

# **An Analysis of Language Training in a Chosen Company**

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## **ABSTRAKT**

Tato Bakalářská práce je zaměřena na analýzu jazykového vzdělávání ve vybrané společnosti. Primárním cílem práce je vyhodnotit současný stav jazykového vzdělávání a navržením zlepšení v případě nedostatků či nespokojenosti účastníků tohoto vzdělávání. Teoretická část se zaměřuje na firemní vzdělávání a vzdělávání cizích jazyků s odkazem na odborné zdroje. Po seznámení s tématem jsou teoretické poznatky využity v praxi v rámci praktické části této práce. V praktické části jsou pro analýzu využity tyto metody sběru dat: rozhovor s HR specialistkou, rozhovor s lektorem jazyku, dotazníkové šetření a studie vnitropodnikových dokumentů. V analýze bylo zjištěn současný stav jazykového vzdělávání a jeho silné a slabé stránky, na něž byla navržena doporučení, zahrnující možnost konverzačních lekcí navíc, zlepšení zpětné vazby lektorům od svých studentů, sjednocení finálního hodnocení po skončení kurzu a možnost kurzů i pro vybrané dělníky.

Klíčová slova: podnikové vzdělávání, jazykové vzdělávání, analýza, dotazník, rozhovor

## **ABSTRACT**

This Bachelor's thesis is focused on an analysis of language training in a chosen company. The primary objective of the thesis is to evaluate the current state of the language training and to suggest improvements in case of shortcomings or dissatisfaction of the participants of this training. The theoretical part focuses on corporate training and foreign language education referencing scholarly resources. Upon introducing the topic, the theoretical knowledge is implemented in the analytical part of the thesis. In the analytical part, the utilized data collection methods were an interview with an HR specialist, an interview with a language lecturer, a questionnaire survey, and a study of internal company documents. The analysis identified the current state of language training and its strengths and weaknesses, which recommendations were proposed on, including the possibility of additional speaking lessons, improving feedback to lecturers from their students, standardizing the final evaluation after the course, and the possibility of courses for selected blue-collar employees.

Keywords: corporate training, language training, analysis, questionnaire survey, interview

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I hereby declare that the print version of my Bachelor's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

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## INTRODUCTION

Resources in multinational groups, such as the one the chosen company is a part of, must be invested in their employees to keep up with the highly progressive time of the 21<sup>st</sup> century. The topic of this Bachelor's thesis is "An Analysis of Language Training in a Chosen Company." Due to the company's wishes, the name of the company is not included. All the data are supported by real documents and are processed according to the truth. The documents were provided by a company representative or were available online. This topic was chosen after consultation with company representatives and the main reason is that the language training has been running in the company for many years and the company wanted to check the satisfaction of their employees with this training program and possibly identify areas for improvement.

Many people believe that learning ends with compulsory schooling and that once they have finished schooling, all they must do is work until retirement. However, in modern society, it is important to keep learning throughout one's life to expand knowledge and skills for overall development as well as career growth. In this sense, the term lifelong learning is used. It is common practice for multinational companies to provide language training to enhance communication skills and cultural awareness. Nevertheless, the effectiveness of language training programs in achieving the company's intended goals is still a subject of discussion. The goal is to analyse potential gaps between the language training provided by the company and the satisfaction of the attendees and provide insight into the problem.

This Bachelor's thesis is divided into 2 main parts – theoretical and analytical. The theoretical segment will include the basic ideas and terminology that are presented in the analytical part. It will start with generic corporate training principles and go on to important phrases related to human resources. In addition to exploring training styles and cycles, learning concepts, lecturer characteristics, and training evaluation are addressed. The second section is devoted to language training, exploring its importance, and providing a framework for evaluating language competency.

The analytical part begins with a basic introduction to the company. Upon introducing the company, the analysis is conducted. Initially, the goal of the analysis is stated and the methods of data collection and the reasoning behind it are named and explained. The findings from the data collection are analysed and the analytical findings are stated in the next chapter. The analytical part of the thesis concludes with improvement proposals and the reasoning behind them.

## **I. THEORY**

## 1 CORPORATE TRAINING

Bartoňková (2010, 11) defines corporate training as a search for and subsequent elimination of the gap between “what is” and “what is desired”. Corporate training is an educational process organised by a company, which includes in-company training, as well as training outside the company (Bartoňková 2010, 16).

Vodák and Kucharčíková (2011, 76) define corporate training in a more complex way as a process of developing learning habits and the capacity to use learned skills to change desirable behaviour norms, or the capacity to transfer or apply learned skills to the realisation of goals and objectives, whether professional or personal.

Ivancevich (2010, 392) points out that training is used to change employees’ behaviour such that it advances organisational objectives. Current job skills and abilities are tied to training. It helps workers develop certain skills and talents necessary for success and has a current orientation (Ivancevich 2010, 392).

Armstrong and Taylor (2020, 413) on the other hand state that face-to-face learning is facilitated throughout training using organised and well-planned teaching strategies. It is one of several actions a company may take to encourage learning. It ought to be systematic in the sense that it is expressly created, prepared for, and carried out to satisfy identified needs. It should be given by those who are to be attentively evaluated (Armstrong and Taylor 2020, 413).

Koubek (2015, 253) adds, that the term corporate training always changes because it relies on the social environment the company is affected by, how developed the training system is in the specific country, and its culture. Additionally, it relies on the technology available (Koubek 2015, 253).

Training has the same high importance for current employees, as well as the new ones. What specific training employees need is evaluated in a phase called the needs assessment phase. Organisational analysis, person analysis, and task analysis are all done in this phase. Organisational analysis includes examining the company’s mission, long-term goals, and resources to determine if the training could enhance the company’s overall growth, success, and strategy. Person analysis determines which employees need the training and how ready they are for it. Finding the tasks, knowledge, skills, and attitudes to be included in the training system should all be included in the task analysis (Ivancevich 2010, 394—395).

The assessment of needs is done through a variety of techniques including interviews, surveys, observation, records reviews, and talks with the management and in-field

specialists. All the data carried out from these analyses produce a profile, which answers the questions of what employees need to be trained, what kind of training they need, when it should take place, and if training is the best method. When the assessment is completed, the training program can be customised to the needs of the employees. If all is done correctly, it can be observed and evaluated (Ivancevich 2010, 394—395).

Training updates specialised knowledge in line with modern developments. Recently, it has been one of the most essential aspects of human resource management in modern companies, Koubek (2011, 139) states.

Large corporations, such as the one this thesis is concerned with, typically engage in what is known as systematic training of their workforce. (Koubek 2011, 140) Defined by Koubek (2011, 140) as an ongoing cycle of identifying the need for training, planning the training, putting the training process into action, and assessing the outcomes of training and the efficacy of training programs. It is based on custom-made conditions as well as the company's employee training policies and strategies (Koubek 2011, 140).

According to Vodák a Kucharčíková (2011, 76), the process of corporate training can be understood as a combination of these attributes:

- the subject of training,
- the form of training,
- the content of training,
- the motivation for training,
- the timeframe of the training process.

Vodák and Kucharčíková (2011, 79) differentiate 3 distinct approaches to corporate training:

- the “*must be implemented*” corporate training is basic training requirements, often driven by legislation and the need for skills, without which workers can't do the required work and achieve the required goals.
- the “*should be implemented*” corporate training – in this case, skills likely to benefit the business, such as management skills (Vodák and Kucharčíková 2011, 79).
- the “*the business wants to implement*” corporate training – where the benefits may not be immediately visible but are evident in the long run, for example supporting the creation of the desired corporate culture (Vodák and Kucharčíková 2011, 79).

Employee development is one of the key goals of corporate training. It is based on determining and meeting development needs as they appear and on examining both the "what" and the "how" (Armstrong 2016, 185).

## 1.1 Human Capital and Motivation

Human capital, as defined by Vodák and Kucharčíková (2011, 34), encompasses an individual's innate and acquired knowledge, skills, talents, and inventiveness, representing a dynamic variable. Investing in human capital, as emphasised by Armstrong (2020, 51), yields long-term returns for companies. Human resources are people capable of self-fulfilment in work activities (Vodák and Kucharčíková, 2011, 34). The distinction lies in human capital being possessed by individuals outside the workforce, unlike human resources. Management of human resources, outlined by Armstrong (2016, 52), involves a strategic approach to employee recruitment, development, and well-being in organisations.

People who aspire to accomplish goals need to be motivated. Any action has a reason, and motivation is the act of pursuing objectives in the hope of satisfying wants and desires. People are driven when they think their efforts will result in benefits and the accomplishment of goals. People who are driven put in extra effort to complete tasks and succeed, whereas people who are not driven need assistance from supervisors. Recognition, incentives, and strong leadership all work together to promote peak performance and efficient use of resources (Armstrong and Taylor 2020, 247).

## 1.2 Training plan

Before making specific training plans, companies need to realise the objectives of a specific training program. There are many objectives for training employees, but Ivancevich (2010, 395) lists:

- **Training validity** – Did the attendees acquire new skills or knowledge?
- **Transfer validity** – Did the acquired knowledge or skills enhance the individual's job performance (Ivancevich 2010, 395)?
- **Intraorganisational validity** – Is the work performance of a newer training group inside the same company that created the program equivalent to that of the initial one (Ivancevich 2010, 395)?
- **Interorganisational validity** – Is it possible to use a successful training program of a company in another company (Ivancevich 2010, 395)?

According to Vodák and Kucharčíková (2011, 96) the creation of a draft curriculum, which is the process of creating a curriculum and resources that satisfy learning and development criteria, is the result of the learning needs identification process. The following stages make up the curriculum development process:

**Preparatory phase** – The identification of needs, participant analysis, and establishment of the training project's goals all fall within the preparatory phase. For long-term programs, each theme area also has a series of sub-objectives (Vodák and Kucharčíková 2011, 96—97).

**Implementation phase** – entails the creation and development of each stage of the educational project, as well as its implementation in the form of tasks and the choice of the topics' order. The method of how the training will be conducted is decided upon. Appropriate training and development methods are chosen at the start of this phase. The selection of tactics must consider the human component, including the participants' education and intellectual capacity as well as their placement at various levels of management within the company. The number of participants, the organisation's aims, its policies on staff release, potential participant worries, and the necessity of lecturer and participant cooperation should all also be taken into consideration (Vodák and Kucharčíková 2011, 97).

The curriculum development process includes an **improvement phase** where each stage of the curriculum is continuously assessed concerning the predetermined objectives. Opportunities are explored to use fit assessment models and methodologies, including acceptable methods to objectify the advantages, to enhance the educational process overall. In addition to assessing the advantages, it is critical during the improvement phase to look at how well-informed participants are about the training event, its degree of organisation, etc. Participants in this phase should include supervisors whose personnel have received training, organisers, instructors, and participants. The selection of acceptable evaluation techniques and the creation of standards are fundamental (Vodák and Kucharčíková 2011, 97).

### 1.2.1 Essential points of training plans

Training plans have certain aspects that should always be included. The first one should include the **topic of education**. The education should move the participants further, improve their knowledge, and enhance their competencies. Optimally, training events should be tailored to the company itself (Vodák and Kucharčíková 2011, 96—97).

Determining the participation **target group** is also crucial. It is best if the participation group is homogeneous, meaning that everyone is at roughly the same level of knowledge and proficiency. It is advised that managers attend training sessions alongside other workers to boost enthusiasm and address internal issues (Vodák and Kucharčíková 2011, 96—97).

It is essential to choose the **appropriate educational strategies and methods**. There are numerous, both conventional and contemporary, indoor, and outdoor, that foster participants' creativity and productivity (Vodák and Kucharčíková 2011, 96—97).

The choice of an **appropriate educational institution and instructors** comes next. Companies can engage with a wide range of consulting and training organisations, but they must pick the best one for their needs from the market. They may be internal or external specialists (Vodák and Kucharčíková 2011, 96—97).

The question of **when and where** the training will take place should be answered. Training can be either one-off or continuous, and the availability of staff in the company must also be considered. The location of the training is important, especially considering accessibility for the workers (Vodák and Kucharčíková 2011, 96—97).

Often only large companies can afford in-company training. Small and medium-sized enterprises often do not have such opportunities, but with new approaches, training can also be carried out outside the enterprise in various training centres and agencies. In this way, companies can guarantee quality training, even if they cannot provide it themselves (Belz and Siegrist 2001, 20).

The financial demands of education are also part of the curriculum. The **cost of training** includes both direct costs such as learning materials and lecturers' salaries, but also indirect costs such as participants' time (Vodák and Kucharčíková 2011, 96—97).

The plan should also include the timing and process for both interim and final **evaluations**. This will assess the training's efficiency, its relevance to the business strategy, and its value to the enterprise (Vodák and Kucharčíková 2011, 96—97).

### 1.3 Lecturers

There are many demands placed on the lecturer at various stages of the planning, carrying out, and evaluation of training. The trainer who is carrying out the training must execute a variety of tasks that are occasionally overlooked by management and even by the lecturers themselves. Trainers must possess a wide range of specialised knowledge when instructing groups. Trainers are frequently chosen more for their specialised know-how than for their aptitude as educators (Vodák and Kucharčíková 2011, 117).

To earn the trust and respect of their learners in the area of personality aptitude, instructors should have mature, internally integrated personalities. They should be able to handle tough circumstances and confrontations and assist students in resolving them (Vodák and Kucharčíková 2011, 117—118). A good lecturer should be able to listen to the attendees,



support them and cheer them in activities. They should provide constructive feedback and be patient with the attendees, who might not understand something on the first try (Vodák and Kucharčíková 2011, 119).

### 1.3.1 Getting to know the attendees

To teach a diverse group of people, the lecturer should get to know the group. The first time you walk into a class, you can get basic information such as the number of students, their ages, and their sex (Scrivener 2005 61—66).

Language learners may have several reasons to further their knowledge of foreign languages. Some of them might have personal goals, such as getting a decent grade on a test or getting promoted to a different job position. Or even rewards within their work itself, such as setting a challenge with colleagues or just for entertainment. All of this contributes to the motivation that they have for learning, and it is reflected in the overall experience for everyone involved. Difficulties occur when participants of a course have different levels of motivation, therefore the lessons are not harmonic. (Scrivener 2005, 61—66).

### 1.3.2 Training styles

There are several training styles in the training process. Vodák and Kucharčíková (2011, 118) define 4 basic styles – Behavioural, Functionalist, Structural and Humanist.

The design and implementation of a sequence of steps by the teacher to guide participants toward the intended goal behaviour define **the behavioural training style**. The instructional approach uses new tools and is results-driven while being enjoyable. Although it requires more preparation from the trainer, it fosters a positive environment for the trainees (Vodák and Kucharčíková 2011, 118).

**The functionalist training style** is founded on the idea that individuals learn best when it is something they can apply immediately. Training is performance-enhancing, problem- or task-oriented, and leads to recognition. In contrast, they can occasionally be impatient or even insensitive to the behaviours of individuals who are slower learners. Trainers that are familiar with this learning type create hard targets for learners and stress their efficacy (Vodák and Kucharčíková 2011, 118).

**The structuralist training style** is defined by regularly assessing how well lessons are going. Here, the learning environment is more trainer-oriented, favouring task analysis, careful lesson planning, and the use of the right techniques, systems, and structures. The drawback is that the trainer could underestimate the participants' emotional states and fail to

adapt flexibly to their requirements if they place too much emphasis on the means of learning and its structure (Vodák and Kucharčíková 2011, 118).

Those who value self-discovery are more likely to favour **the humanistic training style**. They view the enhancement of participants' character attributes as the main objective of learning. Learning ought to result in an appreciation of other people. Relationship development is the focus of the learning process, which is defined by acceptance, empathy, spontaneity, and openness with the participants. Inadequate group control, too much personal interaction with the participants, and imprecise learning objectives are all potential weaknesses (Vodák and Kucharčíková 2011, 118).

## 1.4 Training Methods

Professionals from the Human Resource field need to be familiar with the concepts described further, as they are responsible for the knowledge and skills of employees and provide managers with guidance for assessing progress (Armstrong and Taylor 2020, 678). Coaching, Mentoring, Facilitating, and Job Instruction are examples of “**on-the-job**” methods (Koubek 2015, 265).

If **job instruction** strategies are used, learning specific tasks, will be more effective. Professionals in HR may be involved in direct education, but their primary responsibility is to advocate for line managers and those engaged in formal training programs or workplace learning to adopt effective instructional strategies. These techniques involve preparation, presentation, demonstration, and follow-up (Armstrong and Taylor 2020, 679).

**Coaching** is a personalised approach to help individuals increase their skills and competence. It can be effective when people need help with routine tasks, such as during performance reviews (Armstrong 2018, 133).

**Mentoring** relies on mentors to assist people in learning by providing ongoing support and counselling. It is a strategy for assisting people in learning. Line managers can serve as mentors. They receive training from learning and development specialists, who should be aware of the necessary abilities (Armstrong and Taylor 2020, 678).

**Facilitation** is a technique where the facilitator encourages group learning through guided discussions, steering conversations toward specific goals, and summarising key insights along the way (Armstrong and Taylor 2020, 678—679).

“**Off the job**” methods of training are used for technical/office staff and specialists. Examples of these methods include lectures, which can also be supplemented by discussion,

seminars, role-playing, simulation, e-learning, or, for example, an assessment centre (Koubek 2015, 270—271).

A **lecture** usually consists of a presentation of theoretical information where only the lecturer is active. A **lecture accompanied by a discussion**, or a **seminar** are also methods where knowledge is mainly transferred, but during the seminar, potential problems can be solved and discussed. This method is more demanding in terms of organisation (Koubek 2015, 270).

**Simulation** is a method that focuses on the active participation of learners. Learners are given a scenario and are asked to make several decisions in a certain amount of time. The method is used to develop decision-making and negotiation skills (Koubek 2015, 271).

**Role-playing** is a method oriented towards the development of practical skills of the participants, who are required to be active and independent. Participants take on a role and learn about interpersonal relationships and negotiation. A brief description of the scenario may be given to them, but they can also adapt the role according to their personality (Koubek 2015, 271).

**E-learning** is one of the methods that are gaining more and more popularity. Electronics make it easier to work with various programs that provide images, charts, and more. There is also the advantage of being able to track your progress thanks to possible continuous assessment. However, training programs can be more costly (Koubek 2015, 273).

## 1.5 Training evaluation

Armstrong and Taylor (2020, 399) note that in essence, training evaluation is the comparison of goals and results that sheds light on the extent to which an event has served its intended purpose and it offers direction on what must be done to guarantee the success of the training. Vodák and Kucharčíková (2011, 125) comment that evaluating a developmental training program is a complex process that attempts to measure the overall benefits and costs of the program and it is recommended practice to verify the return on investment.

Bartoňková (2010, 181) claims that we can look at the evaluation of corporate training from 3 views:

- evaluation of the education strategy — this means monitoring and evaluating the education strategy,
- evaluation of training as one of the phases of the corporate training system,
- evaluation of a specific training event.

Money can be either spent on something, that is needed now, or it is invested. The concept of training being an investment in the company is contemplating the future knowledge and skills of employees. In practical terms, it is more commonly perceived as an expenditure. When training is regarded as an investment by a company, a desire to assess the returns on their investment arises, prompting an interest in the evaluation of the training. The investment in HR entails considerable resources in terms of finances, materials, and, most significantly, time. The value of the investment is undoubtedly contingent on the quality of the training, the number of participants, and the cost of the training (Vodák and Kucharčíková 2011, 125).

The criteria for evaluating each category of learning event or program should be decided upon throughout the preparation phase. This entails setting expectations for the impact the event will have on both terminal behaviour (The trainees' real learning behaviour after completing their learning program) and criteria behaviour (the performance benchmarks or workplace behaviour modifications that must be met for a learning process to be deemed successful) (Armstrong and Taylor 2020, 399).

According to Armstrong and Taylor (2020, 399), 4 areas must be reviewed:

1. **planning** – the degree to which goals were created and needs were accurately assessed,
2. **conduct** – the proportion to which the contributions and procedures were suitable and effective, how well the program or event was planned and managed, and how much it cost concerning the budget,
3. **reactions** – what attendees thought about the training,
4. **outcomes** – how the event affected the performance of the individual, department, and organisation itself.

### 1.5.1 Training evaluation models

Models for evaluating training are made up of a set of sequential steps or stages. For each step, specific methods or combinations of methods are used.

According to Vodák and Kucharčíková (2011, 137—138), it is possible to proceed as follows:

- **establish evaluation criteria** – focusing on what we hope to learn from the evaluation,
- **choose the appropriate evaluation model** – based on the type of training event, the goal, the extent and scope of the activities, the trainers' or managers' knowledge and

prior experience applying models, and the degree to which the trainers and managers are in accord,

- **select and apply specific methods for each level of the model used** – influenced by the preceding factors.

## 1.6 Learning

As stated by Reynolds, Mason, and Caley (2002, 16), learning and training must be distinguished, as learning is a process, in which an individual acquires new findings. Training is one of the strategies firms can use to promote and encourage learning. It is critical to comprehend the nature of human learning to comprehend the fundamentals of human development (Koubek 2014, 121).

Armstrong (2020, 379) learning as the method by which someone learns and improves their knowledge, abilities, skills, behaviours, and attitudes. It includes more formal techniques for assisting people to learn in or outside of the workplace and the adjustment of behaviour via experience (Armstrong 2020, 379).

Koubek (2014, 121) adds that learning can be both purposeful and accidental, so we are not always aware of it and can learn new things purposefully, both desirable and undesirable. Individuals have different learning techniques, that must be defined to customise the learning to the individual, not the other way around (Koubek 2014, 121).

Development of knowledge, defined by Armstrong and Taylor (2020, 379) as the development or manifestation of a person's skill and potential thanks to knowledge-providing experiences, is important as well as learning. It ensures that company employees proceed to care about their knowledge and skills to ensure the company's interests (Armstrong and Taylor 2020, 379).

### 1.6.1 Learning methods

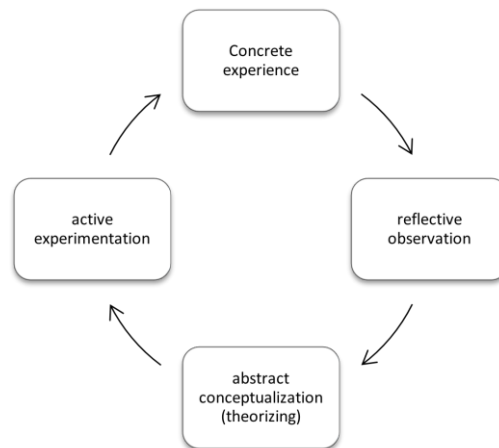
Individuals learn constantly and obtain information unknowingly. Learning more effectively is done by getting to know what way to learn. Everyone is different, so each learning method is different as well. The most known classifications of learning methods were carried out by Honey and Mumford and Kolb and his team (Armstrong and Taylor 2020, 385).

#### Kolb's learning cycle

The Kolb's learning cycle consists of 4 distinct stages, which are:

- **concrete experience** – this can be intentional as well as unintentional,

- **reflective observation** – this includes active thinking about learning and its importance of it,
- **abstract conceptualisation (theorizing)** – using learned concepts to generalise other similar situations when encountered with them,
- **active experimentation** – using learned concepts in real life and new experiences to test them (Armstrong and Taylor 2020, 385).



*Figure 1 The Kolb learning cycle (author's creation, based on Armstrong and Taylor, 2020)*

### **The Honey and Mumford learning styles**

Armstrong and Taylor (2020, 385) state, that an analysis of learning methods was done in 1996 by Honey and Mumford, defining 4 different learning personalities:

- **Activists** – individuals, who fully involve themselves in new experiences without being biased,
- **Reflectors** – people, who try to look at new things from many different perspectives to understand them. They do their research, compare data, and conclude themselves afterward,
- **Theorists** – individuals, who perfect their theories to the last point. They make logical theories based on their observations, which they adapted to,
- **Pragmatists** – individuals motivated to try new approaches and their application in real life.

## 2 LANGUAGE TRAINING

According to Crystal (2003, 87), up to 85% of a sample of 500 worldwide organizations communicate in English. Foreign language proficiency is required for many business tasks. Business issues frequently dictate the demand for a foreign language (e.g. the need to sell products to potential customers from abroad). When a subsidiary reports to its foreign management, for example, the decision may be reached not to use the local language, but to use the language of its foreign management (Vandermeeren 2005, 159–160).

Language proficiency, and therefore language training is important, especially for multinational corporates, which are defined by Zadražilová (2017, 22) as a specific strategy that is formed by the dominant parent company and transferred to foreign subsidiaries with varying degrees of adaptation to host country conditions; managerial linkages focus on cooperation between the parent company and foreign subsidiaries, where the entire value chain is implemented from procurement to final sales and related services.

### 2.1 Common European Framework of Reference

The Common European Framework of Reference for Languages: Learning, teaching, assessment (The CEFR) unifies language education throughout the European Union. It states the essential aspects of language teaching and learning comprehensively for everyone. One part of this document is descriptors, which determine what language level a person is, based on their knowledge (Council of Europe, 2024).

The CEFR also helps to create language syllabi, guidelines, textbooks, and study materials all over Europe. It settles the main attributes a person should have to use each language effectively in communication and what knowledge and skills they should possess (Council of Europe, 2024).

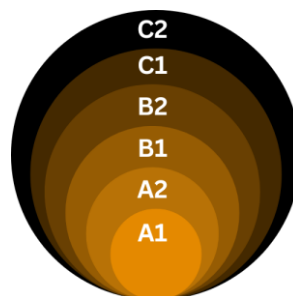
The main objectives of The CEFR are to encourage multilingualism and diversity in the languages taught in the curriculum. It also encourages the growth and demonstration of the plurilingual character of an individual. It allows for the development of constructive, "can do" descriptors that are tailored to the needs, interests, and age of the learners, as well as the establishment and revision of language course content. It helps to create and design instructional materials and textbooks used in classes. It enables teachers to develop their skills and interlingual collaboration. Improving the standard and effectiveness of teaching, learning, and assessment is also part of The CEFR's main objectives. Enabling individuals and institutions to have transparent and comparable tests and certifications is one of The CEFR's goals (Council of Europe, 2024).

### 2.1.1 Language levels

According to The CEFR, language knowledge can be assessed on several levels. These levels, first officially introduced in 2001 as “Common Reference Levels” were not developed in a matter of days but were gradually developed to the state we know them now. The English language received this "threshold level" standard first in 1975, and French was given it shortly after in 1976. These two tools were used as a template for the same kind of reference tools that were later created for different languages, although they were modified to fit the unique language characteristics (Council of Europe, 2024).

Launched in 2001, The CEFR was a significant development since it can be modified, utilised in many contexts, and applied across all languages. The CEFR developed descriptors to assess the level of language of an individual. These descriptors do not take into consideration any specific language, they are universal. The descriptors outline each skill’s incremental mastery, which is rated on a six-level scale (A1, A2, B1, B2, C1, C2) (Council of Europe, 2024).

The levels can be divided into 3 groups – the basic user, the independent user, and the proficient user.



*Figure 2 CEFR Levels of Languages (author’s creation, based on Council of Europe, 2024)*

#### **Basic user**

When an individual has acquired the *A1 level*, they can understand and communicate using simple expressions and words that are intended to meet actual requirements. They may ask and answer questions concerning personal details such as where one lives, whom one knows, and what one has. They can introduce themselves and others. may communicate easily if the other person speaks clearly and deliberately and is willing to assist (Council of Europe, 2024).

After acquiring the *A2 level*, the user can comprehend phrases and statements relating to areas of greatest immediate significance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and ordinary



tasks requiring a straightforward exchange of information covering the most important areas. They possess the ability to communicate components of their past and present surroundings and needs in those areas clearly and simply (Council of Europe, 2024).

### **Independent user**

A person on a *B1 level* of language can comprehend the key ideas of plain standard input on well-known topics from work, school, their free time, etc. They have enough skills to write straightforward, coherent texts on topics they are familiar with or interested in. They can successfully resolve most problems that might occur when visiting a region where the language is native or a region foreign to them but are able to use said language. They can succinctly argue and explain their beliefs and goals, as well as experiences, events, dreams, hopes, and objectives (Council of Europe, 2024).

An individual with a classification of *B2 level* of a language can comprehend the major points of a difficult material on both realistic and abstract matters, including technical discussions in their area of expertise. They can speak to native speakers with a level of spontaneity and fluency that allows frequent engagement with them without any pressure on either side. They can present a point of view on a current issue by assessing the advantages and disadvantages of several options in content that is both clear and informative on several themes (Council of Europe, 2024).

### **Proficient user**

A user of language on a *C1 level* can recognise implied meaning in a variety of complex, lengthier texts. They may speak clearly and naturally without always seeking the correct expressions to say. They can employ language effectively and with flexibility in social, academic, and professional environments. They can produce information on complex issues that is straightforward, well-organised, and detailed while exercising meticulous control over the use of coherent devices, links, and organisational patterns (Council of Europe, 2024).

A person with a *C2 level* of language can easily grasp almost anything heard or read. They possess the ability to summarise data from several oral and written sources, reassembling arguments and narratives into a logical presentation. They can speak clearly, eloquently, and spontaneously while distinguishing subtler shades of meaning even in more complex settings (Council of Europe, 2024).

## **2.2 Methodology of Language Training**

Diane Larsen-Freeman and Martin Anderson (2014) state 10 methods or approaches to teaching language.

**The Grammar-Translation Method**

The Grammar-Translation Method, also referred to as the Classic Method is supposed to help the students to understand the grammar of the target language, as well as their native language (Larsen-Freeman and Anderson 2014, 11). This knowledge was then applied to sentence translation from the target language to the native language and vice versa. This method focuses mainly on reading and writing, where accuracy is demanded. It focuses less on speaking and listening (Richards and Rodgers 2001, 37).

**The Direct Method**

The Direct method is primarily used to teach students, whose intention is to use a foreign language to communicate verbally. The fundamental rule of this method is to not translate and only use the target language. New terms and their meaning are introduced in the target language with the use of audio-visual tools (Larsen-Freeman and Anderson 2014, 23).

**The Audio-Lingual Method**

The Audio-Lingual Method focuses mostly on speaking. Students are taught sentence patterns of language and learn the language through the usage of learned patterns, instead of focusing on teaching vocabulary. Students use repetition to learn said patterns until they can use them without help (Larsen-Freeman and Anderson 2014, 35).

**The Silent Way**

The Silent Way method, first introduced by Caleb Gattegno, is predicated on the idea that the learner should be encouraged to produce as much language as possible while the teacher should maintain as much silence as possible in the classroom. Discovering and creating new language by the students is what makes learning easier (Richards and Rodgers 2001, 81).

**Suggestopedia/Desuggestopedia**

This method of teaching language is called Suggestopedia by Jack. C. Richards and Theodore S. Rodgers (2001, 100) and Desuggestopedia by Larsen-Freeman was first introduced by Georgi Lozanov. He believed that people have mental barriers, that make it harder to learn something, like fear of underperforming, and fear of failure. Him and others claim that people only use a limited capacity of their brain. To make better use of our mental capacity, the mental barriers must be “desuggested”. It is supposed to help students get rid of their fear and negative association with studying. In this method, stimulation is done through (integration of) fine arts (Larsen-Freeman and Anderson 2014, 73).

**Communicative Language Teaching**

Communicative Language Teaching, CLT for short, is an approach, that emphasises communication. Mainly using the theoretical materials of the Communicative Approach to

set the goal of language teaching. In this method, it is essential to acknowledge that language and communication are both dependent on each other (Larsen-Freeman and Anderson 2014, 89).

### **Total Physical Response**

The method of Total Physical Response uses basics from the comprehension approach<sup>1</sup>. The lector gives students commands and demonstrates the commands, so the attendees understand what it means. After that, the lector gives the same commands, just without demonstrating them to check if the students understand the terms and their meanings (Larsen-Freeman and Anderson 2014, 107).

### **Community Language Learning**

This approach advises the lectors to acknowledge their students as “whole persons”. This means taking into consideration not only the students’ intellect but in addition be aware of the relationships of the students, their feelings, and their aspiration to learn. The lectors try to become sort of “language counsellors”, because students are often afraid of failure and appearing foolish, and these counsellors are supposed to help them overcome their fears and help them have a positive approach to learning languages (Larsen-Freeman and Anderson 2014, 121).

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<sup>1</sup> Comprehension Approach = An approach, that focuses on listening and understanding it. (Larsen-Freeman 2014, 107)

### 3 SUMMARY OF THEORETICAL PART

The definition of corporate training, a key component of this Bachelor's thesis, is presented in the theoretical chapter. Several definitions by different authors are mentioned. It could be summarised as a procedure conducted by the business to create the habits and abilities needed to execute certain tasks and further advance the goals of the organisation. This term changes to fit the social climate of the organisation and acts as an incentive for both new and existing staff, encouraging skill development for improved performance.

Large enterprises implement systematic training, which includes determining the needs for training and carrying out tailored courses depending on the specific demands of each firm. Corporate training includes the topic, structure, content, motivation, and duration. There are three approaches to go concerning this: recommended training, which improves job performance; strategic training, which benefits the company's future; and mandated training, which is frequently required by law or employment requirements.

Further, the definition of human resources and motivation are explained. The objectives for training are defined and the preparatory phase, implementation phase, and improvement phase of the training plan are explained, followed by stating the key aspects, which should be included in the plan.

The requirements placed on trainers at different stages of training are explained next. In short, they should be able to react in difficult situations and help their trainees in solving them, as well as listen to their students and give constructive criticism. The training styles, including the behavioural, functionalist, structural, and humanist training styles are explained and defined.

The on-the-job training methods, including job instruction, coaching, mentoring, and facilitating are stated, as well as the off-the-job methods, including lectures, discussions, simulation, role-playing, and e-learning.

Evaluation of corporate training is defined, 3 views of evaluation are explained and later areas to be reviewed are stated. A specific evaluation model is defined as establishing criteria, choosing the appropriate evaluation model, and selecting and applying methods for each level of the model used.

The difference between learning and training is introduced – learning as a process of acquiring new findings and training as a strategy to promote and encourage learning. The learning methods, including Kolb's learning cycle, consisting of 4 stages, and The Honey and Mumford learning personas are defined.

Being able to communicate in another language is crucial for business operations where foreign sales are a driving force. When making choices in international business, local languages for subsidiary reporting must give way to the language of foreign management. Multinational firms are entities that adapt to the environment of their host country while being formed by the tactics of their parent company. It is noted that most global organisations surveyed – roughly 85% of them – communicate in English.

The activities of The CEFR (Common European Framework of Reference), concerned with uniting language education throughout the EU countries, are introduced. One of the main objectives of The CEFR is to encourage multilingualism and diversity in the curriculum, helping to create and improve materials used in language courses.

The levels of language knowledge, helping to assess the language level of an individual, are described. The first group of levels – the basic user – includes the A1 and A2 levels. A1 level includes individuals, that have scarce knowledge of the language and can introduce themselves and others. The A2 level includes individuals, whose language knowledge is greater and can speak about different topics using basic vocabulary.

The independent user level includes B1 and B2 levels. B1 speakers can talk about and write about topics they are familiar with and can resolve different situations that might occur when visiting a native region of the language. B2-level speakers can comprehend most topics and discuss those, they have expertise in. Their communication is fluent.

The proficient user group includes the C1 and C2 levels. C1 level individuals are fluent speakers, who can understand implied meaning in spoken and written language and are flexible in many different environments, including social or even academic. C2 level speakers are comparable to native speakers, as they have no problem grasping anything heard or read.

The methods of language training, including the Grammar-Translation Method, The Direct Method, The Audio-Lingual Method, The Silent Way Method, Suggestopedia/Dessuggestopedia, Communicative Language Teaching, Total Physical Response, and Community Language Training are introduced and explained briefly.

## **II. ANALYSIS**

## 4 COMPANY INTRODUCTION

The chosen company is based in the Zlín region, and it is part of a multi-national corporate group focusing mainly on tire manufacturing. Due to the company's wishes, the full name of the company will not be provided. The company, all its information and data are real, supported by authentic documents. The first tires for automobiles were manufactured in 1932 and the company was later founded in Zlín in 1946 (Internal Documents). In 2021, there were more than 18 million tires for passenger cars, 1.5 million for trucks, and 138 thousand for industrial vehicles produced (Company's Website).

### 4.1 Human Resource Data

The corporation is split into three sections: Production and Technology, Marketing and Sales, and Finance and Controlling (Annual Report of the Chosen Company 2023). In January 2023, the total number of employees was 5,294. From that number, 21 % (1,112) of them were fixed employees and 79 % (4,182) of them were variable employees. Fixed employees are technical/office staff and variable employees are manual workers. Only technical/office staff are entitled to language training, so roughly 1/3 of the fixed staff participate in language training. The number of employees stayed roughly the same throughout the years, namely, the number of employees in 2018 was 5,140 (Internal Documents). The company in Czechia cherishes four core values: trust, the desire to win, freedom to act, and unity (Company's Website).

The long-term goal of the company's HR policy is to attract and retain motivated and qualified employees and to be an attractive and fair employer. In 2022, the company was awarded the Employer of the Region award (Annual Report of the Chosen Company 2023). Tied with that, there are 26 blue-collar workers in HR, indicating the company has a high interest in their employees, who report to the HR Director, who reports directly to the CEO of the company (interview with an HR specialist).

## 4.2 Economic indicators

(all numbers in thousands CZK)	Revenues	Operating profit/loss	Profit/loss
2019	37,272,766	3,139,165	2,502,379
2020	32,909,939	2,561,471	2,701,296
2021	39,948,562	4,448,446	2,491,878
2022	47,093 159	5,001,514	3,679,299

*Table 1 Economic indicators 2019-2022 (author's creation)*

The company is large and so are its profits. The table shows the profit averaged around 2.5 billion CZK, going over 3.6 billion in 2022. The figures indicate the company's economic state was not significantly affected by the pandemic (Annual Report of the Chosen Company 2021, Annual Report of the Chosen Company 2023).



## **5 ANALYSIS OF THE CURRENT STATE OF LANGUAGE TRAINING**

Chapter 5 describes the goal of the analysis, lists the data collection methods, and analyses the language training of the chosen company. The outcome of the analysis is presented. In Chapter 6, the conclusions of the analysis are drawn, and recommendations are suggested.

### **5.1 The goal of the analysis**

The goal is to analyse potential gaps between the language training provided by the company and the satisfaction of the attendees and provide insight into the problem.

This topic was chosen after consultation with company representatives and the main reason is that language training has been running in the company for many years and the company wanted to check the satisfaction of their employees with this training program and possibly identify areas for improvement.

The research questions for the analysis are:

- What is the current state of the company's language training?
- What are the specific strengths and weaknesses of the language training?
- How could the language training be improved?

### **5.2 Methods of data collection and work processing**

To assess the current state of the language training of the company, there were several data collection methods used:

- an interview with an HR specialist,
- an analysis of internal company documents,
- a questionnaire,
- an interview with one of the lecturers.

First, an interview with an HR specialist, who oversees the language training was conducted. This method was chosen to establish the language training process in the company. This respondent was chosen because they had an overview of the language training and were able to provide all the information needed. The goal of the interview was to collect information about the current state of language training, especially its process and overall organisation.

The interview happened in the early stages of the analysis – on 7<sup>th</sup> December 2022 at the HR specialist's office and took approximately 1 hour. It was conducted in Czech and later translated. The author chose a semi-standardised interview, as defined by Novotná, Špaček, and Jantulová (2019, 322) as an interview, where the interviewer prepares concrete

questions to ask during the interview, and if the response is not satisfactory, they ask further questions. The interview was not recorded, and notes were taken. This method has been sufficient. Further communication was mainly carried out through e-mails.

Another method of data collection was an analysis of internal company documents to find out more detailed information. The specific documents used were statistics about the participants of the language training – to analyse the number of people attending each year, provided by the HR specialist. Annual company reports, available online, were also used.

The next method of analysis was a survey. The selected sample was attendees of English courses. The survey aimed to find out the satisfaction of the employees with the current state of the language training and if they would change anything. The survey was in Czech. “Google Forms” was used to create the questionnaire. A link to the questionnaire was sent to the attendees on April 14<sup>th</sup>, 2023, via e-mail. The questionnaire was anonymous. At the beginning of the questionnaire, there was an introduction.

There were closed questions, where the respondents were able to choose from prepared answers. Questions number 4, 12, and 14 were open questions, where the respondents were supposed to form the answer on their own. These questions were conditional on the answer to the previous question and were not mandatory. In the last question, the respondents were asked to assess their progress on a scale from 1 to 5. The full questionnaire is available in Appendices I and II in Czech and English. These questions and their interpretation were based on points made by Bradburn (2004, 36–37) and they were consulted with the HR department before being sent out.

The last one was semi-structured interview with a lecturer providing the language training to get their point of view of the training and to get a closer look of the contents of the lessons. The HR specialist asked a few lecturers to participate and only one lecturer was willing to be interviewed. The interview was conducted on 23<sup>rd</sup> March 2023 in one of the on-site classrooms at the company and took approximately 1 hour. The interview was held in Czech and later translated. The lecturer asked to stay anonymous.

The questionnaire, its results, and notes from both interviews are available online at [https://utbcz-my.sharepoint.com/personal/m\\_mikes\\_utb\\_cz/\\_layouts/15/onedrive.aspx?login\\_hint=m%5Fmikes%40utb%2Ecz&id=%2Fpersonal%2Fm%5Fmikes%5Futb%5Fc%2FDocuments%2FP%20C5%99%20ADlohy%20k%20BP&view=0](https://utbcz-my.sharepoint.com/personal/m_mikes_utb_cz/_layouts/15/onedrive.aspx?login_hint=m%5Fmikes%40utb%2Ecz&id=%2Fpersonal%2Fm%5Fmikes%5Futb%5Fc%2FDocuments%2FP%20C5%99%20ADlohy%20k%20BP&view=0)

### **5.3 Analytical findings**

Initially, the skill development at the company is briefly outlined, and the current state of the language training is described, according to the interviews with the HR specialist, the language lecturer, and internal documents. The questionnaire survey results are shown and discussed later. The advantages, disadvantages, and answers to the research questions are listed in the summary of the analytical findings.

### **5.4 Skill development**

According to the HR specialist, introduced above, every employee of the company has a training opportunity. Some training is compulsory, such as production training for the correct handling of machinery, or the renewal of licenses to operate machinery. Employees also can inform their supervisor about an area they would like to improve in or in which area they think it would be useful to improve to perform their work better. The company tries to accommodate the needs of every employee, that requests participation in a training event. They discuss the training request, which is then put into a special in-company training system. The employee is then contacted by the Human Resources department if their interest persists. The application form for these training events is included in Appendix P III.

The type of training might range from relatively generic, like MS Office courses, to more specialised forms, like Siemens computers and production machinery. The training events are carried out by long-term contracted partners.

Apart from mandatory and requested training, the company organises training programs. An example of that is a training program called “Talenti” (in translation “The Talents”), where employees can sign up and 16 of them are selected. In this program, they could advance their knowledge and management skills for career advancement.

After each training event, each employee receives a sheet where they evaluate how they rate the event, and describe what they would change, and thanks to this, HR receives feedback. An average satisfaction score is taken from all participants, and this is then added to the event in an internal education program.

### **5.5 The language training**

Language training is important at the company, as the official language of the multi-national group is English. The language training program has been running since 2006. Currently, the company is offering courses in English and, due to the unrest in Ukraine, free Czech language lessons were also provided for Ukrainian refugees working in the company. In the

past German was taught, as the company is a part of a multi-national group, which is originally from Hannover, Germany. The company also offers courses in other languages, if the individual is going to travel to a specific destination, where said language is spoken. The aim of the language training in the chosen company is designed for the employees to keep in touch with the language, so they can communicate with the other international branches.

The training in the Czech language is available for employees from foreign countries, who do not speak Czech at all, and it rose to prominence due to the conflict in Ukraine in 2022. The course is not compulsory and is a basic introduction to phrases for foreigners. The duration of the course is 3 days, and it is free, signifying an effort to accommodate foreigners in need.

White-collar staff, especially those who travel abroad or frequently communicate with foreign parties, are entitled to English language training. It is not possible to start training as a complete beginner, employees must already have some basic knowledge of the English language to qualify for the training. The company does not provide any basic training in the English language, so employees, who would like to start learning English must learn the basics in their own time and at their own expense. Only then they could participate in the in-company training.

Those interested in language training can register electronically in an internal program during June and July when the language course offers are announced. The training itself starts in the 2<sup>nd</sup> week in September. The whole training is designed as a school year, having 2 semesters – September—January and February—June.

The costs of the basic English training provided by the company are fully covered by the company. Extra classes are not covered, meaning the participants would have to cover the cost of the classes themselves. The company contributes 6,000 CZK per employee since 2023. The allowance was 5,000 CZK until 2022. The annual costs of the language training are approximately 2,000,000 CZK, more specifically, the costs were 2,010,076 CZK in 2022 and 1,951,555 CZK in 2023.

## **5.6 Language training attendance**

Through an analysis of internal documents with attendance analytics, the author was able to look at fluctuations in attendance throughout the years.

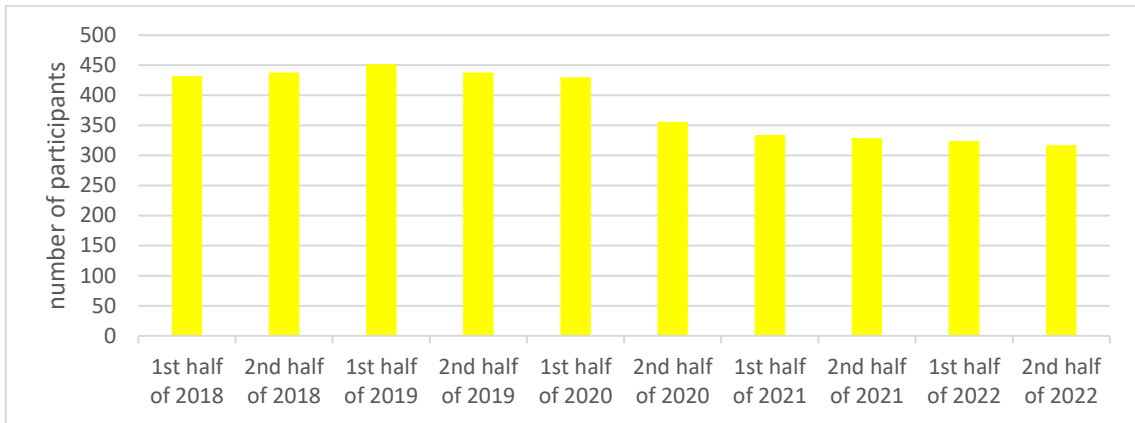


Figure 3 Number of participants in Standard English Training in 2018-2022 (author’s creation)

In Figure 3, it can be observed how the number of participants changed throughout the years. The pandemic had a significant influence on the number of participants. The number plummeted by approximately 70 employees, as it was advised to limit contact with others, and not presumably many international meetings were held, lowering the need for language training.

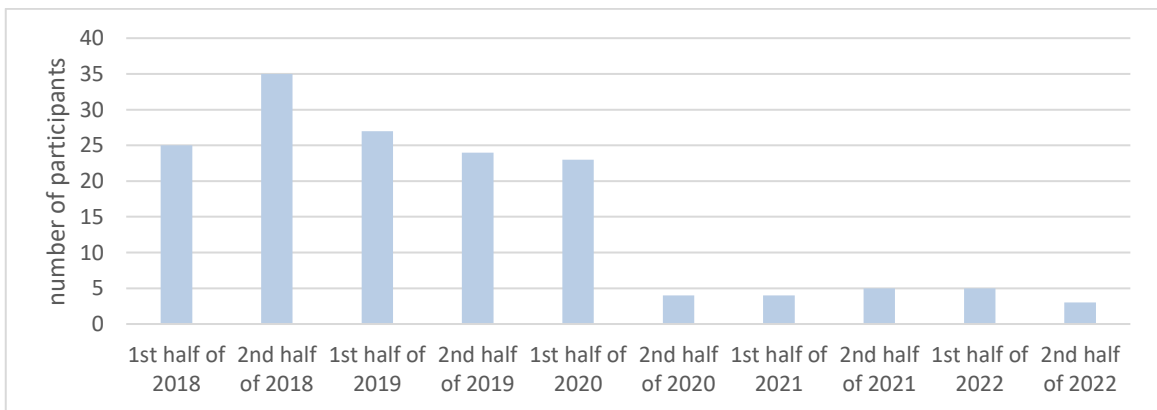
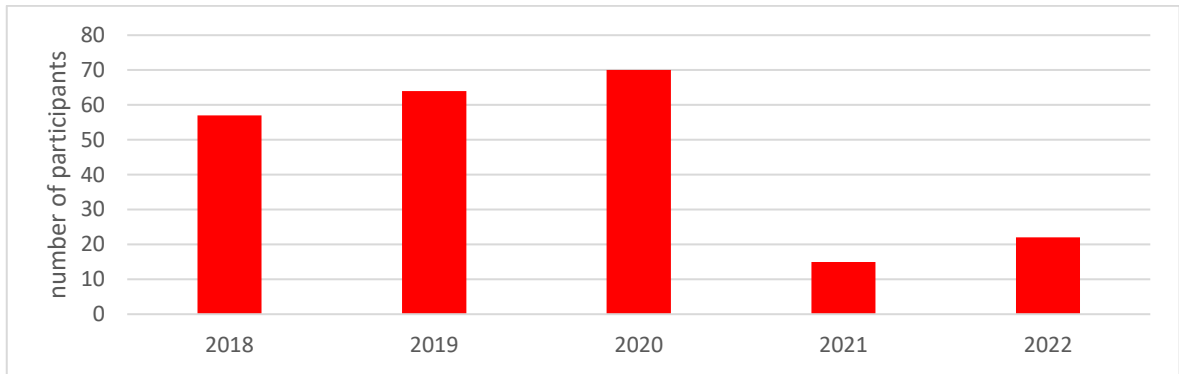


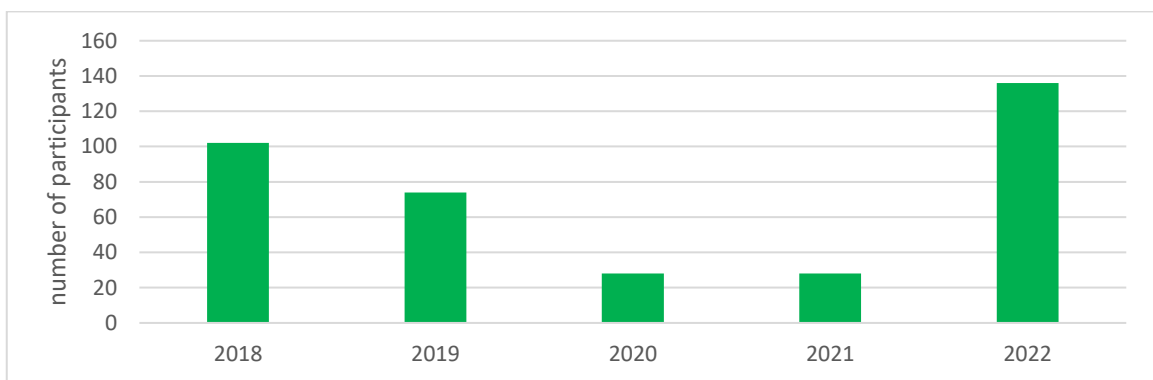
Figure 4 Number of participants in Standard German Training in 2018-2022 (author’s creation)

In Figure 4 it is apparent that German courses lost their popularity and only a fraction of people continue studying German at the company after 2020. Until 2020 it was available as a course itself, in the present, other than English courses are available on special occasions, which are explained further.



*Figure 5 Number of participants in Individual English Training in 2018-2022 (author's creation)*

Figure 5 illustrates that the number of participants in individual English courses also went rapidly down after 2020, like the standard English training, due to the pandemic. In 2021, the number of participants was the lowest and increased again in 2022.



*Figure 6 Number of participants in other language Training in 2018-2022 (author's creation)*

Observing Figure 6, the number of participants in language training other than English and German decreased in 2020 and 2021. These languages namely include Czech, for foreign employees, as was mentioned before; Russian, and French. The number of participants was the highest in 2022, as it includes the Czech lessons for Ukrainian refugees.

### **5.7 Organisation of courses**

Every employee, who signs up for the course receives an e-mail sometime before it starts to inform them about it in more detail, like where it will take place and time. The classes take place during the employee's workday and last for 90 minutes once a week.

There are classrooms available on the premises of the company, very convenient for the employees, as they do not have to travel anywhere and saves them precious time. The classrooms are well equipped and suitable for language training.

The participants are divided into groups of 6 to 8 participants. Once the employees sign up for the training, they should not sign out of classes so as not to disrupt the cost for other participants in the same group, as the costs are distributed among all of them. They must attend at least 70 % of the classes, otherwise, they will not be able to sign up for the course next year. The interviewed lecturer stated that the participants take the classes as a priority and if they are available, they always participate, the exceptions are if the employee is working from home or is on a business trip.

### **5.8 The lessons**

According to the interviewed lecturer, in general, the classes are mainly concerned with business English. The materials for the classes are determined individually for each group, based on what their lecturer demands. The interviewed lecturer uses textbooks, online educative videos, and other online exercises. They also encourage their students to watch movies and other things in English. Lessons are designed to maintain contact with the language and practice it, rather than to teach new knowledge because as was stated before, participants need to have initial knowledge of English to be able to participate in the standard course.

What is covered in the classes is based on the needs and desires of the participants and their language level. The interviewed lecturer stated that what is covered in his lessons is highly custom to the needs of each group.

From what was observed, the methodology of the lecturer's language training is very similar to the Community Language Learning. The lecturer acknowledges each participant as a whole person and tries to accommodate them and satisfy their needs. The attendees of each group are used to each other, so they feel secure about speaking up and defining what they need.

### **5.9 Types of training**

There are several types of language training in the chosen company. The first one was described in the previous chapter. Participants also have the option to take the classes at the language schools in the Zlín region if they decide to not have the classes during their working hours.

Employees also can have intensive courses, especially during the summer months, but it is possible to sign up for them during the whole year. This type of training is done if the employee has something important coming up and needs to perfect their knowledge of a

specific area. For these courses employees attend language schools, they are not available on the company's premises, and they usually happen during the summer months. A 1-on-1 course is available too if needed for more intensive and effective training.

E-learning was only used during the COVID-19 lockdowns, otherwise, it is not used, only in classes to watch educational videos and sometimes for grammar exercises. Online lessons, for instance, are not used.

Overall, the employees have a wide selection of courses to attend, and the company offers adequate services for its employees to meet everyone's needs.

### **5.10 Lecturers**

Lecturers are recruited from various language agencies. Currently, the number of agencies from which tutors are hired is 9. Each agency is contracted for 5 years, after 5 years a call for new contracts is made and new agencies can participate. The tutors are from the Czech Republic and are also native speakers. The lecturers set their schedule, and the participants choose the time that suits them for the lecturer that suits them, if they participate repeatedly. Billing with language agencies is divided into 2 semesters. Each lecturer takes care of their group individually, the same applies to the participants, and individual communication is preferred. If a lesson is cancelled by the tutor, it is replaced on another date.

The lecturer, whom the interview was carried out has been teaching in the company for 10 years. The participants who visit his lessons are used to him and the groups he teaches remain essentially the same. The participants often do not change their groups as they are used to each other as well as their lecturer and their language skills develop and improve at the same pace. The author believes the participants could benefit from changing groups, for example every year, as they would be forced to get to know other participants and speak to them – allowing them to use the language in new scenarios. The author positively rates the individual approach of the lecturers to the course participants - that it is always possible to agree on a certain compromise and of the content of the lessons.

When asked what the lecturer themselves would change or improve, they answered, that they would double the weekly hours of the lessons. Meaning it is believed that a different approach is recommended for optimal results. Specifically, a 90-minute lesson twice a week, one lesson with a native speaker, where they would mainly focus the lesson on speaking and communication activities, and the other lesson with a Czech lecturer, which would deal with grammar and vocabulary.



### **5.11 Evaluation of the attendees**

The evaluation of attendees as such is not required by the company. Only a form is filled out by the instructor, where attendance at lessons is recorded and an evaluation of the activity in the lesson, preparation for the lesson, and motivation to learn is recorded on a scale of 1 to 5. The evaluation form is available in Appendix P IV. Tutors may prepare a test for participants on grammar, listening, or vocabulary but no conclusions are drawn from this. Evaluation of speaking is done throughout the lessons. The interviewed lecturer asks the employees questions and gives them vocabulary tests throughout the course.

Some managers test their employees to determine the effectiveness of the training and whether it is worth continuing to invest in the employee's language training and whether their level of English has improved or not throughout the years attending. One of the departments used to have periodical evaluations, but the participants complained it was too much unnecessary stress, so the evaluation was abolished. The language training would still be available for those, who did not improve.

### **5.12 Questionnaire survey results**

The selected sample was attendees of English courses. The survey was aimed to find out if the employees are satisfied with the current state of the language training and if they would change anything. The survey was in Czech. There were 12 mandatory and 3 optional, furthering questions in the questionnaire.

There was a variety of questions. There were closed questions, where the respondents were able to choose from prepared answers. Questions number 4, 12, and 14 were open questions, where the respondents were supposed to form the answer on their own. These questions were conditional on the answer to the previous question and were not mandatory. In the last question, the respondents were asked to assess their progress on a scale from 1 to 5. As was mentioned, the questions and their interpretation were based on points made by Bradburn (2004, 36—37) and they were consulted with the HR department before being sent out.

The questionnaire was sent to 252 of the Standard English course participants and 133 of them answered the questionnaire, resulting in a 53 % return rate. 34 of the respondents answered the voluntary questions.

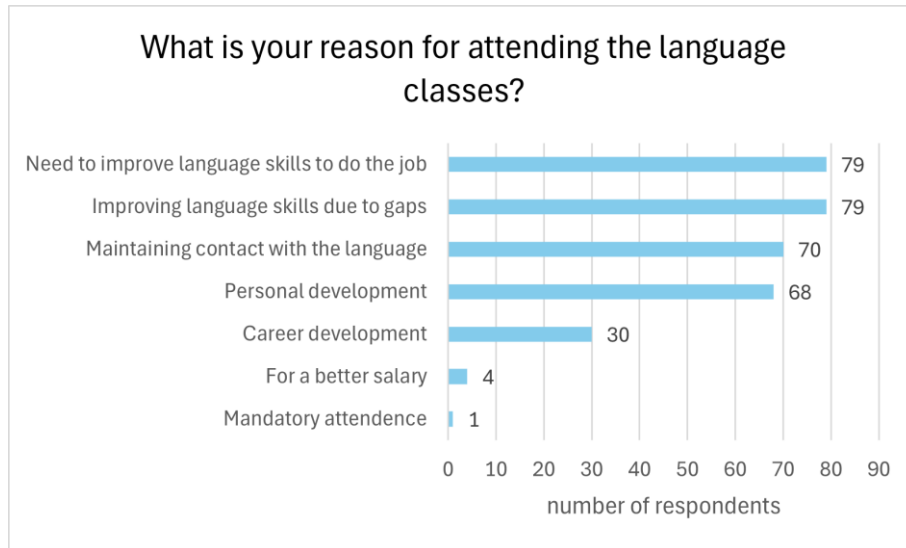


Figure 7 “What is your reason for attending the language classes?” (author’s creation)

In Figure 7 the participants were asked what their reason is for attending the language lessons. The most frequent answer was “*improvement of language skills due to gaps*”, where 79 answers (59.4 %). The same number of respondents chose “*Need to improve language skills to do the job*”, indicating more than half of them are glad the language training is provided, as it helps them with their job performance. 70 people (52.6 % of respondents) also agreed that they attend the language training simply to maintain contact with the language, which is an important part of language learning and usage. 68 respondents (51.1 %) answered that the reason they visit the lessons for their own personal growth and development – showing the employees’ motivation to learn new things. 30 respondents (22.6 %) participate for career development, to get a better job opportunity.

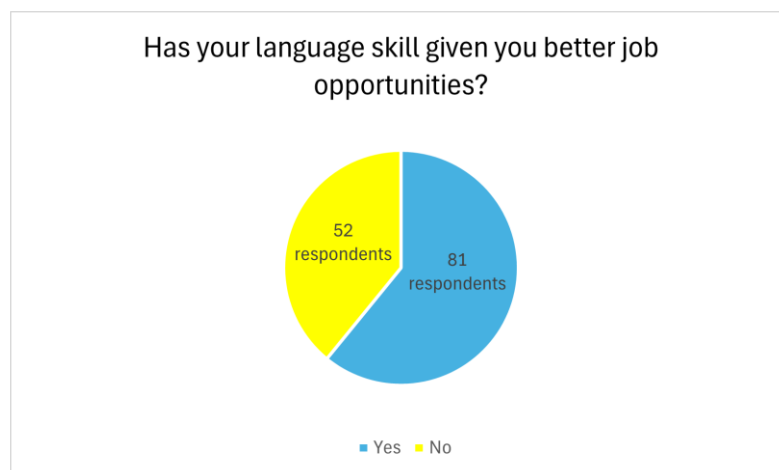


Figure 8 “Has your language skill given you better job opportunities?” (author’s creation)

When asked if they got better opportunities at their position, thanks to the language training, 60 % of them (81 respondents) agreed on opportunity improvement, which is a good statistic, considering only 30 participants’ motive was to get better job opportunities.



Figure 9 “Which areas are the most important for you in terms of developing your language skills?” (author’s creation)

In Figure 9, the results of the question “Which areas are the most important for you in terms of developing your language skills?”, where the employees were able to pick more answers. The answer with the highest percentage (80.5 %/107 respondents) was “gaining more speaking experience”, which goes hand in hand with the second most picked answer “improving comprehension in a foreign language” with 92 votes. The respondents show that their motivation is to be able to express themselves in a foreign language and be able to hold a conversation in the international corporate world. 50 % of respondents’ priority is to overcome their fear of speaking a foreign language, one of the struggles of many people. 43 respondents (32.3 %) consider it the most important for them to learn new professional terms and learn how to use them, which in an industrial company, is essential to understand more complex ideas of the sector. 27 respondents (20.3 %) chose “learning grammar rules”, which is considerably lower than getting better at speaking – indicating they are focused more on being able to express themselves, rather than being completely grammatically correct. For 21 respondents it is important to improve their writing skills, also a lower percentage of 15.3 %, which the author assumes is because their main concern is speaking, so the writing is not as important.

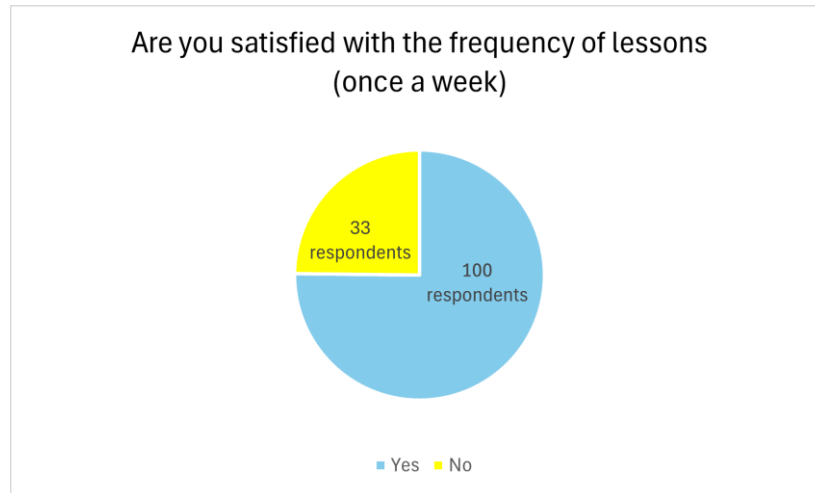


Figure 10 “Are you satisfied with the frequency of lessons (once a week)?” (author’s creation)

According to the survey, 75 % of the answers indicate, that the participants are satisfied with having a single 90-minute lesson a week, but nearly a 4<sup>th</sup> of them are not satisfied, which is worth considering.

According to the survey, where 34 respondents answered the non-mandatory question “If you answered “no” in the previous question, how frequent would you want the lessons to be, possibly how long?”, the respondents’ answers were consistent, saying they would prefer their lessons to be more frequent, specifically at least twice a week. The answers varied with the duration of lessons, some were saying they would prefer them to be shorter (45 minutes), some answered they would keep the 90-minute lessons, but twice a week, and some would like something in between – 60-minute lessons. A few respondents would like the frequency to be even more intense – 3 times a week, with one respondent suggesting shorter lessons every day (which even in the answer considered probably not implementable). One respondent suggested a hybrid model – 1 lesson in person and the other via Teams, which could save some time.

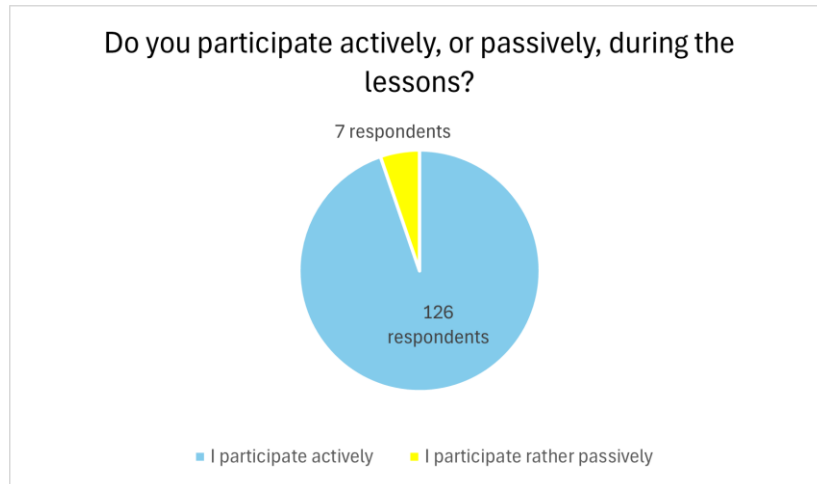


Figure 11 “Do you participate actively, or passively, during the lessons?” author’s creation)

When asked if they participate actively or not, you can see in Figure 11, 126 respondents participate actively and only 7 of them answered, that they participate rather passively – which is expected of them, but it is nice they try and make the lessons worth it for them. Based on the information from the lecturer the participants are motivated to speak and learn in the lessons. They are encouraged to and often mention problems they have and always want to resolve them.

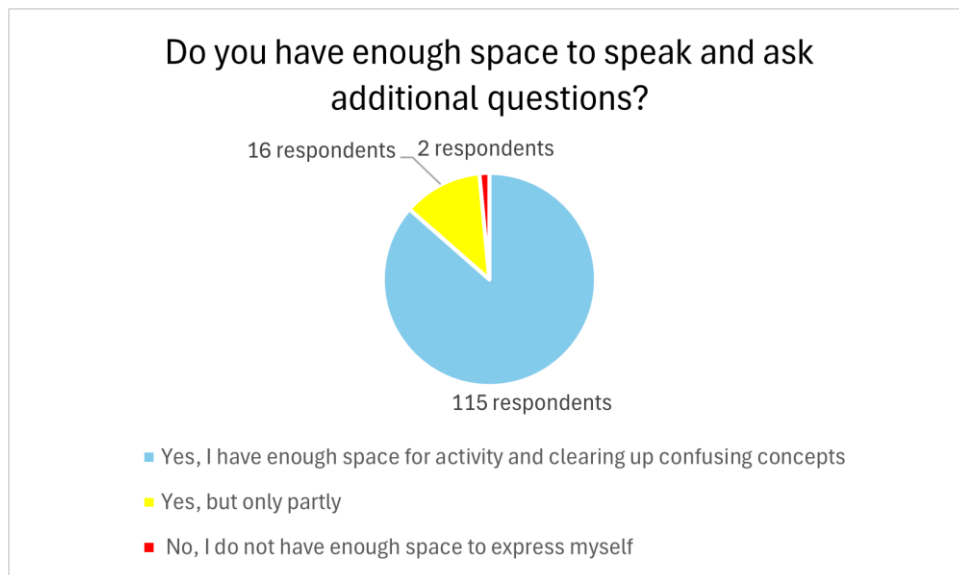


Figure 12 "Do you have enough space to speak and ask additional questions?" (author’s creation)

Figure 12 shows the respondents have enough space for activity and any confusion that may occur during lessons. According to the lecturer, it mostly is up to themselves and what mood they set – the attendees must try to make a positive environment to feel comfortable about speaking up.

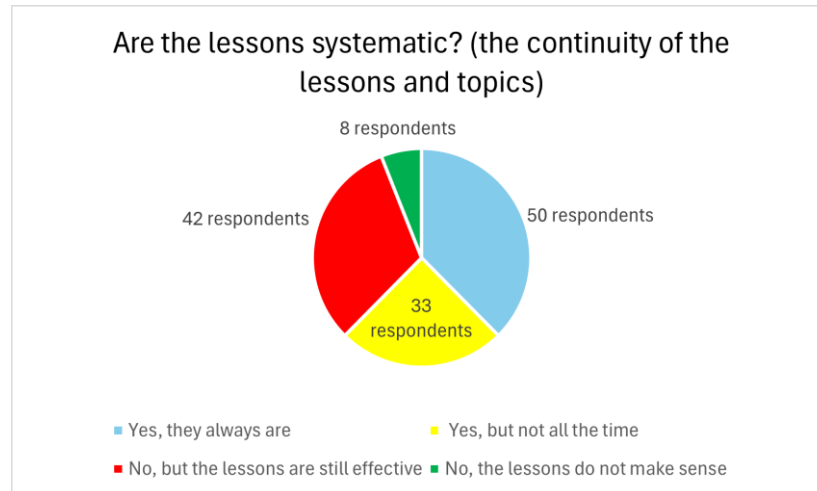


Figure 13 “Are the lessons systematic? (the continuity of the lessons and topics)”  
(author’s creation)

In Figure 13, the results of the question “Are the lessons systematic?” are shown. The answers to this question varied the most. 37.6 % of respondents find the continuity of the lessons systematic. 24.6 % of respondents think that the lessons are systematic only sometimes. Surprisingly, 31.6 % of respondents do not think the lessons are systematic yet think the language training is still effective. And 6 % of respondents do not find the lessons systematic and do not feel like they make sense. Overall, the results indicate a possible issue with the student–tutor communication. Despite the lessons and their topics not being completely continuous, the students still find the lessons effective and helpful. The participants often ask if they do not understand something or need training in a specific skill, according to the interviewed lecturer, as mentioned before.

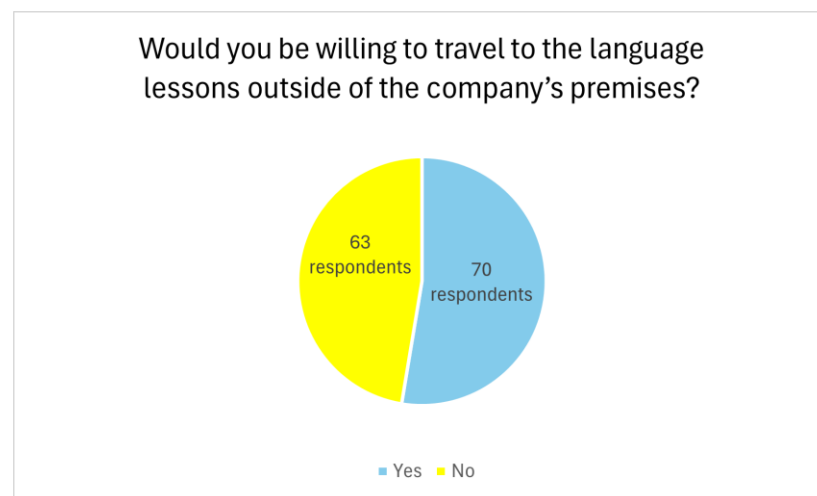


Figure 14 “Would you be willing to travel to the language lessons outside of the company’s premises?” (author’s creation)

The author finds the on-site classrooms a great benefit for the employees and in Figure 14, the results confirm the employees find on-site classrooms convenient as 63 respondents (47.4 %) would not be willing to commute. Being able to take the courses on the company’s premises positively affects the overall satisfaction of attendees.

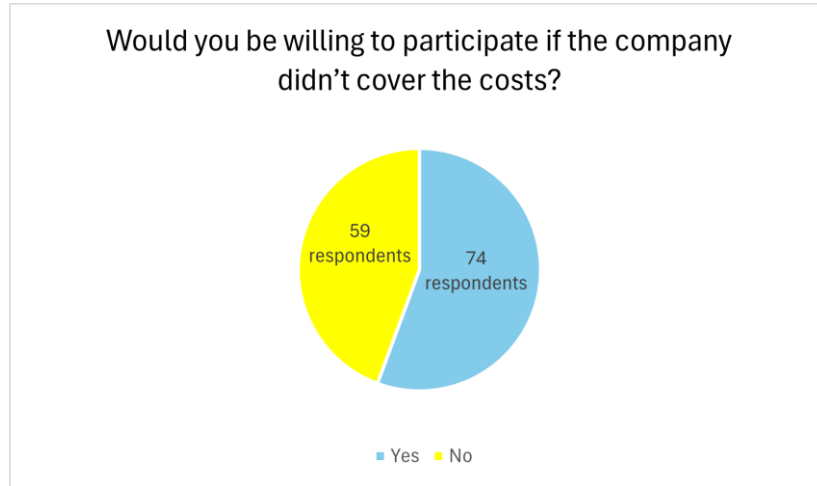


Figure 15 “Would you be willing to participate if the company didn’t pay for them?”  
(author’s creation)

Figure 15 indicates that 44.4 % of respondents would not be willing to participate if the company would not provide the benefit of covering the cost of it. Of course, in some cases, language training is strongly recommended to the employees – to be able to perform their jobs, so it is understandable, that the employees would not invest in something the company expects of them. On the other hand, more than 55 % of the respondents would cover the costs themselves, indicating their satisfaction with it and motivation to improve their skills.

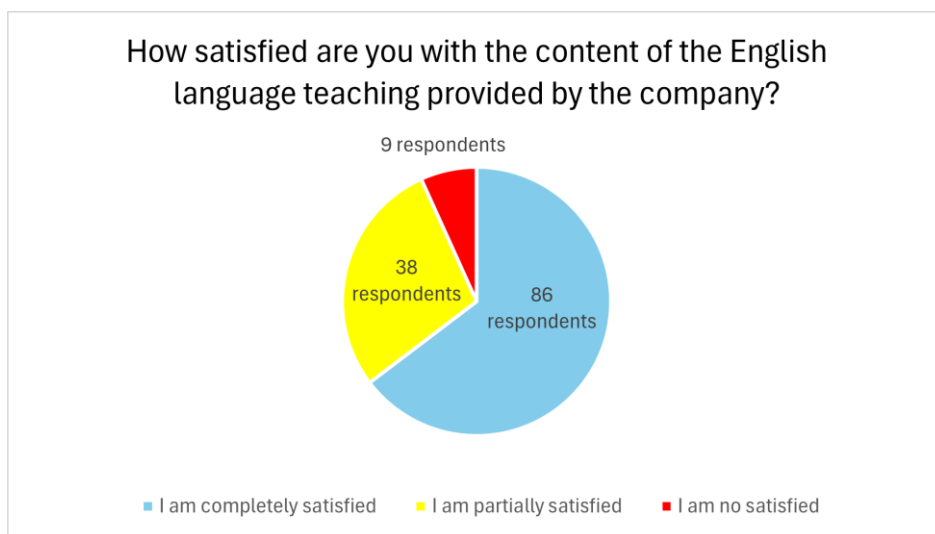
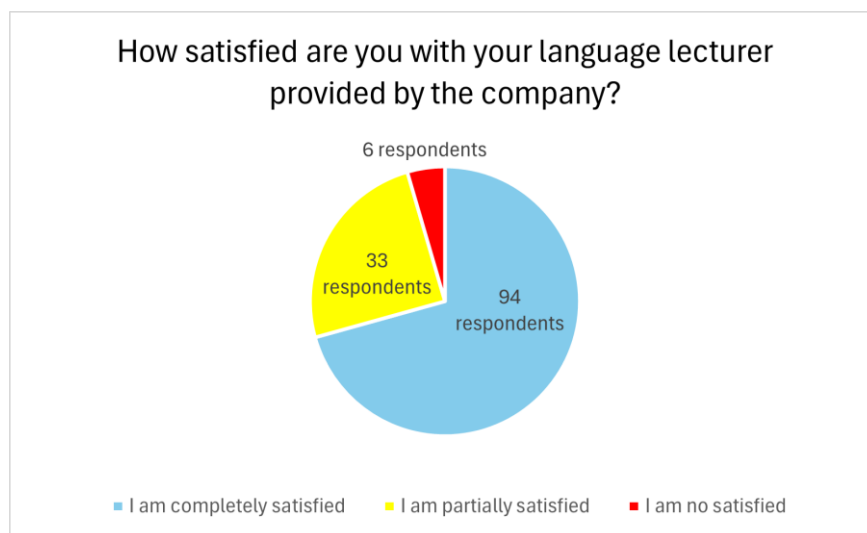


Figure 16 “How satisfied are you with the content of the English language teaching provided by the company?” (author’s creation)

In Figure 16, the employees were asked how satisfied they were with the content of the language lessons. Answers to this question are subjective, as each group's lesson is different, considering their level of language and their needs. However, 93.3 % of respondents are at least partially satisfied with the contents of the training, 64.7 % of them are satisfied completely and would not change anything. 28.6 % of respondents would make some adjustments and 6.8 % (9 individuals) of 133 respondents are not content with what goes on in the lessons.

In the following non-mandatory question, they were asked what they would change about the training. The responses to this question varied significantly. 6 of the respondents' answers were about the frequency of the lessons, which was already mentioned. 9 of the respondents' responses worried the lecturer themselves, about their preparation and the possibility to choose the lecturer. One of them was concerned about how they've had the same lecturer for 6 years and would be open to a change. 2 of them were concerned about possibly having 2 lectures with 2 different lecturers a week, one of them being a native speaker. Another answer mentioned a model they use at the Slovak branch, where they choose their lecturer from all over the world weekly, having the opportunity to speak with people with different dialects. 5 of the respondents would like to focus more on business English, especially within the industry. What was mentioned a lot, was to focus more on speaking and conversational exercises and leave reading and listening as homework. A few answers were concerned with the systematicity of the lessons, which was discussed before.



*Figure 17 “How satisfied are you with your language lecturer provided by the company?”*

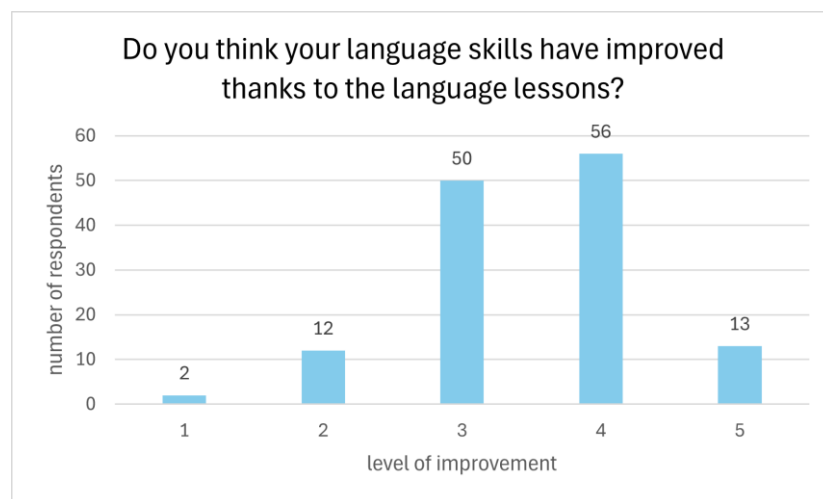
*(author's creation)*

In Figure 17, the employees were asked how satisfied they were with their language lecturer and 70 % (94 respondents) of them answered “completely satisfied”, 24.8 % (33



respondents) of them answered “partially satisfied” and 4.5 % (6 respondents) of them answered “completely unsatisfied”.

In the following question, they were asked what the actual problem was, and if they were not completely satisfied with the lecturer, and again 34 respondents answered this voluntary question. The answers to this question were like the previous voluntary question, concerning the topics of the lessons. Overall, some of the respondents are not satisfied with the qualifications of the lecturers and their preparation for the lesson. One of the respondents pointed out, that the lecturer expects textbook responses and does not acknowledge the other ones, despite them being right. They also seek more conversation during the lessons, as mentioned before.



*Figure 18 "Do you think your language skills have improved thanks to the language training?" (author's creation)*

When asked, how the participants think they improved on a scale from 1—5, 56 of the respondents rated their improvement to level 4, indicating their language levels have increased significantly. 50 of the participants rated their improvement to level 3 – still a major improvement. 13 of the respondents rated their improvement to a maximum level. 12 people rated their improvement to level 2 – a slight improvement and only 2 participants answered they see little to no improvement. Overall, the results have a wide range, yet the majority of respondents see an improvement.

### 5.13 Summary of analytical findings

The analysis of the current language training in the company was conducted to assess potential deficiencies and improve the program. It is possible to state that, the program can be improved, yet its quality is at a high level.

The data was collected through an interview with an HR specialist, which revealed details about the structure of the language training. Additional information was retrieved from internal documents such as the annual reports and participation statistics. A survey was sent out to the attendees, designed to reveal their satisfaction with the training. Lastly, an interview with a lecturer aided the author with further information from another point of view.

Currently, the language training, available for the employees offers a variety of courses, which the majority of take place in well-equipped classrooms available on the company's premises. The standard lessons, happening once a week, are 90 minutes long. The lecturers, who teach the language training, are from selected language schools from the region. The lessons are designed to upkeep and maintain the employees' language skills.

To answer the research question "*What are the specific strengths and weaknesses of the language training?*", the language training has a high level of quality, as was mentioned before. The main pros of the training are:

- Fully funded language training,
- on-site classrooms, where the classes are held,
- measures to prevent wasteful use of company funds through compulsory attendance at courses with a mandatory 70% attendance rate,
- low number of participants in one lesson, ensuring a more personal approach,
- tailored methodology to each group's needs,
- varied options of language training (personalised 1-on-1 training, intensive courses, regular classes, classes in different languages for special needs),
- satisfactory rate, where about 90 % of respondents responded, that they find the language classes effective.

There were some weaknesses found, where the language training program could be improved, the major ones being:

- as the Standard language classes are funded by the company, the attendees do not have the option to have more frequent classes, which the survey discovered is desired,
- limited options for blue-collar workers to attend language training classes,
- issues with continuity of classes – some respondents perceive issues with continuity of topics in classes, which could affect their overall satisfaction and effectiveness of the language training,

- no official standardised form of evaluation of the attendees, yet this point is arguable, as the language training is designed for the employees to keep in touch with the language.

The research question “*How could the language training be improved?*” is answered in Chapter 6. The suggestions listed are additional speaking lessons, offering language courses to selected blue-collar workers, improving feedback to tutors, and unification of employee evaluation.

## **6 SUGGESTED RECOMMENDATIONS**

In the previous chapters, the analysis of the language training in a chosen company was conducted and in the final part, its advantages and disadvantages were listed. This chapter offers recommendations to improve the mentioned weaknesses.

### **6.1 Additional speaking lessons**

As was stated in the previous chapter, the results of the survey unveiled, that some of the respondents would prefer a different class schedule, most of them suggesting having the language lessons twice a week, but shorter, preferably 45 minutes. Some respondents suggested doubling the current 90-minute lessons, also suggested by the interviewed language tutor, who added, that they would suggest a native speaker for one of the lessons, focusing on speaking, and a Czech speaker for the other, focusing on grammar. The author agrees with both the attendees and the language tutor, as from personal experience it is more effective to use language more frequently to sharpen language skills. One of the responses to the questions suggested a hybrid model of in-person lessons and online lessons, which would be an effective option for those interested in multiple lessons a week, but limited time.

The company does not plan on increasing the costs spent on language training, as they increased the allowance per attendee from 5,000 CZK to 6,000 CZK in 2023, thus the attendees would have to cover the additional costs themselves.

Taking into consideration the company wants to keep the costs as they are, the author would suggest keeping the structure of the lessons as it is – a standard 90-minute lesson once a week and offer those interested extra lessons, separate from the standard course, which the employees would cover themselves. The author would suggest focusing these lessons mainly on speaking and conversation, as it will be later stated, that is mainly what the respondents desire. This would keep the costs as they are for the company and in the survey, the attendees were asked, if they would be willing to cover the costs themselves and nearly 55 % of them answered, that they would, meaning this suggestion could be implemented for those interested.

### **6.2 Offering courses to selected blue-collar workers**

The company offers standard English courses only to white-collar staff and not to blue-collar workers. To some extent, this could be viewed as a misuse of human potential, as even blue-collar workers, when motivated, could make the effort to get higher job positions and it can be used as an incentive to increase job performance. As was mentioned in the analysis, the

company offers a program called “Talenti” (in translation “Talents”), where 16 of the signed-up employees are selected to improve their knowledge and managerial skills for career advancement. Language training is not part of this program.

The author of the thesis therefore proposes to include language training in this program, so that these workers from blue-collar positions can also deepen their language skills, in addition to their professional and managerial ones, and reconsider keeping the cost of language teaching at it currently is. This would be beneficial to the company as it would improve the overall language skills of their hard-working employees. The costs associated with this recommendation would amount to 96,000 CZK per year for all 16 participants in the “Talenti” program. It is assumed that the company would contribute the same amount as its white-collar employees.

### **6.3 Unification of language lessons**

The results of the survey have also shown the attendees might be dissatisfied with the contents of the training, where over 37 % of respondents expressed issues with the continuity of lessons throughout the course. In the answers to the non-mandatory questions, the respondents expressed, that they would be interested in more conversations, more business-related topics and for the lecturers to correct the speech of the participants. Some of the respondents also expressed, that the lessons are “too conversational” and they would prefer more classes, where they learned new concepts and practice grammar skills. This issue might come from the individual approach, where the lecturers make custom plans for the lessons for each group.

The group members then might benefit from mixing up groups and experiencing other lecturers and their teaching styles. Though this recommendation might be challenging to implement, as the attendees have set lessons during their workday, adapting to an alternate schedule would be difficult.

The author suggests focusing the language lessons on speaking activities. The participants would be notified in the previous lesson about the topic for the upcoming week and the lecturer would observe their conversations, correct grammatical mistakes, and explain and clear-up any misunderstanding. As was stated, the respondents expressed interest in topics related to business English and topics focused on the industry in which the company operates. The participants would benefit from each other’s prepared facts about each topic and develop their vocabulary about processes and topics they might not know much about.

## 6.4 Feedback to tutors

Concerning tutor-student communication, the survey unveiled, that nearly 30 % of respondents are not completely satisfied with their language tutor. Some of the respondents of the survey have shown some dissatisfaction with their language tutors. Some of the issues namely are unpreparedness for lessons, inappropriately chosen topics for conversation, lack of tutor qualifications to do the work, focus on textbook answers, and lack of correcting students' grammatical errors.

Concerning what is taught in the lessons, 28.6 % of respondents would make some adjustments, and 6.8 % (9 individuals) of 133 respondents are not content with what goes on in the lessons.

This issue may be fixed easily, by having the students give feedback to the tutors, for example through an anonymous online survey, like the one used for this analysis, at the end of each semester. The author suggests including these questions in the survey:

- Who was your language lecturer? – this question should be in the survey so the insights from the participants would go directly to the trainer,
- Were the lessons systematic? (the continuity of the lessons and topics) – a question used in the analysis survey, which would have a follow-up question concerning concrete issues,
- What topics would you like to learn more about in class? – the survey used in the analysis unveiled not all the participants were satisfied with the topics included in the lessons – this would provide the tutors with greater insight into the participants' interests,
- Do you have any other comments that would lead to the improvement of teaching in general or your tutor?

The attendees would give their honest opinions, as the survey would be anonymous, and the tutors would then evaluate the results and modify the lessons to the liking of the attendees. This method could also be applied to unify what the lessons are about and the content of the lessons, mentioned in the previous recommendation. It could be done across lecturers to even get feedback from their peers, though every tutor has different teaching methods and styles.

## 6.5 Unification of employee evaluation

As was stated before, the language training is provided by 9 different language schools and agencies and is designed for the attendees to keep in touch with the language. The company

does not require the evaluation to be done and the tutors only test their attendees in lessons. It was also stated the company does not draw any conclusions from said in-lesson evaluations, and those who did not perform well are not further disciplined and can attend the classes next year/semester. One of the company's departments used to evaluate their employees, but it was abolished, as the employees complained about unnecessary stress.

The author would argue that this kind of evaluation would be beneficial to the company and suggests implementing it, as they would have a clearer picture about how seriously their employees take the course. The test would be a part of the lesson at the end of each semester and the language lecturers would correct it and provide the company with the results, which would be evaluated, and conclusions drawn. As it would be a part of the course, it would not affect the costs of the language training.

The company would also be able to assess which employees just waste the company's funds and attend the lessons just because the costs of the training are covered by the company. The company would then be able to give the opportunity of the language courses to other employees, for example blue-collar employees in the "Talenti" program, or lower the total costs of the language training, which was 1.951.555 CZK in 2023.

## CONCLUSION

The concept that learning does not end with formal schooling but is a lifetime path of personal and professional development serves as the study's foundation. In today's changing global landscape, when good communication and cultural understanding are critical, constant learning is no longer an option, but a requirement. Based on this concept, this Bachelor's thesis aimed to analyse the language training in a chosen company.

The thesis has been divided into two sections: theoretical study and analytical research. The theoretical aspect established the fundamental principles of corporate training, human resources, learning styles, and training evaluation. It provided the required framework for comprehending the complexities of language training and its importance in a multinational context, which the chosen company is a part of.

The analytical chapter, based on a structured approach, examined the current state of the language training of the company. The present program's strengths and weaknesses were identified through rigorous data gathering and analysis. The data collection methods included an interview with an HR specialist, a study of internal documents, a questionnaire survey, and an interview with one of the language lecturers. These discoveries served as answer to the research questions, that were answered in form of suggested recommendations and the goal of the thesis met.

The analysis unveiled the program's pros and cons. The pros included fully funded on-site courses with a focus on cost-effectiveness, customised approaches, a variety of training options, and a high participant satisfaction rate. These characteristics demonstrated the program's effectiveness and positive impact on employee growth.

However, certain weaknesses were identified. These included the lack of possibilities for complete beginners in standard long-term English classes, limited frequency options for funded classes, limitations to training access for blue-collar workers, issues with class content continuity, and the absence of consistent evaluation practice. Addressing these issues will be critical to improving the program's overall effectiveness and inclusion.

The author further went on to suggest recommendations for the weaknesses of analysed language training. Based on the results of the survey, the respondents expressed a desire for more frequent lessons, suggesting additional conversational lessons for those interested. While this would incur additional costs, most of the attendees indicated a willingness to cover these expenses themselves. Additionally, the author of the thesis suggested to extend training opportunities to selected blue-collar workers, included in another educational



program. Ensuring continuity in taught topics, gathering feedback from students for lecturer and lesson improvement, and implementing a unified employee evaluation system are also crucial steps to enhance the overall effectiveness and value of the language training program.

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## APPENDIX P I: THE SURVEY IN CZECH

### Jazyková výuka ve vybrané společnosti

Dobrý den.

Jmenuji se Matěj Mikeš a jsem studentem oboru Angličtina pro manažerskou praxi na Univerzitě Tomáše Bati ve Zlíně. Tento anonymní dotazník slouží jako součást mé Bakalářské práce – Analýza jazykové výuky ve vybrané společnosti. Následně bude sloužit jako zpětná vazba k případnému vylepšení stavu jazykové výuky.

Prosím Vás tedy o pár minut Vašeho času k vyplnění dotazníku.

**1. Jaký je Váš důvod pro návštěvu jazykové výuky? Můžete vybrat i více možností.**

- Zlepšení jazykových znalostí z důvodu nedostatků
- Udržení kontaktu s jazykem
- Kariérní rozvoj
- Osobní rozvoj
- Nutnost zlepšení jazykových dovedností pro vykonávání práce
- Pro lepší platové ohodnocení
- Other

**2. Získal/a jste díky jazykovým znalostem lepší příležitosti v rámci Vašeho zaměstnání?**

- a. Ano
- b. Ne

**3. Které oblasti jsou pro Vás nejdůležitější v rámci rozvoje jazykových dovedností? Můžete vybrat i více možností.**

- Překonání strachu vyjadřovat se v cizím jazyce
- Získání více zkušeností v mluveném projevu
- Seznámení a osvojení odborných termínů
- Osvojení pravidel gramatiky
- Zlepšení psaného formálního projevu
- Zlepšení porozumění v cizím jazyce
- Jiná...

**4. Jste spokojen/a s četností lekcí (1x týdně)?**

- a. Ano
- b. Ne



5. Pokud jste v předchozí otázce odpověděl/a "Ne", jak často byste si výuku představoval/a, popřípadě jakou délku výuky?
  - a. Text...
6. Účastníte se výuky aktivně nebo jste jen pasivními účastníky a posloucháte?
  - a. Účastním se aktivně
  - b. Účastním se spíše pasivně
7. Máte v rámci lekcí dostatečný prostor k aktivitě a doplňujícím otázkám?
  - a. Ano, mám dostatečný prostor k aktivitě a vysvětlení nejasností
  - b. Ano, ale pouze částečně
  - c. Ne, nemám dostatečný prostor
8. Je výuka systematická? (návaznost témat a lekcí)
  - a. Ano, vždy
  - b. Ano, ale jen někdy
  - c. Ne, ale výuka je stále efektivní
  - d. Ne, výuka nedává smysl
9. Byl/a byste ochotný/á dojíždět na jazykový kurz mimo areál firmy?
  - a. Ano
  - b. Ne
10. Byl/a byste ochotný/á účastnit se jazykové výuky, pokud by ji nehradila firma?
  - a. Ano
  - b. Ne
11. Jak jste spokojen/a s obsahem výuky anglického jazyka zprostředkovanou společnostmi?
  - a. Jsem naprosto spokojen/a
  - b. Jsem částečně spokojen/a
  - c. Jsem nespokojen/a
12. Pokud jste v předchozí otázce zaškrtnul/a "Jsem částečně spokojen/a" nebo "Jsem nespokojen/a", co přesně byste zlepšil/a?
  - a. Text...
13. Jak jste spokojen/a se svým lektorem anglického jazyka zprostředkovaného společnostmi?
  - a. Jsem naprosto spokojen/a
  - b. Jsem částečně spokojen/a
  - c. Jsem nespokojen/a

**14. Pokud jste v předchozí otázce zaškrtl/a, "Jsem částečně spokojen/a" nebo "Jsem nespokojen/a", jaký je konkrétní problém?**

a. Text...

**15. Myslíte si, že se zlepšila Vaše jazyková úroveň díky jazykovým kurzům?**

a. Škála 1-5

Moc Vám děkuji za vyplnění dotazníku!

## APPENDIX P II: THE SURVEY IN ENGLISH

### Language training in a chosen company

Hello.

My name is Matěj Mikeš and I am a student of English for Business Administration at Tomas Bata University in Zlín. This anonymous questionnaire serves as a part of my Bachelor's thesis – "*Analysis of language training in a Chosen Company*". Subsequently, it will serve as feedback for possible improvement of the language training.

So please take a few minutes of your time to fill in the questionnaire.

**16. What is your reason for attending the language classes? You are able to select multiple answers.**

- Need to improve language skills to do the job
- Improving language skills due to gaps
- Maintaining contact with the language
- Personal development
- Career development
- For a better salary
- Other

**17. Has your language skill given you better job opportunities?**

- a. Yes
- b. No

**18. Which areas are the most important for you in terms of developing your language skills? You are able to select multiple answers.**

- Gaining more speaking experience
- Improving comprehension in a foreign language
- Overcoming the fear of expressing yourself in a foreign language
- Introduction and acquisition of professional terms
- Learning grammar rules
- Improving the written formal language
- other

**19. Are you satisfied with the frequency of lessons (once a week)?**

- a. Yes
- b. No

- 20. If you answered “no” in the previous question, how frequent would you want the lessons to be, possibly how long?**
- Text...
- 21. Do you participate actively, or passively, during the lessons?**
- I participate actively
  - I participate rather passively
- 22. Do you have enough space to speak and ask additional questions?**
- Yes, I have enough space for activity and clearing up confusing concepts
  - Yes, but only partly
  - No, I do not have enough space to express myself
- 23. Are the lessons systematic? (the continuity of the lessons and topics)**
- Yes, they always are
  - Yes, but not all the time
  - No, but the lessons are still effective
  - No, the lessons do not make sense
- 24. Would you be willing to travel to the language lessons outside of the company’s premises?**
- Yes
  - No
- 25. Would you be willing to participate if the company didn’t pay for them?**
- Yes
  - No
- 26. How satisfied are you with the content of the English language teaching provided by the company?**
- I am completely satisfied
  - I am partly satisfied
  - I am not satisfied
- 27. If you answered "I am partially satisfied" or "I am not satisfied" in the previous question, what exactly would you improve?**
- Text...
- 28. How satisfied are you with your language lecturer provided by the company?**
- I am completely satisfied
  - I am partly satisfied
  - I am not satisfied

**29. If you answered "I am partially satisfied" or "I am dissatisfied" in the previous question, what is the specific problem?**

a. Text...

**30. Do you think your language skills have improved thanks to the language lessons?**

a. Scale from 1 to 5

Thank you very much for completing the questionnaire!

APPENDIX P III: APPLICATION FORM

**Přihláška na školení**

Odbor rozvoje a vzdělávání

Odběratel: [redacted]

IČO: [redacted] DIČ: [redacted]

Bankovní spojení: [redacted] Banka: [redacted]

Společnost zapsána v Obchodním rejstříku vedeném Krajským soudem v Brně, [redacted]

Dodavatel: [redacted]

IČO: [redacted] DIČ: [redacted]

Bankovní spojení: [redacted] Banka: [redacted]

Variabilní symbol: [redacted]

Název akce: [redacted]

Termín konání: [redacted]

Místo: [redacted]

	Účastníci:	Oddělení:
1.	[redacted]	[redacted]
2.	[redacted]	[redacted]
3.	[redacted]	[redacted]
4.	[redacted]	[redacted]

Vložené (celkem) [redacted]

Zúčtovat k tíži oddělení: [redacted]

[redacted] [redacted] [redacted]

Ředitel divize                      Jednatel                      Odbor vzdělávání

Internal

