 hours for Housekeeping and 15 Hours for Security. The course outline (see appendix B) will also indicate more detail of program such as Topic

of learning, Methodology of training, Date & Duration of each topics, Media or tool which will be utilized.

4.2.5 Training Methodology

According to the Course outline, many topics will be taught to participants within 32 and 17 hours of training period. Several methods will be utilized by aim to achieve the objective of program to create the good, interesting and exciting atmosphere of training and also stimulate the desire of learning.

Former teacher recommended *“Actually I have done last class with several training method but mostly I prefer to use classroom, lecture and role play to be the main method. It was good and many students pay a lot of attention”* and she also giving more advices *“But if you have enough time the other methods such as play the game, on the job training, prepared some training material or brain storming are also very useful as well but it should be depended on the time and situation”*.

Some housekeeping addressed *“If I can should I like role play because I think it is fun and not boring. Only sitting in the classroom or lecture makes me very sleepy”*.

Other housekeeping mentioned *“If it possible I want to have a real foreigner come to the class to talk to us then I can have a chance to practice my English with them because sometime I understand when Thai people speak English but when the real foreigner speak I do not understand”*.

Some security advised *“It might be my personal opinion but I think I like to learn in the classroom and lecture because I think that is the study. Study means you have to learn something and pay attention. It should not study for fun because if you want to have fun you should go to play something, not come to school just for fun”*.

Another security added “But I like role play because it is very fun. I like to join the activity and I very like to see when my friends or my college came to show something in front of the class. For me lecture is good but if you do it too much it will be very boring”.

Respondent D mentioned “Once I need to train the staff mostly I prefer to use class room and Lecture as a main method to give a general information. It might be very boring for someone but if you do not give them a good basic at the beginning then further step will be difficult too. But after they were serious from a lot of study in the class then I always refresh them by some activity and for this part role play is the best to make them relax and fun”.

According to the interview results and advised from many participants then the main methods that will use in almost every topic are:

Class room

This is the main training methods of this project which will be implemented with every topic to give a basic knowledge and skill that all participant need to receive. Participant will study in the private classroom with sufficient essential facilitative instruments such as air condition, whiteboard, and lecture table. Many activities will be created for elevate the level of training by aiming to achieve the most effective outcome of the project.

Lecture

Lectures are a common training method in classrooms, and the format is quite simple for lectures, a trainer presents information to participant while the participant take notes and absorb the information. This style of training is actually very typically

found at the high school and college levels and is more effective with adult learners but it must have done to give a basic knowledge and prepare participant for the next step or next method of training.

Role play

Generally Role play is always giving a most effective method of training in almost every kinds of business. This will be one of the main methods of this project as well because it's considered as a training activity to general basic skill of learner in almost every topic. Especially Role play is giving a chance for participant to join together through the activities. Participant will have fun together and they will also have an opportunity to practice their knowledge and skill once they join the activity.

These 3 methods will be used as a basic with every topic because it's suitable with the limitation of project in term of location and time. For the rest of topics many more methods will be used as well such as

Guest speaker

Using for the conversation topic. The foreigner in the hotel which might be some of our foreigner staff will be invited to join in the class to talk and participate with the participant to show the real accent and participant are able to experience how much are they able to understand English Language from mother tongue person.

Prepared Training Material

It is used for topic of vocabulary that could bring in the class room to show how we can call it in English such as room amenity, newspaper, towel, sandal, ring, necklace, bracelet, etc.

On the job training

Topic of room facilities will be very suitable and effective to bring participants to the real guest room and show them how to call things in the room or how to explain to the customer when they ask for something or require getting some thing extra in the room.

Brain storming

To stimulate the feeling of unity and fun in the group of participants. This method will be applied in the vocabulary subject. Trainer will separate the participant in the group and let each group brain storming as a game to create the new word or find the related words of the topic such as Find out the vocabulary which we are able to see at the parking lot, swimming pool or in the restaurant.

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4.3 Conducting Training Program

4.3.1 Pre-Test

The Pre-test examination paper contains 6 different parts of question to verify 4 different English Language Learning Skills which are Listening Skill, Speaking Skill, Reading Skill and Writing Skill. Also it has plus another 2 parts of “Important Vocabulary” for Housekeeping/ Security and the last extra part is “fill in the blank” that asking about the daily life activity or similar as a daily life conversation. Before start the training program all participants have 1 hour to do the Pre-Test in the class room.

At Sofitel Bangkok Silom has in total 100 housekeeping and 6 security staffs but for Housekeeping department not everyone could participate the training because of the limit of working. Finally 58 housekeeping have done the Pre-Test and joined the

project. For Security department is no problem because 6 of securities are available to join the whole program.

After finished Pre - test the understanding level and comprehensive in English Language Skill of every participant will show out and it will be very important information and significant data to generate the most effective training program and perceive that the topics that have been setting in the course outline whether suitable for this group of participant. Besides the data could help to find the most suitable training method of learning after the end of the project in next 4 months

The result of score revealed that most of the housekeeping was in the good level because 18 people (or 31% of participants) got score in the range from 70 to 80 points while housekeeping who fell or got score lower than 50 points was 10 people (or 17.24% of participant). That means in total more than 80 % of housekeeping could be able to pass the Pre – Test. Listening and Speaking skill of housekeeping is in the high rankings which are 81.90 % for listening test and 76.21 % for speaking test while 52.07 % of reading and 53.02 % for vocabulary skill is the lowest point of skill they acquired. For Security average score is quite already high because after the Pre – test have done. All of them could be able to pass the test nobody of are felt. The lowest score was 58 point by only one person and 3 of them or 50% of participant got more than 80% score. Listening, Speaking and Writing skills are in the high average score while the lowest one is Reading skill by 51.67 %.

Those results could be explained that most of the housekeeping and security are likely to use Listening and Speaking skill better than other skill. But for Security, the writing skill is quite very good because everyday after finish working shift they need to write the daily report to present the Security Director. These reasons force them to

practice their writing skill all the time while housekeeping staff do not require to write the full daily report that why they score for writing was not so high. As it showed from the high score of Speaking and Listening skill are quite contrast with the observation result at the beginning before started the project because on that date most of the housekeeping and security did not say anything a lot with the customer and sometimes they were just smile and acted very politely or used the body language with friendly smile to answer the customer but their score for Speaking is very good. From these sources implied housekeeping and security could be able to present a basic general communication by speaking and listening but they do not want to perform it a lot because of some reasons. It,,s considered to be a gap and can be a question that how it happen or how can we encourage them to talk to the customer more or what is the best method to inspire? And lastly it will be whether to increase the customer satisfaction if they could speak more and better English.

Most of participants could speak and understand some Basic English conversation but they do not want to say anything because of some reasons is the main point of Pre – Test. It gave a great benefit for the next step of this project which is “Implement ting process” because now the all topic was already set in the course outline including the training methods. The competency level of each participant was already recognized as well. Finally, according to every information which has been collected so far it could be concluded that “**Educating, Practicing and Encouraging**” should be the 3 most important subjects which have to be emphasized in the implementing step. Trainer need to focus these 3 things by using the course outline as a direction control of this training.

4.3.2 Executing the Training course

According to the course outline that have mentioned and set before the project started together with the outcome of Pre –Test that all participant have done. When the training was running all the training methods which are Classroom, Lecture, Role play, Guest speaker, prepared the training material; on the job training and Brain storming were implemented completely in the period of project by focusing to respond 3 most important subjects “**Educating, Practicing and Encouraging**”

4.3.2.1 Educating Process

Educating or in this project could be compared as a “knowledge and skill in English Language” It was a mainly process of training because education or knowledge is considered as the fundamental skill of every process. If participant do not have a correct basic skill they will be very difficult to go to the next step whereas if they have an efficient fundamental knowledge they will be able to proceed to the next level easier. Educating process has been done more than 50% of the total period of the project. Educating process has been done mostly by Class room and Lecture methods by using Explanation and Paper sheet. Housekeeping has been trained 2 hours a week on Monday an hour and another hour was on Tuesday. First hour on Monday was only Educating process has been done by Classroom and Lecture methods. For security which had only 1 hour per week in the class on Wednesday afternoon but all the class was always started by Educating process as well. Other more training methods such as Prepared training material, On the job training were implemented as well to boost up the interesting level of participant.

4.3.2.2 Practicing Process

The main problem was has been founded by research before started the project was many of participants could understand some basic English conversation but they prefer to keep quiet and did not communicate to the customer. One of the possible reason was they were not confident to talk or they were afraid to make a mistake. Practicing is the best way to create expertise and self confidence. The principle method of this process was “Role play” which involved with every topic. Only Classroom and Lecture was great for giving a basic knowledge but it was tended to generate feeling of tired and boring. Learning via activity was the very effective route of training. Every topic or lesson that the participants have learned from Lecture will be a matter in the Role play methods. All participants will join activity by trainer made some situation or create some script to play which related with that subject and invited each participant in front of the class to play. Sometimes it might have done individual such as Introduce themselves to the class while sometimes could have done by couple or group as well.

The most important “Role play” of this project was name “5 Rules Remember”. It was a 5 basic conversation that participant were able to use every daily working with customer. There are

1. Good morning, afternoon, evening Sir/Madam
2. How are you today?
3. How may I help you?
4. Sorry (Sir, Madam), I don't understand
 - 4.1 Could you speak again, please?
 - 4.2 Could you speak slowly, please?
5. Have a nice day! Have a good trip!

Participants have got the paper with contain 5 rules and it was a standard that before start every class participant have to recite one by one to the trainer or to the class. It took just a few minute per person to complete but later on after a few week passed every participant seem to be more fluent then this role play was not done individual but it was performed by group or random. It was very fun and created the very good atmosphere in the class. The development of participant has shown by speed of talking because at the first couple week most of the participant spent a couple minute to complete 5 sentence or even some people forgot and could not complete. After a few week and frequently practice most of the participant could remember everything and most of them could be complete 5 rules in shorter time.

Other method which was Guest Speaker by foreigner staff in the hotel came to the class and talked to the participant also played some easy games or sang a song together generated a very enjoyable time in the class. Brain storming method by participant were separate into the group and help each other to do an activity were very helpful to drew an attention of participant to concentrated and participated with the training

4.3.2.3 Encouraging Process

This is one of the very important processes to achieve the objective of project. It does not matter how much participant have got a knowledge and practicing but if they do not use it or they still prefer to avoid to talk to the customer as they did before then 4 months of training will be nothing. For this process the best training method was “Self-Instructional activities” because if participant practice their skill by themselves with the real situation it will rather than perform only in the class. But the

most difficult question was how can the trainer encourage them to practice was a main point of this process.

Good enough knowledge and regularly practice could help a lot in term of self confidential of each participant because once they got more knowledge and have been practicing several times. Their expertise and self confidence will be created by nature. Besides that another component that trainer needs to emphasize is “Psychology”. In every class of training or activity trainer should try to tell, to add or to encourage participant to practice by themselves. Explaining how important of practicing, what they will earn from practicing or find the way to push them to do it but it must be not in the way of Forcing or Pressure otherwise they will feel not comfortable and participant will mostly tend to ignore with the training.

The outcome of using several methodologies in the training was exceptional. It generated a good atmosphere and diversity of learning rather than used only one or few methods because some topics might be suitable with one method while another one topics may good with another method too or even some subject could be able to implement several methods together to the lesson is more interesting and avoid from boring situation.

4.3.3 Post-Test

Post-Test was the last process of this training. It was considered to use as one of the appraisal methods to testify the objective of project and perceive how improve and develop of Housekeeping/ Security staffs in term of English Language knowledge and skill. Post-Test Question is used the same copy as the Pre-Test which all participants have done before the training started. The reason why used the same test to evaluated

because the same test will give the most accurate result whether the participant are improve and if they improve then it could be easily to see how much they are improve which could be seen in the higher level of score.

The result of Post – Test showed very appreciates consequence because every participants were able to increase their testing score. Total score of 58 housekeeping staffs moved up from 3853 to 4533 or from 66.41 % to 78.16 % while security also could raise their average total score of 6 staffs from 454.5 to 483 or 75.75 % to 80.50 %.

Housekeeping boosted their average group level from majority participants by 18 people were in the “Good level” which range of score between 71% – 80% but by the Post –test the level was up to be a “Very good level” range from 81% to 90% by 20 people. For the staff that fell or got score less than 50 points remained just 1 person whereas by the Pre –test before started the project had 10 people fell. The lowest score was 39% but highest point was 98. Listening and Speaking Skill is still being the most score they earn with more than 80% for both skills.

Security is also elevated their competency by raising their average group score from 454.5 points to be 483 points. 2 of them reached the “Excellent Level” by got more than 90% of test while in the Pre – test had just only one person in this level and still no body of security team fell in the test. The lowest score was 65% and highest score was 94%

4.4 Evaluation of Training Program

After the training program was finished in October, to perceive whether the training could improve the staff efficiency and whether it helped to create more customer satisfaction, the evaluation process was used by 4 methods. Following

4.4.1 Post – Test

According to the Post – Test score (see Appendix C) it showed a satisfaction result because the average score of almost every participant was increased by a higher percentage of score. It was one of the tangible consequence to indicate that the training was able to improve the competency of English language for housekeeping and security

4.4.2 Posterior Observation

After the program finished and no more English class then all participants need to go back to the normal daily work in the same working station. The observation method was used again to follow and evaluate the staff after training how they improved their English Language competency and Are they able to communicate to the customer more than before? From the observation at their job station the result showed that many of participants attempted to communicate to the customer. Everyone greeted the customer in English same as they were practiced in the class such as Good morning Sir/Madam. How are today? Did you sleep well? Further more some participant tried to converse more and longer with customer by asking more question. Reaction of customer almost everyone was in the positive way. They were smile and look enjoys talking to participant. Some of customer especially the elder tourist even

spent their time to teach more new word or correct some mistake wording to participant.

4.4. 3 Appreciate letter

This letter is one of the most tangible results to show the satisfaction of customer which has sent to the hotel to show how they appreciated to one housekeeper who was one of participants of this project to gave them a very professional service skill and fully ability in detail of the room but it was possible that because of her enthusiasm to greeted and conversed to the customer that why they decided to gave her an appreciated feeling through this letter.

During the interview this housekeeping told the story of that day as below *“It happened once I went to the guest room to clean the room as a normal job that I have done everyday. But on that day a couple were in the room then I knocked the door and asking for permission to get in. I said same as we learned in the class that “Excuse me Sir, May I clean the room please?” Customer allowed me to get inside and watched me make up their room. During the making room time I asked them “How are you today?” and made some a little bit more conversation to them. After I finished cleaning I went out from the room and I said to them “Nice to meet you sir/madam and Have a nice day” I did not very know that they were satisfied talking with me. After check out they sent this letter to the hotel”.*

This result could be one more reason to imply that if housekeeping, security or every staff member of the hotel could be able to increase their English language skill and could be able to communicate with the customer in English it might be a great chance to create the customer satisfaction.

4.4.4 Posterior Interview

After the project finished interview was used again to evaluate the performance of project whether it could help the Housekeeping and Security increasing their English knowledge or how did they feel with the class and especially to appraise that the project whether achieve the objective. The same respondent groups were interviewed again.

Respondent A said *“I feel like most of the housekeeping and security are very happy with the training as I noticed from their participation in the class and also from our observation. I think most of them have more self confident and they are able to communicate with the customer better. They could talk longer and do not avoid from the customer as we had seen few months ago. For customer, of course they feel very happy. You can see from their face and their smile. I think if we could encourage our staff to greet the customer like this everyone and every time then it will help to boost up our hotel reputation a lot. I think I like it so much and I hope that this training will be created again in the future”*.

Respondent B expressed *“I’m very happy with this training. Most of my staff told me a very good feedback that they were very much enjoyed and they got a lot of new knowledge in English language and they were very happy with the trainer too. I ask my staff everyday to practice their conversation with the customer and encourage them to do when I visited them at their job station. Many times they did very well and I saw customer very surprise to see our housekeeping greeted them in English. Many of customers respond and talked to them more even sometimes it became a problem because housekeeping getting do not understand what customer talked because it was too long. But for me it does not matter because I am already very happy to see*

improvement of my staff and I want to continue this training or it should be created again in the near future”.

Respondent C gave his opinion *“Firstly my staffs were very happy with the training. They gave me a very good feed back and they even said the training had finished very fast and they want to learn it more. I think all of them used better English language writing in the daily report and when they talked to the customer they look more confident. I sometime saw them at the lobby when they conversed to the customer and customer made their face like they were surprised to hear security talk to them in English. If you ask me the training could help to improve the efficiency of my staff or not I can say “Yes” and if you ask me that it can help to increase customer satisfaction or not . I am absolutely sure to say “Yes” too because as you see how customer acted once they saw our staff greeted them and help them when the need. This is a very good training and I want to continue it again and again”.*

Respondent D also mentioned *“ From the feedback of participant I think you have done a very good job because most of them very happy with your training and they very want to continue it in the future. I did observed also how the result was and how they can improve their language skill. I think many housekeeping and security could be able to communicate to the tourist more then before but some one is still do not alert or still look like tried to avoid the customer. But anyways I am very appreciated with this training and I think it should be done again in the near future to keeping their standard. And I am very sure that if our staff have a good enough English Skill or at least if the housekeeping and security could talk to them a little bit or even just greet them in English something like this they will very happy and satisfy”.*

Some housekeeping said *“I like this training it was very fun and I want to join again if you will do it. I tried to practice very often with customer same as we did in the class every time and now I think I can speak English better than before. Mostly customers were very happy and smile a lot but just sometime when I spoke to them and they talked to me back in the long and difficult sentence and I did not understand then I just smiled again but I think in the future is will be better”*.

One of security mentioned *“This training was very useful. I have learned much new knowledge in the class and now I can write my report better and also I can talk to the customer better too. I feel more confident to talk to foreigner and customer. Even sometime I did not understand everything but customer never looked angry or unhappy. But instead many times they helped to correct my word as well. And I think that at least if I keep practice a lot then in the future I will be able to speak better”*.

The result of interview showed a very positive consequence of both interviewee groups and it was another criterion to back up that this training was improved their English language skill. It was also created a self confident and encouraged them to speak more English to the customer and most of the customers were satisfied with them as well.

4.5 Problem Situation during Implementation

4.5.1 Participant is not ready to study

- Tried from working especially the night shift staff who worked for all night and need to join the morning class at 7 am. Most of the time they were sleepy and even almost slept in the class.

- Worry about work and need to hurry in the class especially if some day at the hotel has high occupancy rate then housekeeping need to make up the room more and faster. Sometime some participants need to absent because they can not finish working in time.

- Some participants were forced to join the class and did not pay attention a lot during the training.

4.5.2 Personal problem cause learning decrease effective

- Some participant took a long holiday leave and when they can not follow the lesson after came back then they start to pay less attention or sometime absent without a reasonable reason.

- Absent because of sickness

- Some personal behavior of some participants but once they were in the same class it could disturbed the atmosphere of training such as

1. Monopolizing; constantly trying to provide all of the answer
2. One-upping; trying to appear more skilled and knowledgeable than the other in the group, including the trainer.
3. Complaining; continually finding fault with the procedures of the trainer.
4. Intellectualizing; excessively rationalizing and justifying one's ideas and beliefs.
5. Withdrawing; not participating (and sometimes distracting the group).

- 6. Arguing; taking vocal exception to any comments with which on disagrees.
- 7. Questioning; stopping the flow of presentations by frequently asking question.
- 8. Clowning; joking at inappropriate times.
- 9. Distracting; using cell phones and electronic devices during class.

4.6 Recommendation

After the project has been done of objective but it still has something that could be improved to make the project more effective for the next researcher who would like to continue or create the similar project in the future. it showed several satisfaction results and quite successful in term of the achievement

4.6.1 Course outline

Length of the course, duration of 30 hours was enough to generate English language skill to housekeeping and security at the beginning but it should not less than 30 hours because by observation of the trainer, when comparing the housekeeping which was trained for 30 hours with 6 security members who were trained only 15 hour. The result in term of learning capability and development of learning showed that housekeeping had increased their skill and level of understanding more than security especially from practicing process such as Role play during the class period. It showed obviously that housekeeping could be able to speak more fluently and play more systematically in any roles than security. However, for more effective quality it needs a

longer time around 10 to 20 hours more to cover more topics and to more practice in the class.

- Emphasize to the conversation and vocabulary is the right way of training for housekeeping and security because during the training period and after training they are able to implement their knowledge with customer in their real work.

- For conversation topic trainer should create the pattern or dialogue to be a minimum standard that at least everyone need to be able to remember and fluent to perform then urge participant to repeat very often or in every class

- Grammar is also important but it need more and longer time to understanding especially most of the participant came from different basic of English that's why it make even more difficult to teach and understand. The best way to teach is make one or more classes only for Grammar topic then for the rest trainer should try to add Grammar in the other topic such as conversation, vocabulary or whenever have a chance. Focusing a lot to Grammar with housekeeping and security within 30 hours is not the efficient manner.

4.6.2 Training Methodology

- Role play is one of the most effective methods to learn and stimulate great atmosphere of learning. Trainer should apply this method in every topic of training because participant will earn both benefits between Practicing and Pleasuring

- Classroom and Lecture method were the right way to give a basic of learning but it need to apply with the other method because if trainer use both methods

a lot it might generate the serious atmosphere then participant will give a lower attention or feel boring

- On the job training is very good method for any practical topic that able to perform in the hotel location such as vocabulary in the room, hotel facilities

- Guest speaker is very useful and should apply as most as possible according to the time and situation because it made an exciting atmosphere in the class an stimulate interesting feeling of participant. But this method might be alit bit more difficult method than the other because sometime it"s not so easy to find some good and suitable guest speaker.

- Brain Storming is very good to create the new idea and unity but sometime it takes quite long time and mostly not every participant will join or present their idea. In many groups will have just one or couple people always thinking whereas for the person who quiet or don"t participate will always not attention then this method should be used only sometime but not often

- Prepared training material is a very realistic and tangible method of learning. Good and effective especially for any topics that able to find the material such as hotel amenity or some accessory. It help to facilitate the class and must better than only speaking, explaining or watch the picture. But the weak point is it needs a time to prepare and not suitable with every topic

4.7 Participant

5.3.1 Should always review the lesson again after finished each class and prepare for the next class before train. It could help to understand anything easily and more productive.

5.3.2 After the class many participant may be would like to practice their new skill which is very good but one thing they should concern about is trying to make a balance of conversation if they would like to converse to the customer and should do in the right or proper time.

- Don't talk a lot until disturb customer or make them boring.
- Should be a good practical before talking to avoid mistake
- Focusing first priority to the job then practicing is come later

5.3.3 In the big department such as housekeeping or engineer which has a lot of staffs and the department itself need to be divided into several sub department example housekeeping were separated into Room attendant, Public area, Laundry service, Flower, Mini bar, etc. The interest or focusing learning of participant will be different as well. For general knowledge such as Basic English Conversation is does not cause any more problems for training because everyone could join together. But if some training would like to train in the specific topic such as room amenity, hotel facility or any particular topic that tend to emphasize for only some sub department. It should be trained by individual or in the special class only that related sub department will be more effective. Otherwise the participant from another department will suddenly give less attention for that topic and if the trainer has inexperienced, unconscious or does not keep a good enough balance of attention for everyone then it will become unfair or even it can cause some participant do not want to join training again.

4.8 Trainer or Teacher

Thai teacher or trainer likely to be more motivate to learn especially for housekeeping and security that in average have not so high level of English basic skill because of the comfortable feeling in term of personal communication and also relation between teacher and student. Sometime foreigner English trainer who can't speak or communicate in Thai language could be unconscious to make a difficult time for most of participants to understand what the trainer would like them to perform or even they are not able to ask the question once they don't understand or need to know anything more.

But another great way to solve this problem is to use the foreigner teacher but they should have the background of the Thai Culture in order to understand the characteristics of the Thai learners. Student will then have an opportunity to learn English from the real owner of the language too.

4.9 Need for Head of Department participation in creating Course group

5.5.1 Education background Differences

The lowest education of the whole class is Primary school and the highest level is bachelor's degree while in average most of the participant graduated in the secondary school level.

5.5.2 Dissimilarity of age and sex

Housekeeping has 58 participants. They are 31 women and 27 mans. The youngest one in the class for housekeeping is a young lady new staff 20 years old while the eldest one is lady 60 years old who have been working at the hotel more than 18 years. For 6 securities are all men with the youngest one is young man 26 years old

who just came to the hotel only 1 year while the eldest one is 50 years old and he has worked with Sofitel for 12 years .

5.5.3 Time schedule arrangement

It was very difficult to find the most proper time to execute the training with 2 department staff and 64 participants because everyone look very busy and don't have a lot of time to come to the class or many staff feel tired after a hard working for whole day then they prefer to go straight home. Even if the class will be started before their working time such as the afternoon class from 2 pm. to 3 pm. some people still unhappy because they need to come to the hotel earlier because normally they start working at 3 pm.

Finally all of these problems have been solved perfectly by the great support and assist from all head of department which are the Director of Human Resource, Director of Housekeeping and Director of Security Department

4.9.1 Implication

From this research can be improved and developed for anyone who would like create English language training program in the future. It could be applied for every kind of business. The content of the course for housekeeping and security should be emphasized to conversation & job vocabulary because it can be utilized in their daily work and also could be used in the other situation while in case of teaching Grammar or any academic topic. Participant should be in the same or similar English basic level. Using of diverse training methods will increase the participation, absorption of knowledge and interest of participant by obviously appreciated result showed that one of the most effective training methods is "Role Play. The length of training time 30

hours actually is enough and it should be at least done 2 classes per week by the first class for academic learning and another class for practicing. But for the better result and additional effective of training it should be done between 40 to 50 hours.

Finally The English language Training is important training for housekeeping and security to improve their English Language skill. If every process has been done correctly, English Language Training will be able to improve staff efficiency and the increased staff efficiency could be then lead to increase customer satisfaction.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์
Appendix A:
Pre & Post Test Exam and Course Lesson

PRE – TEST & POST - TEST

การทดสอบก่อนการเรียน

“Basic English Course”**Sofitel Bangkok Silom****2011**

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

**Name****ID no.****Position****Department**

2. Fill in the blank to answer the questions. (Please try to write the full sentence or give an explain) (20 points)

1. What is your name?

.....

2. How are you today?

.....



3. What time is it?

.....

4. When is your birth day?

.....

5. Where are you come from?

.....

6. Who is your favorite movie-star (actor/actress)?

.....

7. How many brother / sister do you have?

.....

8. Which department are you working now?

.....

9. What is your hobby?

.....

10. Where is Sofitel Bangkok Silom located?

.....

3. Vocabulary Test: Please answer what are these things call in THAI

(20 points)

- Comb =
- Pillow =
- Juice =
- Drinking water =
- Detergent =
- Bathroom =
- Conditioner =
- Sun block =
- Medicine =
- Can opener =
- Emergency =
- Immediately =
- Free of charge =
- Toothpaste =
- Shower cap =
- Necklace =
- Bracelet =
- Sandal =
- Disturb =
- Bathrobe =

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

4. Listening Comprehension

Listen the CD and write the meaning of each word in THAI (20 points)

- | | | |
|--------------------|------------------|------------------|
| 1. go to score | go to school | go to ski |
| 2. beat your teeth | brush your teeth | brush your tooth |
| 3. dry your hair | dry your head | try your best |
| 4. take a bat | take a bag | take a bath |
| 5. pick up | make up | wake up |
| 6. meat breakfast | eat breakfast | need breakfast |
| 7. study | smoothly | salary |
| 8. get rest | get red | get dress |
| 9. wash your face | wash your head | what your name |
| 10. get home | get him | get her |

มหาวิทยาลัยศิลปากร สจวนลิขสิทธิ์

3. Vocabulary Test: Please answer what are these things call in THAI

(20 points)

- Fire alarm =
- Parking lot =
- Wallet =
- Injury =
- Steal =
- Thief =
- Loss =
- Emergency =
- Stair =
- Turn left =
- Elevator =
- Exit =
- Identification Card =
- Safety box =
- Police station =
- Electricity =
- Knife =
- Ambulance =
- Signal =
- Accident =

4. Listening Comprehension

Listen the CD and write the meaning of each word in THAI (20 points)

- | | | |
|--------------------|------------------|------------------|
| 1. go to score | go to school | go to ski |
| 2. beat your teeth | brush your teeth | brush your tooth |
| 3. dry your hair | dry your head | try your best |
| 4. take a bat | take a bag | take a bath |
| 5. pick up | make up | wake up |
| 6. meat breakfast | eat breakfast | need breakfast |
| 7. study | smoothly | salary |
| 8. get rest | get red | get dress |
| 9. wash your face | wash your head | what your name |
| 10. get home | get him | get her |

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

5. Reading Comprehension: After reading the passage, Please answer the comprehension question that follow (10 points)

On Saturday morning Bill goes to the market with his mother. Bill's mother buys many things. She has a kilo of pork , a bag of rice , a box of eggs and a bottle of fish sauce. They get home at 10 a.m. and go to the kitchen.

5.1) Why do Bill and his mother go to the market?

- a. To sell fish.
- b. To buy some fruit.
- c. To buy some food.
- d. To have some food.

มหาวิทยาลัยศิลปากร ลพบุรี

Green Papaya Som-Tum

1. Put in fish sauce, lime juice and palm sugar.
2. Put on a dish and serve.
3. Add green papaya and peanuts.
4. Crush dried shrimp and chilli in a mortar.

5.2) What is the process to make Som-Tum?

- a. 4 – 1 – 3 – 2
- b. 4 – 3 – 2 – 1
- c. 4 – 2 – 1 – 3
- d. 4 – 3 – 1 – 2

English Camp	
07.00	Meet at school. Depart Bangkok.
10.00	Arrive at Hua-Hin.
12.00	Collect your lunch box.
18.00	Dinner time.

5.3) Where do they go?

a. To bus-station.

b. To Hua-Hin.

c. To Bangkok.

d. To the market.

5.4) What time do they have dinner?

a. At seven o'clock.

b. At ten o'clock.

c. At twelve o'clock.

d. At six o'clock.

The Big Cats

Tigers are big cats. There were 8 kinds of tigers. Today there are only 5 kinds of tigers. Most of them live in Asia, India, Indonesia, Russia, Cambodia and China. Tigers can live in the cool, snowy forests and

5.5) How many kinds of tigers are there now?

- a. 5 kinds.
- b. 6 kinds.
- c. 7 kinds.
- d. 8 kinds.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

5.6) Where are most tigers living?

- a. Malaysia.
- b. Australia.
- c. India.
- d. Laos.

Noi was playing in the garden. She saw a little bird lying on the ground. It could not fly. She took the bird home and put it in a box. Everyday, she fed it with some worms. When the bird became stronger, she let it go.

5.7) What is the girl like?

- a. Kind.
- b. Naughty.
- c. Sad.
- d. Strong.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

5.8) What does the story want to teach us?

- a. A bird is a lovely animal.
- b. Worms are good for birds.
- c. Be nice to animals.
- d. Do not play in the garden.

5.9) Which sentence is not correct?

- a. The bird could finally fly.
- b. The bird was hurt.
- c. There was no food for the bird.
- d. Noi was playing with the bird.

Everyday the laundry department of Sofitel hotel is able to make money 500 Baht. That's mean in one month, how much money this department is able to make?

5.10)

- a. 10,000
- b. 15,000
- c. 20,000
- d. 25,000

6. Speaking Test (10 points)

Please translate these sentences in English

มหาวิทยาลัยศรีนครินทรวิโรฒ
สงวนลิขสิทธิ์
(score)

- 6.1) _____
- 6.2) _____
- 6.3) _____
- 6.4) _____
- 6.5) _____

-----Good Luck-----

English Skill	Score
1. Writing (Introduce)	
2. Question and Answer	
3. Vocabulary	
4. Listening	
5. Reading Comprehensive	
6. Speaking	
Total	

Remember



1. Good morning, afternoon, evening
2. How are you today?
3. How may I help you (sir, madam)?
4. Sorry (Sir, Madam), I don't understand
5. Could you speak again, please?
6. Could you speak slowly, please?
7. Have a nice day! Have a good trip!

Greeting People

Hello. / Hi.

Good morning. (before 12 o'clock)

Good afternoon.(after 12 o'clock)

Good evening (after 5 pm.)

Introducing People

What's your name?

Who are you?

My name is ...

I am ...

My friends call me ...

You can call me ...

Haven't we met (before)?

Yes, I think we have.

No, I don't think we have.

I think we've already met.

I don't think we've met (before).

This is ...

Have you met ...?

Yes, I have.

Yes, I think I have.

No, I haven't.

No, I don't think I have.

Hello, ... (name)

Nice to meet you. (informal)

Pleased to meet you.

How do you do? (formal)

Nice to see you.

Nice to see you again.

don't worry	อย่ากังวล
don't forget	อย่าลืม
help yourself	ช่วยเหลือตัวเอง
go ahead	ไปข้างหน้า
Let me know!	บอกฉัน!





Requirement questions - คำถามต่างๆ ไป










Where are you?	คุณอยู่ที่ไหน?
What's this?	นี่อะไร?
What's that?	นั่นอะไร?
What's this called?	นี่เรียกว่าอะไร?
Is anything wrong?	มีอะไรผิดปกติไหม?
What's the matter?	เกิดอะไรขึ้น?
Is everything OK?	ทุกอย่างราบรื่นไหม?
Have you got a minute?	คุณมีเวลาสักนาทีไหม?










Have you got a pen I could borrow?	คุณมีปากกาให้ฉันยืมสักด้ามไหม?
Really?	จริงหรือ?
Are you sure?	แน่ใจหรือเปล่า?
Why?	ทำไม?
Why not?	ทำไมถึงไม่เป็นเช่นนั้นล่ะ?
What happened?	เกิดอะไรขึ้นอยู่?
What's going on?	กำลังเกิดอะไรขึ้นหรือ?
What's happening?	เกิดอะไรขึ้น?

Lost and Found



 <p>Belt(s)</p>	 <p>Rucksack</p>	 <p>handbag(s)</p>
 <p>Headscarf (headscarves)</p>	 <p>scarf (scarves)</p>	 <p>glasses</p>
 <p>sunglasses</p>	 <p>watch(es)</p>	 <p>glove(s)</p>
 <p>hat(s)</p>	 <p>Purse</p>	 <p>Wallet</p>

Jewelry		
		
bracelet(s)	necklace(s)	ring(s)
		
earring(s)		




Clothes		
		
suit(s)	shirt(s)	tie(s)
		
dress(es)	blouse(s)	skirt(s)
		
glove(s)	tanktop(s)	mitten(s)

 <p>coat(s)</p>	 <p>jacket(s)</p>	 <p>t-shirt(s)</p>
 <p>trouser(s)</p>	 <p>jean(s)</p>	 <p>short(s)</p>
 <p>jumper(s) pullover(s)</p>	 <p>cardigan(s)</p>	 <p>sweatshirt(s) with hood</p>

Baby Clothes

 <p>romper suit(s)</p>	 <p>nappy (nappies)</p>
--	---





Holiday/Leisure Clothes

 <p>swimming trunk(s)</p>	 <p>bikini(s)</p>	 <p>swimsuit(s) swimming costume(s) bathing costume(s)</p>
---	---	--

Nightwear

 <p>nightdress(es) nightie(s)</p>	 <p>pyjama(s)</p>	 <p>dressing gown(s)</p>
---	--	---

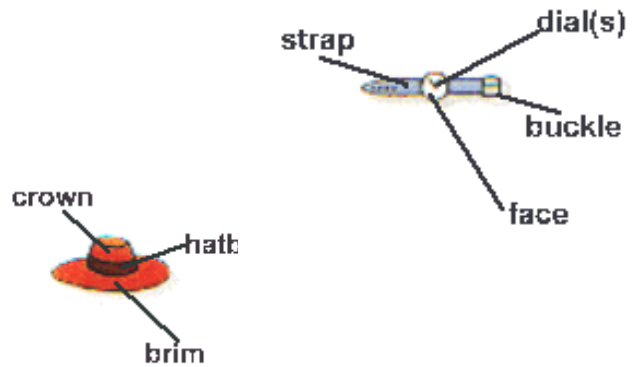
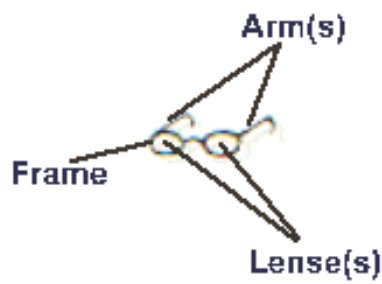
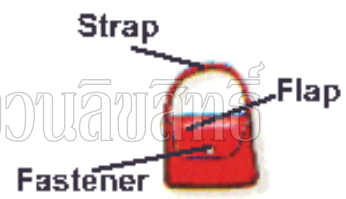
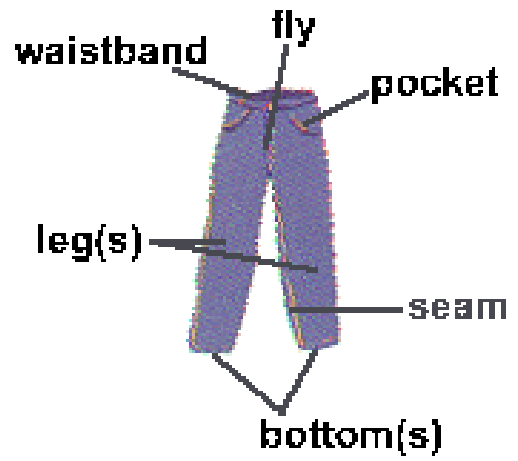
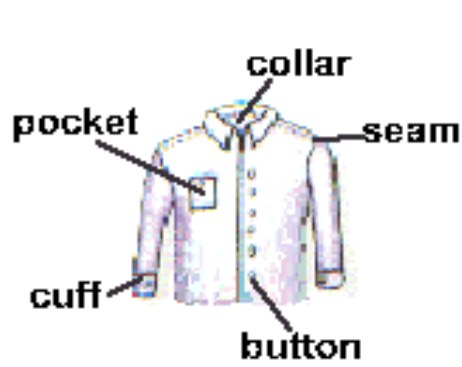
Underwear

 <p>Boxers</p>	 <p>y-front</p>	 <p>bra(s)</p>	 <p>pant(s),,</p>
--	---	---	---

Footwear

		
shoe(s)	sandal(s)	boot(s)
		
wellington(s)	slipper(s)	sock(s)
		
High heel(s)	Sneaker(s)	

Parts of clothes



Apologizing

การขอโทษ

คำที่เกี่ยวกับการขอโทษในภาษาอังกฤษนั้นหลัก ๆ มีอยู่ 5 คำคือ

Excuse, Sorry, Pardon, Apologize, Forgive

1. การใช้คำขอโทษแบบเป็นพิธีเพื่อรักษามารยาท

เป็นการขอโทษที่ผู้พูดไม่ได้กระทำความผิดอะไรแต่เพียงกล่าวไปเพื่อรักษามารยาทเช่น เมื่อเราเดินผ่านผู้ใหญ่ หรือเดินแทรกผู้อื่น เมื่อขัดจังหวะในการสนทนา เพื่อให้ผู้อื่นหันมาสนใจ เมื่อต้องการถามข้อมูลจากคนแปลกหน้า เมื่อยื่นมือข้ามหน้าข้ามตาผู้อื่นเพื่อหยิบของหรือขอให้เขาหยิบของให้ เมื่อแสดงความคิดเห็นที่ขัดแย้งกับผู้อื่น มักนิยมใช้คำว่า

Excuse me, Pardon me ขึ้นต้นก่อนที่จะพูดประโยคอื่น เช่น

Excuse me . Can you tell me the time? (เมื่อต้องการถามเวลาจากผู้อื่น)

Pardon me. Where is the post office? (ต้องการถามว่าไปรษณีย์อยู่ไหน)

2. เมื่อรบกวนผู้อื่นแต่ไม่ได้ทำให้เขาเจ็บตัว

เช่นเมื่อคุณมาสาย หรือผัดนัด เมื่อเข้าใจผิดหรือทำให้ผู้อื่นเข้าใจผิด เมื่อทำของผู้อื่นตกแตกเสียหาย เมื่อปฏิเสธคำขอร้องจากผู้อื่น เมื่อไม่ได้ยินสิ่งที่ผู้อื่นพูด เช่น

I'm sorry for being late. (ขอโทษที่มาช้า)

Sorry to keep you waiting (ขอโทษที่ทำให้คุณต้องรอ)

I must apologize for losing your book . (ขอโทษที่ทำหนังสือหาย)

3. เมื่อทำให้ผู้อื่นต้องเจ็บตัวหรือเสียหายขั้นข้างมาก

เช่น เมื่อคุณเดินชนหรือเหยียบเท้าชาวบ้านเข้า เมื่อผิดสัญญาหรือทำงานผิดพลาดจนทำให้เกิดความเสียหายขึ้น ทำให้ผู้อื่นเสียความรู้สึกอย่างแรงควรใช้คำพูดว่า

I'm terribly sorry. I beg your pardon for hurting your feelings.

(รู้สึกเสียใจอย่างมากที่ทำให้คุณผิดหวัง, ทำให้คุณเสียความรู้สึก)

Sorry. Will you please forgive me for the things I did (ขอโทษนะ คุณจะยกโทษให้ฉันได้ไหม)

Saying Farewell

Good bye.

Bye. / See you.

See you later.

See you soon.

See you tomorrow.

See you next week.

Good night.

Sir / Madam

Nice to meet you

Hope to see you again

Have a nice day

Have a nice stay at our hotel

Enjoy the tour

Enjoy eating, dinner, swimming, shopping, movie



Would you like anything more?

Please let me know if you need anything more

You can contact me at number

My office is on the floor

Thank you very much

You're welcome



Safety Control

Helping Tourists

Questions tourists ask police

- I'm lost. Can you help me find the *Pacific Hotel*?
- I'm looking for *the America Consulate/Embassy*.
- My *luggage/suitcase* was stolen. What should I do?
- Who can we trust to exchange our money?
- Where is the bad part of town?
- Please help us. Our child is missing.



Questions police ask tourists

- Which hotel are you staying at?
- When did you lose *your wallet*?
- How much money was in your purse?
- What did the thief look like?
- What was the man wearing?
- Did he have a weapon?
- Where/When did you last see your child?
- How old is your child?
- What was your child wearing?



Comforting a tourist in distress

- Please stay calm. I am going to help you.
- We will do everything we can.
- I'll give you a map of the city.
- Try not to panic.
- I can give you a ride to the hospital.
- The ambulance is on its way.
- Don't worry, everything is going to be okay.

Questions from law breakers or suspected criminals

- Why did you pull me over?
- Have I done something wrong?
- Is this illegal?
- What are my rights?
- Can I call a lawyer?

- Where are you taking me?
- Can I make a phone call?

Questions police may ask a suspected criminal

- Are you carrying any illegal drugs?
- Do you have a weapon?
- Does this belong to you?
- Whose car is this?
- Where were you at eight last night?

Informing someone of laws and police procedures

- You are under arrest.
- Put your hands on your head.
- I am taking you to the police station.
- Please get in the police car.
- You will have to pay a fine for this.
- I will give you a warning this time.
- I'm going to write you a ticket.
- We'll tow your car to the station.
- Smoking in restaurants is illegal in this country.
- It is against the law to do drugs in public.



Question for general conversation

Personal Information (หมวดข้อมูลส่วนตัว)

Q1 : What's your name ? คุณชื่ออะไร

A1 : Peter. ปีเตอร์

Q2 : Where are you from ? / Where do you come from ? คุณมาจากที่ไหน

A2 : I'm from ... / I come from ... ฉันมาจาก ...

Q3 : What's your surname ? / What's your family name ? คุณนามสกุลอะไร

A3 : Smith. สมิท

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Q4 : What's your first name ? คุณชื่ออะไร

A4 : Tom. ทอม

Q5 : What's your address ? ที่อยู่ของคุณคืออะไร

A5 : 7865 NW Sweet Street 7865 นอร์ธเวสต์ ถนนสวีท

Q6 : Where do you live ? คุณอาศัยอยู่ที่ไหน

A6 : I live in San Diego. ฉันอาศัยอยู่ที่ซาน ดิเอโก



Q7 : What's your telephone number ? โทรศัพท์ของคุณหมายเลขอะไร

A7 : 209-786-9845

Q8 : How old are you ? คุณอายุเท่าไร

A8 : Twenty-five. / I'm twenty-five years old. 25 / ฉันอายุ 25 ปี

Q9 : When were you born ? / Where were you born ? คุณเกิดเมื่อไหร่ คุณเกิดที่ไหน

A9 : I was born in 1961 / I was born in Seattle. ฉันเกิดในปี ค.ศ.1961 / ฉันเกิดที่ซีแอตเติล

Q10 : Are you married ? / What's your marital status ? คุณแต่งงานหรือยัง สถานภาพก่า /รสมรสของ

คุณเป็นอย่างไร

A10 : I'm single. ฉันยังโสด

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Q11 : What do you do ? / What's your job ? คุณทำอาชีพอะไร

A11 : I'm a librarian. ฉันเป็นบรรณารักษ์

Q12 : Where did you go ? คุณไปที่ไหนมา

A12 : I went to a friend's house. ฉันไปที่บ้านเพื่อนมา

Q13 : What did you do ? คุณได้ทำอะไรไป

A13 : We played video games. เราเล่นวิดีโอเกมส์



Q14 : Where were you ? คุณเคยอยู่ที่ไหนที่ผ่านมา

A14 : I was in New York for the weekend. ฉันอยู่ที่นิวยอร์กตอนสุดสัปดาห์

Q15 : Have you got a car / job / house / etc.? คุณมีรถ งาน บ้านหรือไม่

A15 : Yes, I've got a good job. ใช่ ฉันมีงานที่ดีทำ

Q16 : Have you got any children / friends / books / etc. ? คุณมีบุตร บ้างหร หนังสือ / เพื่อน /

A16 : Yes, I've got three children - two boys and a daughter. ใช่ ฉันมีบุตร 3 คน เป็น ชาย 2 คน

หญิง 1 คน

Q17 : Can you play tennis / golf / football / etc.? คุณเล่นเทนนิส เป็นหรือไม่ ฯลฯ / ฟุตบอล / กอล์ฟ

A17 : Yes, I can play golf. ใช่ ฉันเล่นกอล์ฟได้

Q18 : Can you speak English / French / Japanese / etc. ? คุณพูดภาษาอังกฤษ ฯลฯ ญี่ปุ่น / ฝรั่งเศส /

ได้หรือไม่

A18 : No, I can't speak Japanese. ไม่ ฉันพูดญี่ปุ่นไม่ได้

Q19 : Could you speak English / French / Japanese / etc. ? when you were five / two /

fifteen / etc. years old ? คุณพูดภาษาอังกฤษ เมื่อตอนคุณอายุ ได้หรือไม่ ฯลฯ ญี่ปุ่น / ฝรั่งเศส / 5 / 2 / 15 / ฯลฯ

ปี

A19 : Yes, I could speak English when I was five years old. ใช่ ฉันพูดภาษาอังกฤษได้เมื่ออายุ 5

(ขวบ)

Saying Hello (หมวดการพูดทักทาย)

Q20 : How do you do ? คุณสบายดีไหม

A20 : How do you do. Pleased to meet you. ยินดีที่ได้พบคุณ

Q21 : How are you ? คุณสบายดีไหม

A21 : Fine, thanks. And you ? สบายดี ขอขอบคุณ แล้วคุณล่ะ

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์ Shopping (หมวดการช้อปปิ้ง)

Q22 : How can I help you ? / May I help you ? คนขาย : มีอะไรให้ฉันช่วยไหม

A22 : Yes, I'm looking for a sweater. คนซื้อ: ใช่ ฉันกำลังมองหาเสื้อสเวตเตอร์อยู่

Q23 : Can I try it on ? คนซื้อ: ขอฉันลองได้ไหม

A23 : Sure, the changing rooms are over there. คนขาย: ได้ ค่ะ/ ครับ ห้องลองเสื้ออยู่นั่น



Q24 : How much does it cost ? / How much is it ? คนซื้อ ราคาเท่าไหร่

A24 : It's \$45. คนขาย -45 ดอลลาร์

Q25 : How would you like to pay ? คนขายคุณต้องการชำระเงินแบบไหน

A25 : By credit card. คนซื้อจ่ายด้วยบัตรเครดิต

Q26 : Can I pay by credit card / check / debit card ? คนซื้อ ฉันสามารถชำระเงินด้วยบัตรเครดิต เช็ค หรือ

บัตรเดบิต ได้หรือไม่

A26 : Certainly, We accept all major cards. คนขาย ทุกี่ห้อ เราย้บบัตรเครดิต ได้แน่นอนทุกี่ห้อที่้เป็นบัตร

เครดิตหลักๆได้แน่นอน

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Q27 : Have you got something bigger / smaller / lighter / etc. ? คนซื้อ เล็ก / คุณมีตัวที่ใหญ่กว่า -

)หรือไม่ ฯลฯ / เบากว่า / กว่า

A27 : Certainly, we've got a smaller sizes as well. คนขาย เราย้ขนาดที่้เล็กกว่านี้ด้วยแน่นอน -

Asking Something Specific (หมวดคำถามเจาะจงในบางสิ่ง)

Q28 : What's that ? นั่นคืออะไร

A28 : It's a cat. มันคือแมว

Q29 : What time is it ? ตอนนี้เวลาเท่าไร

A29 : It's three o'clock. 3 นาฬิกา

Q30 : Can / May I open the window ? ฉันขอเปิดหน้าต่างได้หรือไม่

A30 : Certainly, It's hot in here. ได้แน่นอน ที่นี่มันร้อน

Q31 : Is there a bank / supermarket / pharmacy / etc. near here ? มีธนาคาร ร้าน / ซูเปอร์มาร์เก็ต /

)แถวนี้บ้างหรือไม่ อยู่ใกล้ๆ ฯลฯ / ขายยา)

A31 : Yes, There is a bank on the next corner next to the post office. มี ธนาคารอยู่ตรงมุมถนน

ถัดไป ติดกับที่ทำการไปรษณีย์

Q32 : Where is the nearest bank / supermarket / pharmacy / etc.? ธนาคาร ร้าน / ซูเปอร์มาร์เก็ต /

ที่ใกล้ที่สุดอยู่ที่ไหน ฯลฯ / ขายยา

A32 : The nearest pharmacy is on 15th street. ร้านขายยาที่ใกล้ที่สุดอยู่ที่ถนนหมายเลข 15

Q33 : Who wrote / invented / painted / etc. the ...? ใครคือผู้เขียน . ฯลฯ / วาด / ประดิษฐ์ /

A33 : Hemingway wrote "The Sun Also Rises". เฮมิงเวย์เขียนหนังสือ "The Sun Also Rises"

Q34 : Is there any water / sugar / rice / etc. ? มีน้ำ/น้ำตาล/ข้าว บ้างไหม

A34 : Yes, there's a lot of sugar left. มี น้ำตาลมีเหลืออยู่จำนวนมาก

Q35 : Are there any apples / sandwiches / books / etc. ? มีแอปเปิ้ล บ้าง ฯลฯ / หนังสือ / แชนดวิช /

หรือไม่

A35 : No, there aren't any apples left. ไม่ ไม่มีแอปเปิ้ลเหลืออยู่เลย

Q36 : Is this your / his / her / etc. book / ball / house / etc. ? นี่คือนั่งคือ หนังสือ ฯลฯ / บ้าน / ลูกบอล /

ใช้หรือไม่ ฯลฯ / ของเขา / ของคุณ

A36 : No, I think it's his ball. ไม่ใช่ ฉันคิดว่ามันเป็นลูกบอลของเขา

Q37 : Whose is this / that ? สิ่งนี้ เป็นของใคร / สิ่งนั้น / ของใคร

A37 : It's Jack's. มันเป็นของแจ๊ค

Questions with „Like“ (คำถามที่มีคำว่า „like“)

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Q38 : What do you like ? คุณชอบอะไร

A38 : I like playing tennis, reading and listening to music. ฉันชอบเล่นเทนนิส, อ่านหนังสือ และฟัง

เพลง

Q39 : What does he look like ? เขามีลักษณะเป็นอย่างไร

A39 : He's tall and slim. เขาสูงและผอม



Q40 : What would you like ? คุณชอบอะไร

A40 : I'd like a steak and chips. ฉันชอบสเต็กและมันฝรั่งทอด

Q41 : What is it like ? มันมีลักษณะเป็นอย่างไร

A41 : It's an interesting country. มันเป็นประเทศที่น่าสนใจประเทศหนึ่ง

Q42 : What's the weather like ? มันมีอากาศเป็นอย่างไร

A42 : It's raining at the moment. ตอนนี้ฝนกำลังตก

Q43 : Would you like some coffee / tea / food ? คุณต้องการจะรับกาแฟ ชา อาหาร หรือไม่

A43 : Yes, thank you. I'd like some coffee. ใช่ ขอขอบคุณ ฉันต้องการกาแฟ

Q44 : Would you like something to drink / eat ? คุณต้องการจะรับเครื่องดื่ม หรืออาหาร บ้างไหม

A44 : Thank you. Could I have a cup of tea ? ขอขอบคุณ ฉันขอชาสักถ้วยได้หรือไม่

Asking for an Opinion (หมวดการขอความคิดเห็น)

Q45 : What's it about ? มันเกี่ยวกับอะไร

A45 : It's about a young boy who encounters adventures. มันเกี่ยวกับเด็กชายคนหนึ่งผจญภัย

Q46 : What do you think about your job / that book / Tim / etc. ? คุณคิดอย่างไรเกี่ยวกับงานของ

คุณ/ หนังสือเล่มนั้น/ ทิม / ฯลฯ

A46 : I thought the book was very interesting. ฉันคิดว่าหนังสือเล่มนี้น่าสนใจมาก

Q47 : How big / far / difficult / easy is it ? มันใหญ่/ไกล/ ยาก ขนาดไหน

A47 : The test was very difficult. ข้อสอบยากมาก

Q48 : How big / far / difficult / easy are they ? พวกมันใหญ่/ไกล/ ยาก/ ง่าย ขนาดไหน

A48 : The questions were very easy. คำถามง่ายมาก

Q49 : How was it ? มันเป็นอย่างไบบ้าง

A49 : It was very interesting. มันน่าสนใจมาก

Q50 : What are you going to do tomorrow / this evening / next week / etc. ? คุณจะทำอะไรใน

วันพรุ่งนี้ / เย็นนี้ / สัปดาห์หน้า / ฯลฯ

A50 : I'm going to visit some friends next weekend. ฉันจะไปเยี่ยมเพื่อนตอนสุดสัปดาห์หน้า

Suggestions (หมวดขอคำแนะนำ)

Q51 : What shall we do this evening ? เราจะทำอะไรกันดีตอนเย็นนี้

A51 : Let's go see a film. ไปดูหนังกันเถอะ

Q52 : Why don't we go out / play tennis / visit friends / etc. this evening ? ทำไมเราไม่ออกไป

ข้างนอก / เล่นเทนนิส / เยี่ยมเพื่อน/ ฯลฯ เย็นนี้

A52 : Yes, that sounds like a good idea. ใช่ ฟังดูเข้าท่าดีทีเดียว

Numbers

Cardinal Numbers	Words	Ordinal Numbers	Words
1	One	1st	First
2	Two	2nd.	Second
3	Three	3rd.	Third
4	Four	4th.	Forth
5	Five	5th.	Fifth
6	Six	6th	Sixth
7	Seven	7th	Seventh
8	Eight	8th.	Eighth
9	Nine	9th.	Ninth
10	Ten	10th.	Tenth
11	Eleven	11th.	Eleventh
12	Twelve	12th.	Twelfth
13	Thirteen	13th.	Thirteenth
14	fourteen	14th.	Fourteenth
15	Fifteen	15th.	Fifteenth
16	Sixteen	16th.	Sixteenth
17	seventeen	17th.	Seventeenth
18	eighteen	18th.	Eighteenth

19	nineteen	19th.	Nineteenth
20	Twenty	20th.	Twentieth
21	twenty-one	21st.	twenty-first
22	twenty-two	22nd.	twenty-second
23	twenty-three	23rd.	twenty-third
30	Thirty	30th.	Thirtieth
40	Forty	40th.	Fortieth
50	Fifty	50th.	Fiftieth
60	Sixty	60th.	Sixtieth
70	seventy	70th.	Seventieth
80	eighty	80th.	Eightieth
90	ninety	90th.	Ninetieth
100	one hundred	100th.	one hundredth
101	one hundred and one	101st.	one hundred (and) first
1,000	one thousand	1,000th.	one thousandth
10,000	ten thousand	10,000th.	ten thousandth
100,000	one hundred thousand	100,000th.	one hundred thousandth
1,000,000	one million	1,000,000th.	Millionth
10,000,000	ten million	10,000,000th.	Ten millionth
1,000,000,000	one billion	1,000,000,000th.	Billionth

Time

Asking the time - การถามเวลา

what's the time?	ตอนนี้เวลาอะไร?
what time is it?	ตอนนี้เวลาอะไร?
could you tell me the time, please?	กรุณบอกเวลาขณะนี้แก่ฉัน?
do you happen to have the time?	ท่านบอกเวลาขณะนี้ได้ไหม?
do you know what time it is?	ท่านทราบไหมว่าขณะนี้เวลาอะไร?

How to tell the time?

8.05	eight O five	/	five past eight
8.10	Eight ten	/	ten past eight
8.15	eight fifteen	/	a quarter past eight
8.30	eight thirty	/	half past eight
8.45	eight forty five	/	a quarter to nine
8.50	eight fifty	/	ten to nine
9.00	nine o'clock		
















quarter คือ 1/4 ของชั่วโมงหรือ 15 นาทีนั่นเอง

o'clock ใช้กับเวลา .00 นาที คือเวลาตรง 10.00 / 6.00













AM = aint meridian คือเวลาหลังเที่ยงคืนถึงเที่ยงวัน

PM = post meridian คือเวลาหลังเที่ยงวันถึงเที่ยงคืน

Jobs and Work Vocabulary






		
accountant(s)	baker(s)	barber(s)
		
barman (barmen)	builder(s)	butcher(s)
		
carpenter(s)	cashier(s)	chambermaid(s)
		
chef(s)	cleaner(s)	dentist(s)
		
doctor(s)	electrician(s)	engineer(s)

		
fireman (firemen)	fishmonger(s)	flight attendant(s)
		
hairdresser(s)	judge(s)	lawyer(s)
		
nurse(s)	optician(s)	painter(s)
		
photographer(s)	plumber(s)	policeman (policemen)
		
porter(s)	post[wo]man (post[wo]men)	receptionist(s)





		
reporter(s)	sales assistant(s)	sales representative(s)
		
scientist(s)	secretary (secretaries)	surgeon(s)
		
tailor(s)	teacher(s)	technician(s)
		
vet(s)	waiter(s)	welder(s)

Sports Vocabulary




Common Sports

			
Archery	Badminton	Cricket	Cycling
			
Darts	Football	Golf	Horse Racing
			
Snooker	Squash	Table Tennis	Tennis



Contact Sports

			
Boxing	Judo	Rugby	Wrestling

Water Sports

		
Angling	Canoeing	Kayaking
		
	Sailing	Water Skiing

Winter Sports

	
Ice Skating	Skiing

Body parts

ส่วนแรก Face หรือ ใบหน้า ได้ตั้งแต่ส่วนบนลงมา

- | | |
|-------------|----------|
| 1. Hair | ผม |
| 2. Forehead | หน้าผาก |
| 3. Eyebrow | คิ้ว |
| 4. Eye | ตา |
| 5. Eyelid | เปลือกตา |
| 6. Eyelash | ขนตา |
| 7. Nose | จมูก |
| 8. Mouth | ปาก |
| 9. Ear | หู |
| 10. Cheek | แก้ม |
| 11. Chin | คาง |
| 12. Jaw | ขากรรไกร |
| 13. Teeth | ฟัน |
| 14. Lip | ริมฝีปาก |
| 15. Gums | เหงือก |
| 16. Tongue | ลิ้น |
| 17. Uvula | ลิ้นไก่ |
| 18. Palate | เพดานปาก |
| 19. Molar | กราม |



มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

ส่วนที่สอง ส่วนหัวถึงเท้า

20. Brain	สมอง
21. Head	ศีรษะ หรือ หัว
22. Chest	ส่วนหน้าอก
23. Breast	หน้าอก เต้านม
24. Neck	คอ
25. Shoulder	ไหล่
26. Hand	มือ
27. Elbow	ข้อศอก
28. Abdomen/ Belly	หน้าท้อง
29. Arm	แขน
30. Back	หลัง
31. Hip	สะโพก
32. Waist	เอว
33. Knee	หัวเข่า
34. Thigh	ขาอ่อน
35. Calf	น่อง
36. Foot	เท้า
37. Leg	ขา
38. Buttocks/ass	ก้น

ส่วนมือ

- | | |
|--------------------------|-------------------------|
| 1. Finger | นิ้วมือ |
| 2. Wrist | ข้อมือ |
| 3. Palm | ฝ่ามือ |
| 4. Fingernail | เล็บ |
| 5. Thumb | นิ้วโป้ง, นิ้วหัวแม่มือ |
| 6. Index finger | นิ้วชี้ |
| 7. Middle finger | นิ้วกลาง |
| 8. Ring finger | นิ้วนาง |
| 9. Little finger, pinkie | นิ้วก้อย |

*บางครั้งใช้เรียก number 1-5

ส่วนเท้า

- | | |
|------------|----------|
| 1. Ankle | ข้อเท้า |
| 2. Heel | ส้นเท้า |
| 3. Toe | นิ้วเท้า |
| 4. Toenail | เล็บเท้า |

Family member

Uncle [อัง เกล]	ลุง, น้าหรืออาผู้ชาย
Aunt [อ้านทุ]	ป้า, น้าหรืออาผู้หญิง
Parents [แพ เรนทุ]	พ่อและแม่
Father-in-law [ฟา เฌอรุ อิน ลอ]	พ่อสามีหรือพ่อภรรยา
Mother-in-law [มา เฌอรุ อิน ลอ]	แม่สามีหรือแม่ภรรยา
Cousin [คัส ซิน]	ลูกพี่ลูกน้อง, ญาติ
Brother [บริด เฌอรุ]	พี่ชาย, น้องชาย
Sister [ซิส เทอรุ]	พี่สาว, น้องสาว
Brother-in-law [บริด เฌอรุ อิน ลอ]	พี่เขย, น้องเขย
Sister-in-law [ซิส เทอรุ อิน ลอ]	พี่สะใภ้, น้องสะใภ้
Niece [นิส]	หลานสาว
Nephew [เน็ฟ ฟิว]	หลานชาย
Son [ซัน]	ลูกชาย
Daughter [ดอ เทอรุ]	ลูกสาว
Son-in-law [ซัน อิน ลอ]	ลูกเขย
Daughter-in-law [ดอ เฌอรุ อิน ลอ]	ลูกสะใภ้
Grandson [แกรนคฺ ซัน]	หลานชายแท้
Granddaughter [แกรนคฺ ดอ เทอรุ]	หลานสาวแท้

Colors

1. Blue	สีน้ำเงิน
2. Red	สีแดง
3. Pink	สีชมพู
4. Orange	สีส้ม
5. Yellow	สีเหลือง
6. Black	สีดำ
7. Green	สีเขียว
8. Brown	สีน้ำตาล
9. White	สีขาว
10. Silver	สีเงิน
11. Golden	สีทอง
12. Turquoise	สีน้ำเงินอมเขียว
13. Grey	สีเทา
14. Purple	สีม่วง
15. Cream	สีครีม
16. Bronze	สีบรอนซ์
17. Khaki	สีกาคี
18. Indigo	สีคราม
19. Light blue	สีฟ้า
20. Dark Blue	สีน้ำเงินเข้ม

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Health and Healthcare

Illnesses	People	Place
ache	dentist	hospital
ear ache	doctor	operating theatre
headache	general practitioner	surgery
stomach ache	midwife	waiting room
toothache	nurse	ward
cancer	patient	
cold	specialist	
cough	surgeon	
flu		
heart attack		
heart disease	Minor Injuries	
infection	bruise	
infectious disease	cut	
pain	graze	
Virus	wound	

Treatments

Bandage

check-up

dose (of medicine)

Drugs

Injection

give some an injection

Medicine

take medicine

Operation

pain-killer

Pill

Plaster

Tablet

Tranquilizer

Verbs

feel sick

be sick

Vomit

Healthy

Unhealthy

Painful

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix B

Course Outline of Housekeeping and Security

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Course Outline For Housekeeping
From July 5, 2011 to October 18, 2011 Total 32 hours

No.	Topic	Details	Duration	Media/Tools	Method	Date
1.	Course Introduction	* Welcome / Orientation * Introduction/ Course Outline * Objective of course * Pre-test	2 hrs.	Paper sheet	- Class room - Explaining - Test	- July 5, 2011 - July 6, 2011
2.	Sofitel Greeting Style/ Standard	* How to greet guest in the right way? * Appropriate greeting time. * Create first impression.	2 hrs.	Paper sheet	- Class room - Lecture - Role play	- July 12, 2001 - July 13, 2001
3.	Ask for permission	* Make an accurate understanding to the customer before give service.	2 hrs.	Paper sheet	- Class room - Lecture - Role play	- July 19, 2011 - July 20, 2011

4.	Guest Requirement	<ul style="list-style-type: none"> * Respond to request of the guest. * Give a good service to the right requirement. 	2 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	<ul style="list-style-type: none"> - July 26, 2011 - July 27, 2011
5.	Return asset	<ul style="list-style-type: none"> * How do you do/ ask/ verify when you found any assets in your responsible area. 	2 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Material - Role play 	<ul style="list-style-type: none"> - August 1, 2011 - August 2, 2011
6.	Appologize / Sorry	<ul style="list-style-type: none"> * Do politely apologize to the guests when any mistakes occurred.. * Use the proper word to apologize. * Explain the reason of the error. 	2 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	<ul style="list-style-type: none"> - August 8, 2011 - August 9, 2011

7.	Farewell / Good bye	<ul style="list-style-type: none"> * What should you inform to the guest when the service is finished. * What can the guest do if the problem happen again. * Formal style before leave the guest. 	2 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	<ul style="list-style-type: none"> - August 15, 2011 - August 16, 2011
8.	Room Facilities/ Public area	<ul style="list-style-type: none"> * Kind of rooms * Room amenities * How to use the facility in the room. 	4 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Material - On the job - Role play 	<ul style="list-style-type: none"> - August 22, 2011 - August 23, 2011 - August 29, 2011 - August 30, 2011

9.	Communication / Conversation	* Basic English conversation..	6 hrs.	Paper sheet	- Class room - Lecture - Guest speaker - Role play	- Sep 5 & 6, 2011 - Sep12 & 3,2011 - Sep19 &20,2011
10.	Vocabulary	Important and interesting words that often use in a daily work.	6 hrs.	Paper sheet	- Class room - Material - Role play - Brain Storming	-Sep26& 27, 2011 -Oct 3 & 4 , 2011 -Oct10 & 11,2011
11.	Course conclusion	Conclude all topics/ Post-Test/ Questions and Answers/ Good Bye	2 hrs.	Paper sheet	- Class room - Explaining - Test	- Oct 17, 2011 - Oct 18, 2011

Course Outline For Security
From July 6, 2011 to October 26, 2011 Total 17 hours

No.	Topic	Details	Duration	Media/Tools	Method	Date
1.	Course Introduction	<ul style="list-style-type: none"> * Welcome / Orientation * Introduction/ Course Outline * Objective of course * Pre-test 	1 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Explaining - Test 	July 6, 2011
2.	Sofitel Greeting Style/ Standard	<ul style="list-style-type: none"> * How to greet guest in the right way? * Appropriate greeting time. * Create first impression. 	1 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	July 13, 2011
3.	Ask for permission	<p>Make an accurate understanding to the customer before give service.</p>	1 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	July 20, 2011

4.	Guest Requirement	<ul style="list-style-type: none"> * Respond to request of the guest. * Give a good service to the right requirement. 	1 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	July 27, 2011
5.	Return asset	<ul style="list-style-type: none"> * How do you do/ ask/ verify when you found any assets in your responsible area. 	1 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Material - Role play 	August 3, 2011
6.	Appologize / Sorry	<ul style="list-style-type: none"> * Do politely apologize to the guests when any mistakes occurred.. * Use the proper word to apologize. * Explain the reason of the error. 	1 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	August 10, 2011

7.	Farewell / Good bye	<ul style="list-style-type: none"> * What should you inform to the guest when the service is finished. * What can the guest do if the problem happen again. * Formal style before leave the guest. 	1 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	August 17, 2011
8.	Room Facilities	<ul style="list-style-type: none"> * Kind of rooms * Room amenities * How to use the facility in the room. 	2 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Material - On the job - Role play 	August 24, 2011 August 31, 2011
9.	Safety Control	<ul style="list-style-type: none"> * How to inform or remind the guest if an accident or any emergency cases happened 	2 hrs.	Paper sheet	<ul style="list-style-type: none"> - Class room - Lecture - Role play 	Sept 7, 2011 Sep 14, 2011

10.	Communication / Conversation	* Basic English conversation..	3 hrs.	Paper sheet	- Class room - Lecture - Guest speaker - Role play	Sep 21, 2011 Sep 28, 2011 Oct 5, 2011
11.	Vocabulary	Important and interesting words that often use in a daily work.	2 hrs.	Paper sheet	- Class room - Material - Role play - Brain Storming	Oct 12, 2011 Oct 19, 2011
12	Course conclusion	Conclude all topics/ Post-Test/ Questions and Answers/ Good Bye	1 hrs.	Paper sheet	- Class room - Explaining - Test	Oct 26, 2011

Appendix C:

Pretest & Posttest Score
มหาวิทยาลัยศรีนครินทรวิโรฒ

SOFITEL BANGKOK SILOM

English Pre-Test Registration - Housekeeping Department

No.	Name	Position	Writing	Q&A	Vocab	Listening	Reading	Speaking	Total	Level
1	Tiemchan Kampan	Floor Supervisor	15	17	17	20	4	10	83	Very Good
2	Yothin Jai-iam	Floor Supervisor	18	13	12	20	6	10	79	Good
3	Suthee Chuenboomrung	Floor Supervisor	18.5	17	13	20	7	10	85.5	Very Good
4	Jamjuree Wisetsombat	Floor Supervisor	10	5	5	12	4	8	44	Need to improve
5	Sahavaj Walthong	Floor Supervisor	11	12	8	10	3	7.5	51.5	Intermediate
6	Udomporn Singhame	Floor Supervisor	20	18	18	20	8	9.5	93.5	Excellent
7	Janpen Treerum	Floor Supervisor	17	17	11	16	6	9	76	Good
8	Seksun Suphan	Floor Supervisor	10	18	13	18	4	10	73	Good
9	Arthit Yanlaha	Floor Supervisor	16	15	10	14	3	8	66	Fair
10	Suriya Tawon	Floor Supervisor	14	20	9	20	3	9.5	75.5	Good
11	Nittaya Jamnong	Club Floor Attendant	17	20	14	20	10	9	90	Excellent
12	Visut Saemoua	Club Floor Attendant	11	12	8	14	4	9	58	Intermediate
13	Wiroj Sinchaisri	Room Attendant	11	14	12	20	6	9	72	Good
14	Janram Prasanrut	Room Attendant	16	12	12	16	5	8	69	Fair
15	Chanidapa Inna	Club Floor Attendant	12	15	9	14	6	9	65	Fair
16	Turntim Jeenwong	Room Attendant	17	13.5	9	20	5	6.5	71	Good
17	Ratree Upatcha	Club Floor Attendant	18	20	18	14	8	10	88	Very Good
18	Payao Najaikhong	Club Floor Attendant	14	16	12	20	6	9.5	77.5	Good
19	Pranee Hongthaisong	Club Floor Attendant	13	13	11.5	20	5	8	70.5	Good
20	Sakda Pholraksa	Club Floor Attendant	14	16	11	16	6	9	72	Good
21	Sungkom Bubphamala	Club Floor Attendant	18	18	13	18	8	9	84	Very Good
22	Mayuree Onto	Room Attendant	10	9	10	14	6	8.5	57.5	Intermediate
23	Thanet Saeyang	Room Attendant	10	4	3	16	0	3.5	36.5	Need to improve
24	Rungroj Phaengpa	Room Attendant	13	14	13	18	5	8.5	71.5	Good
25	Wattana Inkeaw	Room Attendant	14	13	11	20	3	6.5	67.5	Fair
26	Suwanna Thaveepornkul	Room Attendant	19	18	19	20	8	9.5	93.5	Excellent
27	Boy Sangsai	Room Attendant	12	8	10.5	14	2	5.5	52	Intermediate
28	Wantana Suntonnin	Room Attendant	12	10	11	18	3	9.5	63.5	Fair
29	Nittaya Ponlun	Room Attendant	10	0	0	2	2	3	17	Need to improve
30	Rungaran Jaipromma	Room Attendant	11	8	4	12	4	3.5	42.5	Need to improve
31	Somsa - ang Jaihan	Room Attendant	11	6	5	6	4	5.5	37.5	Need to improve
32	Somboon Srichao	Room Attendant	15	15	15	18	5	6	74	Good
33	Kanya Maharot	Club Floor Attendant	11	9	13	18	7	7.5	65.5	Fair
34	Duen Pomhin	Club Floor Attendant	17	20	12.5	16	5	9	79.5	Good
35	Somporn Saowpakvean	Club Floor Attendant	11	10	13	20	8	9	71	Good
36	Amarin Suwannasan	Room Attendant	18	14	16	20	7	9	84	Very Good
37	Toy Somsuk	Sr. PA Sup.	14	8	13	20	7	9	71	Good
38	Chat Tankura	PA Sup	18	18	18	18	5	9.5	86.5	Very Good
39	Phumirin Sahanonchaiyakul	PA Sup	17	16	8.5	18	2	8.5	70	Good
40	Piamjit Bangthong	P/A Attendant	15	2	7	8	4	4.5	40.5	Need to improve

41	Ratchanee Sukmongsa	P/A Attendant	17	18	9	20	6	8.5	78.5	Good
42	Krisana Bantadjan	P/A Attendant	13	14	9	18	6	9.5	69.5	Fair
43	Prasit Chuaychoo	P/A Attendant	10	8	7	18	6	6.5	55.5	Intermediate
44	Chan Jermjan	P/A Attendant	10	4	6	6	2	2	30	Need to improve
45	Sanchai Kongrakkwamdee	P/A Attendant	10	0	2	4	0	6.5	22.5	Need to improve
46	Wootichai Kitacha	P/A Attendant	11	11	0	16	4	3.5	45.5	Need to improve
47	Ulaipron Tansala	P/A Attendant	10	9	9	20	6	8.5	62.5	Fair
48	Panich Saema	P/A Attendant	11	13	7.5	18	0	4	53.5	Intermediate
49	Terawoot Samngmya	P/A Attendant	11	18	12.5	18	8	9	76.5	Good
50	Wittaya Chaisang	Minibar Supervisor	18.5	18	15	20	9	8	88.5	Very Good
51	Nimitr Nuppol	Minibar Attendant	15	20	15	20	9	8.5	87.5	Very Good
52	Sanchai Sawangmakarat	Minibar Attendant	17	16	16	20	7	10	86	Very Good
53	Pat Pantong	Minibar Attendant	18.5	16	8	18	6	6	72.5	Good
54	Vasana So-itikul	Florist Supervisor	18	17	13	16	7	9	80	Very Good
55	Kamolwan Chaimonkong	Florist	12	13	15	12	5	3.5	60.5	Fair
56	Jasada Sopa	P/A	10	6	5	16	6	5	48	Need to improve
57	Piyanat Kongsakul	P/A	0	0	0	12	3	1.5	16.5	Need to improve
58	Sumaree Rattanasriviroj	Room Attendant	20	19	18	20	8	9.5	94.5	Excellent
Total score			800.5	743.5	615	950	302	442	3853	

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

English Post-Test Registration - Housekeeping Department

No.	Name	Position	Writing	Q&A	Vocab	Listening	Reading	Speaking	Total	Level
1	Tiemchan Kampan	Floor Supervisor	16	18	17	20	7	10	88	Very Good
2	Yothin Jai-iam	Floor Supervisor	18	15	13	20	5	10	81	Very Good
3	Suthee Chuenboomrung	Floor Supervisor	18.5	18	14	20	8	10	88.5	Very Good
4	Jamjuree Wisetsombat	Floor Supervisor	14	8	7	15	7	8	59	Intermediate
5	Sahavaj Walthong	Floor Supervisor	15	15	11	12	6	8	67	Fair
6	Udomporn Singhame	Floor Supervisor	20	19	20	20	9	10	98	Excellent
7	Janpen Treerum	Floor Supervisor	18	17	14	18	7	9	83	Very Good
8	Seksun Suphan	Floor Supervisor	15	18	14	18	7	10	82	Very Good
9	Arthit Yanlaha	Floor Supervisor	17	16	14	14	5	9	75	Good
10	Suriya Tawon	Floor Supervisor	15	20	9	20	8	9.5	81.5	Very Good
11	Nittaya Jarnong	Club Floor Attendant	18	20	16	20	10	9	93	Excellent
12	Visut Saemoua	Club Floor Attendant	15	14	15	15	7	9	75	Good
13	Wiroj Sinchaisri	Room Attendant	12	14	17	20	7	9	79	Good
14	Janram Prasanrut	Room Attendant	16	15	14	16	7	9	77	Good
15	Chanidapa Inna	Club Floor Attendant	16	15	13	14	7	9	74	Good
16	Tumtim Jeerwong	Room Attendant	17	16	13	20	7	8	81	Very Good
17	Ratree Upatcha	Club Floor Attendant	18	20	20	16	9	10	93	Excellent
18	Payao Najaikhong	Club Floor Attendant	15	16	15	20	8	9.5	83.5	Very Good
19	Pranee Hongthaisong	Club Floor Attendant	16	14	12	20	7	9	78	Good
20	Sakda Pholraksa	Club Floor Attendant	16	19	15	16	8	9	83	Very Good
21	Sungkom Bubphanala	Club Floor Attendant	19	20	16	18	9	9	91	Excellent
22	Mayuree Onto	Room Attendant	15	14	16	14	8	9	76	Good
23	Thanet Saeyang	Room Attendant	16	6	10	16	6	7	61	Fair
24	Rungroj Phaengpa	Room Attendant	15	17	15	18	7	8	80	Very Good
25	Wattana Inkeaw	Room Attendant	16	15	14	20	7	7	79	Good
26	Suwanna Thaveepornkul	Room Attendant	20	20	19	20	9	9.5	97.5	Excellent
27	Boy Sangsai	Room Attendant	16	11	16	15	6	7	71	Good
28	Wantana Suntonnin	Room Attendant	15	16	14	18	6	9.5	78.5	Good
29	Nittaya Ponlun	Room Attendant	13	5	5	5	6	5	39	Need to improve
30	Rungarun Jaipromma	Room Attendant	13	8	6	15	5	6	53	Intermediate
31	Somsa - ang Jaihan	Room Attendant	12	7	7	11	6	7	50	Intermediate
32	Somboon Srichao	Room Attendant	15	17	16	18	8	8	82	Very Good
33	Kanya Maharot	Club Floor Attendant	14	15	13	18	8	9	77	Fair
34	Duen Pomhin	Club Floor Attendant	19	20	15	18	8	9	89	Very Good
35	Somporn Saowpakvean	Club Floor Attendant	14	15	16	20	9	9	83	Very Good
36	Amarin Suwannasan	Room Attendant	19	15	18	20	9	9	90	Excellent
37	Toy Somsuk	Sr. PA Sup.	15	14	15	20	8	9	81	Very Good
38	Chat Tankura	PA Sup.	19	18	20	20	8	10	95	Excellent
39	Phumin Sahanonchaiyakul	PA Sup.	18	17	15	18	6	9	83	Very Good
40	Piamjit Bangthong	PA Attendant	17	10	12	12	6	6	63	Fair

41	Ratchanee Sukmongsa	P/A Attendant	18	19	15	20	8	9	89	Very Good
42	Krisana Bantadjan	P/A Attendant	15	15	14	18	7	10	79	Good
43	Prasit Chuaychoo	P/A Attendant	13	13	13	18	7	8	72	Good
44	Chan Jernjan	P/A Attendant	12	8	14	12	5	6	57	Intermediate
45	Sanchai Kongrakkwamdee	P/A Attendant	12	13	12	11	4	7	59	Intermediate
46	Wootichai Kitacha	P/A Attendant	13	13	9	16	4	6	61	Intermediate
47	Ulaipron Tansala	P/A Attendant	12	16	11	20	7	8.5	74.5	Good
48	Panich Saema	P/A Attendant	12	15	14	18	4	7	70	Good
49	Terawoot Samngmya	P/A Attendant	13	19	15	18	8	9	82	Very Good
50	Wittaya Chaisang	Minibar Supervisor	19	20	20	20	9	10	98	Excellent
51	Nimitr Nuppol	Minibar Attendant	16	20	17	20	9	10	92	Excellent
52	Sanchai Sawangmakarat	Minibar Attendant	18	18	20	20	8	10	94	Excellent
53	Pat Pantong	Minibar Attendant	19	18	17	18	8	9	89	Very Good
54	Vasana So-Itikul	Florist Supervisor	18	18	17	17	8	9	87	Very Good
55	Kamolwan Chaimonkong	Florist	15	15	15	17	7	8	77	Good
56	Jasada Sopa	P/A	12	11	10	16	6	7	62	Fair
57	Piyanat Kongsakul	P/A	8	11	9	14	5	7	54	Intermediate
58	Sumaree Rattanasriroj	Room Attendant	20	20	19	20	9	10	98	Excellent
Total score			910.5	889	822	1001	414	496.5	4533	

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Evaluation Standard

Pre-test

score	level	How many	%
0 - 50	Need to improve	10	17.24%
51 - 60	Intermediate	6	10.34%
61 - 70	Fair	9	15.52%
71 - 80	Good	10	31.03%
81 - 90	Very Good	11	18.97%
91 - 100	Excellent	4	6.90%
		58	100%

Post-test

score	level	How many	%
0 - 50	Need to improve	1	1.72%
51 - 60	Intermediate	6	10.34%
61 - 70	Fair	5	8.62%
71 - 80	Good	16	27.59%
81 - 90	Very Good	21	34.48%
91 - 100	Excellent	10	17.24%
		58	99.99%

Result	person	%
Score better	58	100%
Same score	0	
score lower	0	

Comparing of Total Score in each parts by point

	Writing	Q&A	Vocab	Listening	Reading	Speaking	Total
Pre - Test	800.5	743.5	615	950	302	442	3853
Post - Test	910.5	889	882	1001	414	496.5	4533

Comparing of Total Score in each parts by percentage (%)

	Writing	Q&A	Vocab	Listening	Reading	Speaking	Total
Pre - Test	69.01%	64.09%	53.02%	81.98%	52.07%	76.21%	66.41%
Post - Test	78.49%	76.64%	76.03%	86.30%	71.38%	85.80%	78.16%

**Sofitel Bangkok Silom
English Pre-Test Security Department**

No.	Name	Position	Writing	Q&A	Vocab	Listening	Reading	Speaking	Total	Level
1	Somsak Sudsavet	Security Supervisor	19	16	16.5	20	6	9	86.5	Very Good
2	Surachai Lakchai	Security Officer	18	16	15.5	14	5	8.5	77	Good
3	Thara Eksuk	Security Officer	15	10	7	14	3	9	58	Intermediate
4	Samnaun Tonghan	Security Officer	18	14	15	20	6	8.5	81.5	Very Good
5	Thong Chaksri	Security Officer	19	13	13	6	3	6	60	Intermediate
6	Jinda Nakjinwong	Security Officer	19	18	17	20	8	9.5	91.5	Excellent
			108	87	84	94	31	50.5	454.5	

**Sofitel Bangkok Silom
English Post-Test Security Department**

No.	Name	Position	Writing	Q&A	Vocab	Listening	Reading	Speaking	Total	Level
1	Somsak Sudsavet	Security Supervisor	19	18	17	20	7	9	90	Very Good
2	Surachai Lakchai	Security Officer	19	17	16	15	5	9	81	Very Good
3	Thara Eksuk	Security Officer	17	12	9	13	5	9	65	Fair
4	Samnaun Tonghan	Security Officer	19	15	15	20	6	9	84	Very Good
5	Thong Chaksri	Security Officer	18	16	14	7	5	9	69	Fair
6	Jinda Nakjinwong	Security Officer	19	19	18	20	8	10	94	Excellent
			111	97	89	95	36	55	483	

Evaluation Standard

Pre-test

score	level	How many	%
0 - 50	Need to improve	0	0.00%
51 - 60	Intermediate	2	33.33%
61 - 70	Fair	0	0.00%
71 - 80	Good	1	16.67%
81 - 90	Very Good	2	33.33%
91 - 100	Excellent	1	16.67%
			100%

Post - test

score	level	How many	%
0 - 50	Need to improve	0	0.00%
51 - 60	Intermediate	0	0.00%
61 - 70	Fair	1	33.33%
71 - 80	Good	0	0.00%
81 - 90	Very Good	2	33.33%
91 - 100	Excellent	2	33.33%
			100%

มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

Comparing of Total Score in each parts by point

	Writing	Q&A	Vocab	Listening	Reading	Speaking	Total
Pre - Test	108	87	84	94	31	50.5	454.5
Post - Test	111	97	89	95	36	55	483

Comparing of Total Score in each parts by percentage (%)

	Writing	Q&A	Vocab	Listening	Reading	Speaking	Total
Pre - Test	90%	72.50%	70%	78.33%	51.67%	84.17%	75.75%
Post - Test	92.50%	80.83%	74.17%	79.17%	60%	91.67%	80.50%

Appendix D:

Question of Preliminary & Posterior Interview

มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี

Question of Preliminary Interview**Question for Head Department / Director / Manager**

1. How many housekeeping/ security do you have now in your hotel?
2. What is the average education level of housekeeping/security?
3. What is the criterion of English language to recruit new housekeeping / security?
(Might be English test, Education level, certificate)
4. Normally, do you have training or any activity about to increasing English language skill for staffs at the hotel? And how it work?
5. How important of English language for housekeeping / security in your opinion?
6. Is housekeeping and security able to increase their job opportunity if they could improve their English language skill?
7. What is your and the hotel expectation from housekeeping and security in term of their working and job ability?
8. Is the housekeeping and security required to greet or communicate to the customer?

9. Is the housekeeping and security able to help to increase customer satisfaction?
10. What do you think about creating English language training class for housekeeping and security?
11. If the English Language training program will be created again, what is the most important topic to learn for housekeeping and security in your opinion?
12. About timing, what is the best length of time for English training class? (how many hours for the whole course or how long per one class to train) and when is the best time for your staffs to learn English?
13. What is the most effective training method to teach English for housekeeping and security to make them enjoyable or interesting and why?
14. In your opinion if the housekeeping/ security could be able to increase their English language skill, it could whether help increase the customer satisfaction?
15. Do you have any advice for creating the English training program?

Question For Staffs or Participant

1. What is your name?
2. What is your department and position?

3. How long have you been working at this hotel?
4. What is your graduated?
5. Have you ever participated in English language training before?
6. If yes, where did you learn from? And for how long?
7. Do you think English language important for your work? Why and How?
8. What is the benefit of English language skill in your opinion or could English language increase your career opportunity?
9. What do you think about creating English language training for housekeeping and security department?
10. What is the most important topic do you want to learn and why?
11. How long of the course should be in your opinion (How many hours in the total course, how many days a week we should learn and each class should be lasted how many minute)?
12. When is the best time for you to learn English? (What time of the day?)

13. During training time which training method do you think it will be the most interesting method and can make you feel most enjoyable to learn?
14. Normally when you meet the customer at your work station or anywhere in the hotel area, what did you do or what is your reaction?
15. Do you think if you can speak English more or better, it can help you to give a better service to the customer?
16. Do you have any advice for creating the English training program?

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Question of Posterior Interview

Question for Head Department / Director / Manager

1. After finished English class, do you feel most of your staffs are increasing their capabilities in English language skill and what made you feel like that?
2. From Question 1 that they whether increase their English capabilities. What is your appraisal method to evaluate your staff?
3. How did you feel and what is your opinion about this training project personally and why?
4. Did you have any feedback of the training from your staff and what did they say?
5. Would you like to continue English language training program? Why?
6. Do you think increasing of English language skill for housekeeping / security will be able to create more satisfaction for customer in the hotel?
7. What is your advice to improve quality of learning for the next class?

Question for Staffs or Participant

1. After the end of class. What did you get from this learning?
2. What did you feel for the training?
3. Was the class helping you to increase your English language knowledge and skill? Why?
4. What is the most important or interesting topics you have learned in the class in your opinion?
5. What is the most effective method to learn English in your opinion? Or which method does you like the most to learn English? (Class room, Role Play, Guest speaker, on the job)
6. Do you feel the period of course in total 30/15 hours is suitable?
7. In your opinion, for the next course what is the most suitable time to learn English for the whole course and also how long it should take per one class? (How long or How many hours?)
8. After learning, have you ever practiced your English language skill with customer or other foreigner? And what is the result?

9. Do you think increasing of English language skill for housekeeping / security will be able to create more satisfaction for customer in the hotel?

10. What is your advice to improve quality of learning for the next class?

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix E:**Complementary Letter from Customer & Photo of Staff rewarded**

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

ON SPOT REWARD RECOGNITION PROGRAM

Recognition Hi-Light July_2011

Congratulations !



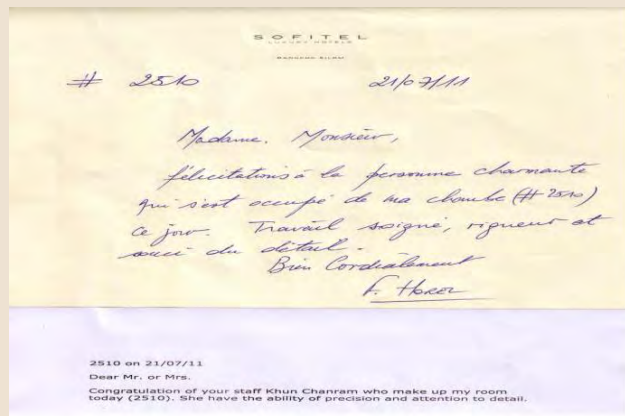
Service Appreciations Ms. Sukumal Somboonkitchai Guest Service Supervisor

Received Compliments from
Mr. Oliver Smout
for her recognition to guest, warm welcome
and outstanding
Received 10 points



Service Appreciations Ms. Janram Prasanrut Room Attendant

Received Compliments from
Mr. F. Horel staying in rm. 2510 on
21/07/11
For her ability of precision and attention to
details.
Received 10 points



ON SPOT REWARD RECOGNITION PROGRAM

Recognition Hi-Light_October_2011

Congratulations !



Loyalty

Mr. Suriya Tawan
Floor Supervisor

Received Compliments from
Mr. Chanchai Suwannakitti staying in rm. 2206 on 16/10/11
For call to inform that he forgot the money in the room and
attention to details.
Received 20 points



Service Appreciations

Ms. Janram Prasanrut
Room Attendant

Received Compliments from
Mr. Conret staying in rm. 2609 on 28/08/11
For her good job, friendly and attention to details.
Received 10 points



Service Appreciations

Ms. Payao Najaikhong
Club Floor Attendant

Received Compliments from
Mr. Bertelson staying in rm. 3312 on 2/10/11
For her hospitality, her ability of cleaning and attention to
details.
Received 10 points



มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

SOFITEL

LUXURY HOTELS

Bangkok Silom

Ambassadors Newsletter

June 2011

ข่าวสารพนักงานโรงแรมโซฟิเทล กรุงเทพฯ สีลม

Warmest Welcome To The Family



Mrs. Thongpoon Siriyng
V9 Bar Manager
Joining Date : June 6, 2011



Mr. Phanuwat Patimaprakorn
Waiter - Mistral
Joining Date : June 1, 2011



Ms. Alisa Poomplub
Room Attendant
Joining Date : June 1, 2011



Ms. Kanokwan Buranapa
(Temp.) Commis III - Bakery
Joining Date : June 1, 2011

Management Trainee



Mr. Nitirat Maleewat
Management Trainee – Asst. Training Manager

Joining Date
June 1, 2011

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Mr.Nitirat Maleewat



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Klongkum, Buangkum, Bangkok 10240

Education

2010-2012: Master's Degree: Tourism and Hotel Management at Silpakorn

International University and Vatel University of France

1996-2000: Bachelor's Degree

Health Education from Srinakharinwirot University, GPA. 3.14

Training Job

2008: Dutch Language Course at Rotterdam, Netherland.

2005: English Speaking Training Program at Chulalongkorn
University.

2002: Professional Tour guide training Course at Assumption
University

Activities:

- 2012: Management Trainee during Internship of Master Degree position “Assistant Training Manager” at Sofitel Bangkok Silom Hotel.
- 2011: Guest Speaker of topic “Tourism and Hotel Situation in Thailand” at Rajabhat Suan Dusit University.
- 2010: Guest Speak of topic “Thai Culture for Tourism” at Rajabhat Suansunandha University
- 2009: Volunteer for Rural Development Camp in Udontani Province.
- 2009: Head Corporation of Malaysia Team in International Boat Racing at Bangsai District, Ayutthaya province.

Work Experience

- 2008 – Present Rowaco Asia travel Co., Ltd. as Tour guide of Dutch tourist (Free lance)
Global Experience (Thailand) Co., Ltd. as Tour Operation.
- 2005 - 2008: Marvel Holiday travel Co., Ltd. as Tour guide
- 2003 - 2005: Tour East Co., Ltd. as Tour Guide and Operation
- 2001 – 2003 Cemco co, Ltd as Assistance Property Manager

**INCREASING CUSTOMER SATISFACTION THROUGH ENGLISH
LANGUAGE TRIANING PROGRAM FOR HOUSEKEEPING
AND SECURITY DEPARTMENT
: CASE STUDY AT SOFITEL BANGKOK SILOM**

Customer satisfaction is the leading criterion for determining the quality that is actually delivered to customer through the product/ service and by the accompanying servicing (Vavra, 1997). Simply stated, customer satisfaction is essential for corporate survival. Several studies have found that it costs about five times as much in time, money and resources to attract a new customer as it does to retain an existing customer (Naumann, 1995). Furthermore, customer satisfaction is recognized as of great importance to commercial firms because of its influence on repeat purchases and word of mouth recommendations (Berkman and Gilson,1986). “Satisfaction, reinforces positive attitudes toward the brand, leading to a great likelihood that the same brand will be purchased again...dissatisfaction leads to negative brand attitude and lessens the likelihood of buying the same brand again (Assael,1987,p.47).” The other people also said: “... if consumers are satisfied with a product or brand, they will be more likely to continue to purchase and use it and to tell their favorable experience with it ... if they are dissatisfied, they will be more likely to switch brands and complain to manufacturers, retailers, and other consumers about the product (Peter and Olson, 1987, p.512).” Customer satisfaction is a psychological concept that involves the feeling of well-being and pleasure that result from obtaining what ones hopes for and expects

from an appealing product and/or service (WTO, 1985). While there are a variety of approaches to explanation of customer satisfaction/dissatisfaction, the most widely used is the one proposed by Richard Oliver who has been tested and confirmed in several studies (Oliver, 1980).

According to this theory which has been tested confirmed in several studies (Oliver and DeSarbo, 1988; Tse and Wilton, 1988), customer purchase goods and services with pre-purchase expectations about anticipated performance. Once the product or service has been purchased and used, outcomes are compared against expectation. When outcome match expectation, confirmation occurs. Disconfirmation occurs when there are differences between expectation and outcomes. Negative disconfirmation occurs when product/service performance is better than expected. Satisfaction is caused by confirmation or positive disconfirmation of consumer expectations, and dissatisfaction is caused by negative disconfirmation of consumer expectations. A minority of researchers perceive the satisfaction process to be subjective in expectation but objective in the perceptions of the product attributes, or outcome. Thus, Klaus (1985, p.21) defines satisfaction as “the customer” subjective evaluation of a consumption experience, based on some relationship between the customer’s perceptions and objective attribute of the product”. Satisfaction is not a universal phenomenon and not everyone gets the same satisfaction out of the same hospitality experience. The reason is that customers have different needs, objectives, and past experiences that influence their expectations (David and Stone, 1985, p.31). Therefore it is important to gain a clear idea of the customer needs and objectives that correspond to different kinds of satisfactions. This necessitates the segmentation of the

market, because no service or product can offer everyone the same degree of satisfaction (WTO, 1985).

Customer satisfaction is a business philosophy which tends to create of value for customers, anticipating and managing their expectations, and demonstrating ability and responsibility to satisfy their needs. Qualities of service and customer satisfaction are critical factors for success of any business (Gronoos, 1990; Parasuraman et al., 1988). As Valdani (2009) point out: enterprises exist because they have a customer serve. The key to achieve sustainable advantage lies in delivering high quality service that results in satisfied customers (Shemwell et al, 1998). Service quality and customer satisfaction are key factors in the battle to obtain competitive advantage and customer retention. Customer satisfaction Is the outcome of customer"s perception of the value received in a transaction or relationship, where value equals perceived service quality, compared to the value expected from tractions or relationships with competing vendors (Blanchard & Galloway, 1994; Heskett et al., 1990; zeithaml et al., 1990).

In order to achieve customer satisfaction, it is important to recognize and to anticipate customer"s needs and to be able to satisfy them (Barsky & Nash, 2003). Since the cost of attracting new customers is higher than the cost of retaining the existing ones in order to be successful, managers must concentrate on retaining existing customer implementing effective policies of customer satisfaction and royalty. This is especially true in the hotel industry. Nowadays one of the biggest challenges for managers in the hotel industry is to provide and sustain customer satisfaction. Customer requirement for quality product and service in the tourism industry has become increasingly evident to professionals (Lam & Zhang, 1999; Yen & Su, 2004). Guest relationship is a strategic asset of the organization (Gruen et al., 2000) and customer

satisfaction is the starting point to define business objectives. In this context, positive relationships can create customer's higher commitment and increase their return rate. Long-term and reciprocally advantageous relationships between customers and the hotel is becoming progressively important because of the highly positive correlation between guest's overall satisfaction levels and the probability of their return to the same hotel (Choi & Chu, 2001). Hotels are increasing their investments to improve service quality and the perceived value for guests so as to achieve better customer satisfaction and loyalty has resulting in better relationships in each customer (Jones et al., 2007). Relationship quality has a remarkable positive effect on hotel guest's behavior: it creates positive word of mouth (WOM) and increment repeated guest rates (Kim et al., 2001).

Customer satisfaction initially involves customer focus. According to Evans and Lindsay (2001), Customer focus addresses how an organization determines customer satisfaction. The authors also pointed out that, in order to satisfy customers, achieve higher customer satisfaction than the competitors, retain customers in the long run and gain market share, the business must deliver ever-improving value to its customer. As a result of Spring et al. (1988), in order to satisfy the customer, a company must identify customer needs to design the appropriate product or service. One of the most forceful processes to generate the customer satisfaction and increase work effective, also assist to fulfill these purposes is "Training".

Training is the process used for the development of knowledge and skills needed to perform the jobs, duties, and task found in an organization (Jaszay, C. & Dunk, P 2003). Deming (1986), who recognized that money spent on training, retaining and education does not show on the balance-sheet it does not increase the tangible net

worth of the company. Only 35 % of UK companies have measured the effectiveness of their education, training and development programs. Training, “the acquisition of skills, concepts, or attitudes that result in improved performance in an on the job environment,” (Golgstein, 1980, p.230) comprises a massive enterprise and a powerful instrument for change. American companies alone spend and estimated \$200 billion annually on employee training (Wiley, 1993), generally believing that it (1) improves employee attitude, job satisfaction, productivity, and work quality, (2) improves overall perception of and organization by customer, and (3) increase profit levels by reducing labor turnover and associated costs (Conrade, Woods, and Ninemeier, 1994). Over the last 20 years, as employers have begun to realize the impact on organizational productivity of inappropriate or inadequate staff competences, there has been a significant rise in the level of resources being allocated to support the wide range of employee development methodologies now being utilized by training department. In theory, it would be reasonable to expect that, as expenditure on training provision has increased, this would be accompanied by the installation of more sophisticated program evaluation procedures. (Lan Chaston, (1994).

Historical Development of Training

Training was born early in the journey of civilization. As tools, weapons, clothing, shelter, and language developed in the Stone Age, so did man’s need to pass on knowledge and skills. Through signs and words, man was able to administer training. “When the message was received by another person successfully, we are able to say that learning took place and knowledge or skill was transferred” (Steinmetz,

1976, 1-3). The following chronology of important events traces the evolution of training:

- 4000 B.C. The architecture and masonry of unearthed palaces in Mesopotamia provided evidence of training artisans.
- 2100 B.C. The Code of Hammurabi included rules for governing apprenticeship: the system whereby an experienced person passed along knowledge and skills to a novice.
- 1200 Guilds, or associations of masters, apprentices, and journeymen who shared a common interest or pursuit flourished.
- 1745 Craft training began in Bethlehem, Pennsylvania.
- 1809 Vocational education began on New York.
- 1825 Manual schools, a form of vocational education, provided discipline and training to turn “bad boys” into productive citizens.
- 1862 Abraham Lincoln signed the Land Grant Act which gave average men’s children access to higher education.
- 1872 The Industrial Era created such a high demand for goods that companies (Westinghouse, General Electric) began establishing their own factory school to teach needed skills to their employees.
- 1892 The YMCA began offering trade courses.
- 1906 National society for the promotion of Industrial Education (Which later merged with the Vocational Association of the Midwest in 1925 to form the American vocational association) was formed.
- 1910 Cooperative education was introduced at the University of Cincinnati, College of engineering.

- 1913 The National association of corporation schools was formed; the organization eventually changed its name in 1923 to the American Management Association.
- 1917 The Smith – Hughes act appropriated approximately \$7 million annually for vocational education; the first of several acts to support vocational training efforts.
- 1918 an education and training section was set – up as a part of the Emergency Fleet Corporation of the United States in a massive effort to meet the needs created by Word War I
- 1920s The federal Board of vocational education created training program for specific trades; correspondence schools were initiated.
- 1930 Training consciousness flourished during the Depression as people attended afternoon and evening classes in handicrafts, to occupy their time and provide some income.
- 1937 National apprenticeship Act authorized secretary of Labor to establish labor standards for apprentices.
- 1940s World became a necessity for companies that had to train supervisors to be trainers.
- 1940s The Engineering, Science, and Management War Training program (ESMWT) was facilitated by colleges and universities to upgrade workers in college level type subjects. This was the forerunner of junior/ community colleges, and centers for continuing education and management training.

- 1940 The first training director society was formed, the Nation society of sales Training Executives.
- 1945 The American Society of training directors (ASTD) was formed and publication of the Training and Development Journal ensured.
- 1950s Self-directed programmed instruction became popular.
- 1970s system approach to training stressed assessment.
- 1971 Campbell did the first comprehensive review of training research/literature.
- 1990s Computer-aided training becomes possible with the proliferation of personal computers.

Training Design Model

Referred to as course characteristics, this input to transfer has commanded the least attention from researcher in recent years. Prior to 1970 the research on transfer was focused on the area of training design and learning principle: identical elements, general principles, stimulus variability, and conditions of practice (Baldwin & Ford, 1988). Training is job specific rather than generic, so the end results will not look the same for every job or operation. However, a model is useful as a means of organization efforts to result in a desire outcome for particular situation. This model is made up of seven interrelated components within Human Resource Model. It is a process that meets with employees in the fifth step (with implementation of the training program) and follows through with ongoing coaching and counseling (Jaszay, C. & Dunk, P 2003)

Step 1: Needs Assessment

Step 2: Training Plan

Step 3: Lesson Plan

Step 4; Trainer Training

Step 5: Training Implementation

Step 6: Training Evaluation

Step 7: Coaching and Counseling

Training Methods

Many of us experienced primarily the “lecture” method in school and the “follow around” methods on the job. Grade school teachers are generally trained to use a variety of methods and keep lessons fairly short and user-involved. College students are better served by similar teaching methods. Employees can learn the job by following another employee around for a few shifts. However, it is not the most efficient and effective method for learning duties required for specific job. We will be using a variety of methods in training because certain methods work better for particular information. Following a needs assessment to determine the objectives of training and the learning necessary to achieve the goals, an instructional designer selects media and techniques most appropriate behaviors (Campbell 1971). These are 6 training methods which were used to achieve the objective of the project.

1. Classroom Method
2. Lecture Method
3. Role Plays Method
4. Prepared Training Materials
5. On the job Training

6. Brain Storming Method

Beyond the theory, this project also utilized extra methods to fulfill the most effectiveness of training program. Inviting some foreigner staffs in the hotel to the class to be a guest speaker, Per-test & Post-test examination was also used to collect data of create the best training and evaluate the learning after the project finished. Result showed that theses extra methods could produce a good support of learning help to perceived more over the back ground or basic knowledge of participants which help to create the proper learning process, generated good atmosphere in the class and reveal the effectiveness of project at the end of period.

Evaluation of Training

“The reason for evaluating training is to determine the effectiveness of a training program”(Kirkpatrick, 1998, p.3). A popular topic of discussion for academics and practitioners, most agree on the importance of training evaluation as well as its under-utilization in practice. In a 1996 study conducted by the American Society for Training and Development, the need to measure performance improvement (associated with training) was identified as a key issue for the new millennium. Evaluation enables top management to understand the result of their huge financial investments in training while assisting instructors and course designers to know how their programs are impacting the organization. Trainees and supervisors also benefit since evaluation allows them to know that the time spent in training is productive and cost effective (Parry, 1997). If we ask our employees, “Do you understand how to do this?” They may say, “Oh yes,” but still not really comprehend. We must ensure that they can do what we want them to do before they leave the training. We also must ensure that they

can meet the objectives. We should not allow trainee to do something incorrectly as it encourages similar behavior in the future and is in general a waste of time. The objective is to be able to do the procedure upon completion of the training. The test to see if the objective has been met is to have them to do the procedure themselves. If they can, they go to job. If they cannot, we provide them with more training until they can perform their duties correctly (Jaszay, C. & Dunk, P. 2003).

The Four Levels of Evaluation

Level 1: Whether or not the trainees mastered the session's material

Level 2: Whether the training to employees' liked.

Level 3: Whether the presentation's subject matter was right subject matter.

Level 4: Whether the training actually corrected the problem for which it was designed

Evaluation Instruments or activities

We evaluated 4 directions

5. Level of learning from the training
6. Acceptability and quality of the training delivery
7. The validity of training (was it the right information needed to do the job?)
8. Whether the training corrected the problem for which it was designed.

The whole point of evaluation is to see what our employees have learned from the training...and to make any adjustments, modifications, or improvements necessary to meet the original desire, objective, or need. Evaluation enables us to know exactly what happened in training and make any corrections that will make it better next time.

If we do not conduct an evaluation, we will be merely guessing at how things are and what we might like to change. Or, we might not even know that we need to make a change. That is very scary once we are trying to communicate with professionals who have done a needs assessment and evaluation and know exactly where they are and what they need to do (Jaszay, C. & Dunk, P. ,2003, p.171- 175).

Problem Situation

Any experienced trainer might be able to tell you anecdotes about difficult moments with training groups or with individual participants. The unfortunate truth is that a trainer is an easy target for hostile participant's frustrations. Dealing with those feelings of hostility and a lack of interest can be the most difficult aspects of delivering a training program. The hostility may have nothing to do with you personally but instead may stem from irritation at having to attend your program or anxiety about learning new skills. Additionally, the participants may make an "us-versus-you" distinction in which they will perceive you as the natural opposition. Acknowledging class resistance is the first step to overcoming it and breaking through the us-versus-you barrier. Following is a list of some common behaviors we might be able to face within the training environment:

1. Monopolizing; constantly trying to provide all of the answer
2. One-upping; trying to appear more skilled and knowledgeable than the other in the group, including the trainer.
3. Complaining; continually finding fault with the procedures of the trainer.
4. Intellectualizing; excessively rationalizing and justifying one's ideas and beliefs.
5. Withdrawing; not participating (and sometimes distracting the group).

6. Arguing; taking vocal exception to any comment with which one disagrees.
7. Questioning; stopping the flow of presentations by frequently asking questions.
8. Clowning; joking at inappropriate times.
9. Distracting; using cell phones and electronic devices during class.

The key to handling such behaviors is to not take them personally. There are several reasons for problem behavior by participants that have nothing to do with. Coping effectively with participants' problem is an extremely important training skill.

According to the theory, 9 problems always happen during the training period. This project was also faced with the similar trouble but during the training period of this project more problems were occurred as well. "Unfit"; "Tired" and sleeping in the class because of the class begin too early at 7 am. Moreover, some staffs worked the whole night as a night shift staff before going to participate in the early class. Staff absent by sickness and take a long holiday leave decreased the efficiency of learning; Staff resigned was not able to evaluate the result

Research Question

English Language now becomes the international language used to communicate with people in both daily life and business. The initiative purpose of this project is to create the English Language Training Program to increase the competency of staff in term of English Language skill. The questions that we would like to prove will follow 3 objectives of the project.

4. To identify appropriate method or discover most efficient method to teach English Language to Housekeeping and Security Department.

5. To modify and create the English Language training program that will be able to apply for the next class or next generation of training.
6. To prove the hypothesis whether the increasing of English Language skill can improve the customer satisfaction.

Research Methodology and Result

Based on Christine Jaszay and Paul Dunk theory, this project has utilized almost the full theory (which is mentioned at the training design models, training methods and will produce full content by the end of research) to complete the most effectiveness of training and other more related theories were applied to assist more completion of project. Additional extra theory or situations that accidental occurred during the training were the great opportunities to generate the new processes and methods of training for the next generation of training in these specific groups.

Result of project showed satisfied positive outcomes in both tangible ways which are the average post-test score which increased appreciation letters from the customer, which have been sent to the hotel to show their satisfaction towards one housekeeper who displays her hospitality. Or even intangible result which was perceived from the interview and observation of positive results such as many staffs have increased self-confidence to communicate to the customer and expand the possibility to be promoted to the higher position or even for their working life in the future.