

**IMPROVING LECTURING EFFECTIVENESS
FOR A MANAGEMENT TRAINING COURSE**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
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(ADULT AND CONTINUING EDUCATION)
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FOR A MANAGEMENT TRAINING COURSE**



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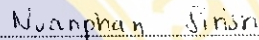
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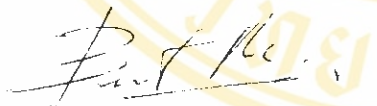
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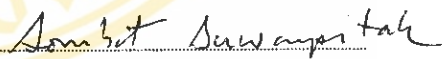
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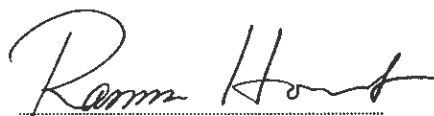
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IMPROVING LECTURING EFFECTIVENESS FOR A MANAGEMENT TRAINING COURSE

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ABSTRACT

This study was to explore the effectiveness of lecture method and to find ways of improving its effectiveness. The sample were 30 trainers who used the lecture method for management training courses, and had at least 3 years experience as trainer. The research instrument was based on personal interview. Analytic induction method was employed in data analysis. The statistical technique was frequency distribution and percentage.

The findings were as follows:

1. The weaknesses of the lecture method were:
 - 1) Lack of opportunity for class participation.
 - 2) Inability to attract the interest of the participants to the lecture.
 - 3) Lack of feedback.
 - 4) Inability to motivate the participants to think along.
2. Means for enhancing the effectiveness of the lecturing method were:
 - 1) Using lecture with other training methods.
 - 2) Trainer preparation, such as, personality, content, participants' information analysis, lesson plan, and training course analysis.
 - 3) Training aids application.
 - 4) Creating learning environment.
 - 5) Exemplification.
3. Factors that led to the success of the lecture method were trainer, participants, physical environment, and the content of the course.

KEY WORDS: LECTURE/ TRAINING/ MANAGEMENT/
TEACHING METHOD/ ADULT TEACHING

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การเพิ่มประสิทธิภาพวิธีการบรรยายในการฝึกอบรมด้านการบริหารจัดการ (IMPROVING LECTURING EFFECTIVENESS FOR A MANAGEMENT TRAINING COURSE)

นวลพรรณ ศิริศรี 4436187 SHAC/M

ศษ.ม (การศึกษาผู้ใหญ่และการศึกษาต่อเนื่อง)

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บทคัดย่อ

การวิจัยเรื่องการเพิ่มประสิทธิภาพวิธีการบรรยายในการฝึกอบรมด้านการบริหารจัดการ มีวัตถุประสงค์เพื่อจะศึกษาวิธีการเพิ่มประสิทธิภาพการฝึกอบรมแบบบรรยาย กลุ่มตัวอย่างในการวิจัย เป็นวิทยากรซึ่งใช้วิธีการบรรยายเป็นส่วนหนึ่งในการฝึกอบรมหลักสูตรด้านการบริหารจัดการ และมีประสบการณ์การเป็นวิทยากรไม่ต่ำกว่า 3 ปี จำนวน 30 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ได้แก่ แบบสัมภาษณ์แบบมีโครงสร้าง จำนวน 1 ชุด การวิเคราะห์ข้อมูลใช้วิธีการวิเคราะห์แบบอุปนัย สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่ และร้อยละ

ผลการวิจัยพบว่า

1. จุดอ่อนของการฝึกอบรมแบบบรรยาย ได้แก่ ผู้เข้ารับการอบรมไม่ได้มีส่วนร่วม ไม่อาจดึงดูดความสนใจของผู้เข้ารับการอบรมให้อยู่กับสิ่งที่เรียนได้ตลอดเวลา วัดประเมินความเข้าใจหรือสิ่งที่ผู้เข้ารับการอบรมเรียนรู้ไม่ได้ว่ามีมากน้อยเพียงใด และไม่มีการกระตุ้นให้ผู้เข้ารับการอบรมได้มีส่วนคิด
2. การเพิ่มประสิทธิภาพการฝึกอบรมแบบบรรยาย ทำได้โดยใช้วิธีบรรยายร่วมกับวิธีการฝึกอบรมแบบอื่น วิทยากรมีการเตรียมตัวในเรื่องบุคลิกภาพ เตรียมเนื้อหาวิชา ศึกษาข้อมูลผู้เข้ารับการอบรม การเตรียมสื่อโสตทัศนูปกรณ์ เตรียมแผนการสอน ศึกษาหลักสูตร อีกทั้งควรมีการใช้สื่อประกอบการบรรยาย มีการสร้างบรรยากาศการเรียนรู้ และมีการยกตัวอย่างประกอบการบรรยาย
3. ปัจจัยที่มีผลต่อความสำเร็จของการฝึกอบรมแบบบรรยาย ได้แก่ วิทยากร ผู้เข้ารับการอบรม สภาพแวดล้อมทางกายภาพ และเนื้อหาการบรรยาย

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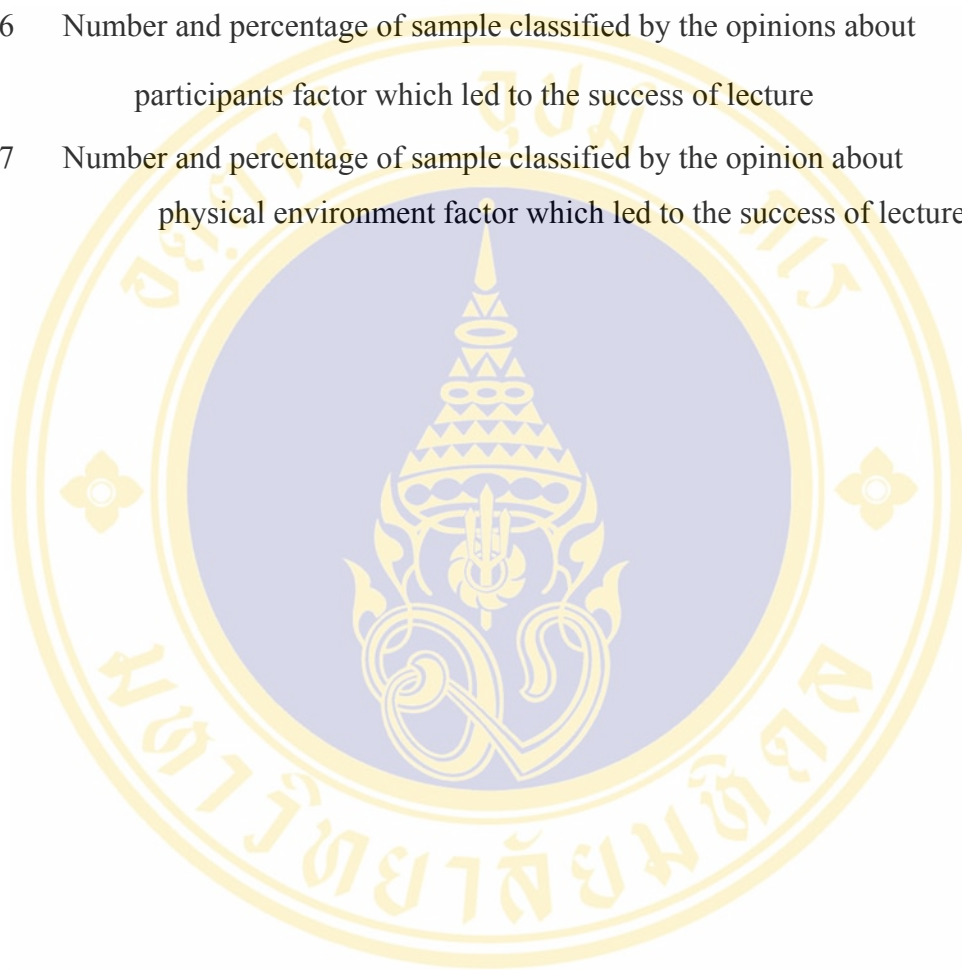
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CHAPTER 1

INTRODUCTION

Statement of the problem

Nowadays, there had been rapidly changes in science, technology, as well as highly competitive economy. As a result, many organizations were eager to modify and develop themselves for those changes and for being the leader in its business line. One factor that led to development was to have qualified personnel. Therefore, human resource development was a strategy that extensively used among the organizations.

Human resource development was a process of furthering knowledge, skills and attitudes towards working. This method was composed of training, education and development, each of which varied in objectives, expenses, duration, and risk of investment (Nadler, 1979: 20-21).

Training was an activity whose goals were in accordance with adjusting the organizations under a speedy change. It produced the required personnel by spending a short time period and the results of changing were shown quick and clear (Feun Hemthanon, 1987: 17; Nadler, 1990: 20-21; Theera Prawalpheuk, 1995: 49). The objective of training was to create the personnel learning that led to behavioral changes (Staton, 1960:7).

One important component of effective training was to select the appropriate training methods (Pont, 1990: 56). Especially, training provided learning for adults that required understanding of their nature (Somkid Isarawatana, 2000: 172). There was a wide variety of training methods used by the trainer (Staton, 1960; International Labour Office, 1986; Kroehnert, 1995; Chuchai Samittikrai, 1999; Sombat Theekasap, 1999; Somkid Isarawatana, 2000; King, et al., 2001) such as lecture, demonstration, group discussion, role play, simulation, games, brainstorming, field trip, case study,

questioning, small group, seminar, workshop, coaching and programmed instruction. However, it was found that training method most frequently used by trainers was lecture.

Carp, Peterson, and Roelfs studied how adult learn by survey two groups, learners and would-be learners. The objectives were to study how adult learn or would like to learn. The finding was lecture still be first teaching method that both learner groups wanted. (Cross, 1981: 208-209) as shown in table 1

Table 1 Percentage of would-be learners preferring various methods and percentage of learners using the methods

Method	Preferred by would-be learners	Used by learners
Lectures or classes	28	35
On-the-job training, internship	21	14
Short-term conferences, institutes, or workshops	13	8
Individual lessons from private teacher	8	6
Discussion Groups	8	4
Study on my own, no formal instruction	7	17
Correspondence course	3	5
Group action project	3	2
Travel-study program	2	.*
TV or Video cassettes	1	-
Radio, records, or audio cassettes	1	-
Other method	-	2
No responses	4	8

*Less than 1%

Source: Carp, Peterson, and Roelfs, 1974, p.30.

Lecture was a training method that trainer played an essential role in preparing and transferring knowledge to participants whose role was writing down or memorizing what they have been trained. Its advantage was simplicity, which was appropriate for a great number of learners and much information gave under a

restricted time. Moreover, the trainer was able to construct notions and attitudes as they want. Its disadvantage, nevertheless, was one-way communication in which the participants had no participation or responses. It was unable to serve the individuals' needs and differences. Their interests depended only on the ability of the trainer, so their learning was a surface learning that was not last very long and could not gain skills, attitudes or pleasant behaviors effectively (Wexley & Latham, 1991: 176; Bunlert Pairin, 1995: 46-47; Department of Economic and Social Affairs, 1996: 235-236; Lawson, 1998: 92; Somkid Isarawatana, 2000: 134; Tissana Khaemane, 2001: 15).

The effective training should activate the participants to reach learning objective consisted of three domains: cognitive domain, affective domain, and psychomotor domain so as to create behavioral changes. When analyzed, the mere lecture could make them achieve the three areas mentioned (Bunlert Pairin, 2538: 47; Somkid Isarawatana, 2543 :134).

Due to the popularity of this approach, the researcher was really interested in whether there are any techniques to enhance its effectiveness.

Purpose of the study

To explore the effectiveness of lecture method and to find ways of improving its effectiveness.

Research questions

The following were the research questions investigated in this study.

1. What were the weaknesses of lecture?
2. How could the effectiveness of lecture be improved?
3. What were the factors that lead to the success of lecture?

Limitations of the study

1. Studied on approaches of lecture in training.
2. Studied on approaches of lecture in management course.

Definitions of terms

Lecture was defined as a transmission of knowledge and subject matter prepared by the trainer through explanations and in which the participants had no participation but only listen and record.

Effective lecture was defined as a lecture, which was revised and added interesting tactics or techniques that participants having more participation in order to increasing their knowledge, understanding and attitude towards learning.

Trainer was defined as a specialist, whose work was to transfer knowledge, skills, and attitudes to the participants in order to changing behaviors.

Expected benefits of research

1. Gained information for developing and improving the lecture for trainers who mainly use lecture.
2. Gained information for would-be trainers who want to study lecture method.

CHAPTER 2

LITERATURE REVIEW

The study on “Improving Lecturing Effectiveness for a Management Training Course” aimed to explore the effectiveness of lecture method and to find ways of improving its effectiveness. The researcher reviewed documentation and related literature on the following aspects.

1. Definition of Trainer
2. Training Methods
3. Lecture Method
4. Effective Lecture Method

1. Definition of trainer

Trainer was person responsible for transferring knowledge to participants in order to get behavioral changes in terms of knowledge, attitude, and psychomotor. Besides having knowledge, ability and used to attended in training technique course as same as ordinary trainer, trainer as change agent also needed to have special responsibilities and roles in many aspects.(Vijit Awakul, 1994: 119)

Trainer was person who delivered knowledge, guided knowledge source and provided experience or gave practices for participants until reaching to determined objective. (Teera Prawanphuek, 1995:49)

Trainer was person who was key factor to make participants gain knowledge, understanding, skills and good attitude relate to the subject until participants generated learning, got ideas, changed attitude or behavior in accordance with the subject's purpose. (Suwit Moonkam, 1999: 14)

Trainer was person with knowledge who performed to transfer information or create understanding or change attitude or enhance skills toward members of training program as far as their behaviors changed to determined goal.

(Somkid Isarawatana, 2000:9)

Trainer was person responsible for delivering training courses, matter or subjects' knowledge to participants for making changes in knowledge, understanding, skills and attitude to work. (Narichara Thongthammachat, et al., 2000: 120)

Trainer was person who had knowledge and ability as well as speech or presentation and used techniques to transfer that subject in order to generated knowledge, understanding, attitude and skills into participants until their behavior was changed to requisite objective. (Somchat Kityanyong, 2002: 37)

It could be concluded that trainer was person with knowledge and ability to transfer information, create understanding, enhance skill and change attitude as far as participants generated learning and changed behavior in accordance with determined objective.

2. Training methods

There were many training methods and each method had different characteristic, therefore, type of training methods was classified by the experts into varied models, which depended on classified criteria such as

Research Committee, Department of Trainer Training (1993: 21) categorized type of training methods according to individual role as follows:

1) Training methods stressed on trainer such as Lecture, Panel discussion, Symposium, Demonstration.

2) Training methods stressed on participants such as Brainstorming, Normal Group Technique, Buzz Group, Group discussion, Case Study, Fish-Bowl Discussion, Forum, Role-Play, Seminar, Workshop, Orientation, Practice.

3) Training methods stressed on individual as Coaching, Programmed Instruction.

Furthermore, Sombat Theekasap (1999: 41-42) divided training methods into 3 groups, as following:

1) On-the-job training which could be separated to Job Instruction, Job Rotation, Brainstorming, Workshop, Committee, Exercise, Management Game, In Basket Training, Laboratory, Training.

2) Off-the-job: Information Techniques which could be separated to Lecture, Conference, Seminar, Symposium, Panel Discussion, Syndicate Discussion Round Table discussion, Forum, Buzz Group, Convention, Colloquy.

3) Off-the-job training: Behavioral Programs which could be separated to Case study, Role playing, Simulation, Field Trip, Demonstration, Interview, Skit, Sensitive Training, Group dynamics, Recreative Activity, Behavioral Modeling, Fish Bowl, Incident Method.

Chuchai Samittikrai (2001) classified type of training methods primarily based on objective and learning model, as following:

1) Training methods that emphasized on knowledge change and group learning.

- Lecture
- Group Discussion
- Panel Discussion
- Brainstorming

2) Training methods that emphasized on knowledge change and individual learning.

- Programmed Instruction
- Computer-assisted Instruction

3) Training methods that emphasized on skill change and group learning.

- Demonstration
- Task Force Exercise
- Case study
- Simulation
- Business Game

- Role Playing
- Behavior Modeling

4) Training methods that emphasized on skill and capability change and individual learning.

- On the job training
- Machine Simulator

5) Training methods that emphasized on attitude changed and individual learning.

- On the job training

Somchat Kityanyong (2002:139-140) divided training methods into 4 categories as following:

- 1) Training methods stressed on trainer such as Lecture or Speech, Symposium, Panel Discussion, etc.
- 2) Training methods stressed on participants such as Seminar, Group discussion Syndicate, Brainstorming, Role playing, Buzz Session, Case study, Question Period, Interview, Demonstration, Workshop, Field Trip etc.
- 3) Training methods stressed on individual development which could be adapted to participants' learning ability and convenience such as Programmed Instruction, Coaching.
- 4) Training methods that using training aids such as Instruction Film, Slide/Tape Presentation, Computer, etc.

3. Lecture method

Powell (1973: 10-11) pointed out the criticisms and merits of the lecture regarding to 3 aspects: pedagogical, psychological, and sociological

Criticisms of the lecture

1. Pedagogical: Difficult to use as a training device.
Physical passivity of participants promoted a false sense of security and represses initiatives. Lecture uninformed by verbal feedback.

2. Psychological: Lecture tended to exaggerate.
Participants tended to pose.
Imbalance of psychological superiority tended to promote insincerity.
3. Sociological: Small group bonding was repressed. Individuals felt isolated.

Merits of the lecture

1. Pedagogical: Some groups of ideas must be presented as an uninterrupted whole. Sustained and delicately balanced arguments were sometimes best comprehended by hearing. Large numbers could benefit.
2. Psychological: Learning began with a general idea of a whole area of study, which was vaguely understood, and detailed learning follows this.
The lecture could present general ideas of this kind very effectively.
3. Sociological: The discipline of learning from lectures and letting others also profited from them had value and transferred to other similar situations.

Davies (1981: 39) pointed out a number of advantages and disadvantages of the lecture. Among the most important of these were:

Advantages

- A lecture covered a large amount of material in a short time.
- A lecture was suitable for almost any group size, as long as the trainer could be seen and heard.
- A lecture could be used with both beginning and advanced participants, as long as they were well motivated.
- A lecture had almost complete control over both the content and the sequencing of the information, without interruption from participants.

Disadvantages

- A lecture involved only one-way communication. There was little or no check that any learning had taken place.
- Participants were largely passive. There was little participation and involvement.
- Effective lecturing was a difficult skill to acquire. Attention had to be maintained over a long period of time.
- Lecturing was largely inappropriate for practical subjects, such as the acquisition of skills.

Miller (1994: 84) described a lecture as an organized verbal presentation by a trainer to a group of participants, who were expected to retain the key concepts and specific bits of knowledge contained in the lecture. Many trainers employed visual aids to support or to demonstrate their key points. Even the best organized, most lucid, and most stimulating lectures suffered from one weakness: the passive role of the learner. Therefore, skilled trainers used lectures sparingly, or permitted questions from the participants as the lecture proceeds.

Boonlert Pairin (1995: 46-47) describes lecture as follows:

1. Generally, lecture was a path to deliver knowledge to participants by a trainer who played the greatest role in preparing the subject matter. Thereby, this method could be used with many participants and was appropriate to distribute basic knowledge and general information.

2. The trainer was the only key person who prepared subject matter, languages and gesture, and managed the presentation according to the topics determined by lecture objectives. In addition, audio and visual equipment may be used to help present and the participants were allowed to ask questions or share opinions.

3. The advantages of lecture

- 3.1 A great number of participants could be trained.

- 3.2 The subject matter as set as objectives was gained and presented systematically.

- 3.3 Despite a short time, much knowledge could be given.

3.4 The participants were able to learn more through listening than reading.

3.5 The participants did not have to prepare before classes.

3.6 Location setting was convenient and easy to make its suitability.

3.7 Lecture was of much success for highly intelligent participants.

3.8 Lecture was good for transferring knowledge and understanding to participants.

4. The limitations of lecture

4.1 It was one-way communication conducted by the trainer.

4.2 It did not place any importance on difference of each individual in terms of physical, emotional, social, intelligence or experience of the participants.

4.3 It could only alter knowledge at basic levels but not higher ones.

4.4 It could not increase skills, attitudes or behaviors effectively and did not offer participants a chance to participate. Of course, their learning and understanding were less than those who are offered to learn by themselves or with their peers.

4.5 The trainer was not able to know how much the participants learn.

4.6 It was very difficult to find the qualified trainer who had both knowledge and capability in lecture.

Lawson (1998: 92-93) described what the lecture was, the details consisted of methods, advantages, disadvantages, when to use and purpose as the following:

Method Short, structured, one-way communication from trainer to participants

Advantages	Trainer controlled what material is covered Save time Increased participation Created risk-free environment
Disadvantages	Participant in passive mode May be boring to participants One-way communication
Purpose	Conveys information when interaction or discussion was not desired or was not possible
When to use	To convey information quickly within short time period To communicate same information to large number of people To provide basic information to a group that was not knowledgeable

King, et al. (2001:276) defined the term “lecture” as a one-way training process that relied on knowledge presentation. Its strength was that the presentation could be given to a great number of people at a short time. And, its weakness was no participants’ involvement occurring which led to boredom, uninteresting and less gained knowledge.

Lecture meant a method, in which a trainer told, described or explained content to participants. The trainer must be well prepared in what he was going to present and the participants received by writing or memorization. The disadvantage was that it was surface learning, which generated less learning retention. The participants were not given an opportunity to express their ideas. Even worse, if the trainer is unknowledgeable and monotonous, the participants might be bored, sleepy and become uninterested (Somkid Isarawatana, 2000: 45)

Lecture referred to a process that a trainer used for assisting participants to learn what was set as the determined objective through speaking, description, narration and explanation, offered them a chance to make an inquiry, and assessed their learning outcome (Tissana Khaemane, 2001: 45)

Somchart Kijyanyong (2002: 141) clarifies lecture as shown below:

1. It was a process of giving information, ideas and experience formally. In other words, a person gave a lecture to a group of people at an appointed place and time. In order to reach the effectiveness, the trainer might provide the participants with an opportunity to make an inquiry.

2. It was verbal communication between the trainer and the participants. Because much knowledge could be given to numerous people by lecture, it was suitable to inform basic knowledge and general information. The trainer must be well rounded and highly experienced in that field as well as possess good method of speaking and attracting them at all times. It would be better if a wide variety of media was used to getting their more interests.

The lecture was a prepared presentation of knowledge, information, or attitudes for the purpose of having others understand or accepting the trainer's message.

Advantages of lecture was the qualities of being more direct and clearer grew out of the fact that the trainer was in more control of the instruction when lecturing than when using any other method.

Disadvantages of lecture were any lecture or speech might be dull to faulty preparation and presentation than to the method. Secondly, lack of group participation in the instruction method also contributed to lack of interest and dullness, and might be one of the chief faults of the lecture. Further the lecture required careful presentation was shown because the lecture might require more precise preparation. And any good trainer should be a good trainer, this requirement was more demanding when he was solely responsible for the instruction as in a lecture. (Zelko, Harold P., In Craig, Robert & Bittel, Ed., n.d.: 144)

It can be concluded that, in lecture, the trainer played the greatest role in transferring knowledge to the participants by telling explaining while the participants only listened and wrote down what they have been told. Learning depended mainly on the trainer because good lecture led to learning, consequently, trainer really needed to develop or adjust lecture to be effective.

In year 1990, Chanyute Promprapat conducted research on opinions of trainers in province-district areas and trainers in sub-district areas towards a suitable training method for foundation public health training in the central region. The purpose was to study and to compare the opinions of the two groups of trainers towards the training methods that were suitable with training objectives and to study the factors that were used to be criteria for selecting training methods. The samples were 114 provincial and district trainers and 211 sub-district trainers, total sample were 325 people. The research instrument employed in this research was questionnaires.

The results were summarized as following:

1. The three training methods that were suitable for transmitting the knowledge to the participants were lecture, buzz group, and group discussion.
2. The three training methods that were suitable for increasing the participants' skills were demonstration, practices and buzz group.
3. The three training methods that were suitable for generating the participants' attitude were lecture, group discussion, and buzz group.
4. The factors that were used to be criteria for selecting training method by trainers in high level were subject matter of training course and topics. The low level was age of participants. The two factors that were relatively significant difference 0.5. were principles of adult learning and occupation of participants.

In year 1997, Sujit Yongsomboon conducted research on the criteria applied to select the training method for commercial banks of Thailand according to the in-house trainers' opinions. The purpose was to compare the opinions of the in-house trainers with opinion of the participants and to study the standards for selecting training method employed by the commercial banks in Thailand. The samples were 181 in-house trainers and 247 participants. The research instrument was questionnaires.

The results were summarized as following:

1. The first three methods that suitable for orientation course approved by the in-house trainers and the participants were lecture, group dynamics. For accounting course were lecture, practice, and case study. For primary credit officer

course were lecture, case study, and practice. And for impressive service course were lecture, case study, and group discussion.

2. The in-house trainers had the opinions that lecture was the most suitable method for the three course excepted impressive service course in which group discussion was highest ranked. And the participants had the opinions that lecture was the most suitable method for every course.

3. The main criteria used to select the training method for orientation course was objectives of each subject, next was the subject matter. For accounting course, the main criteria was subject matter, next was quantity of participants. For primary credit officer course, the main criteria was subject matter. And for impressive service course, the main criteria was attitude matter, next was training room.

According to the research, it was found that the criteria for selecting training method in each course was varied, maybe was goals, subject matter, participants etc. It was, however, that the lecture was appropriate method for all purposes.

4. Effective lecture method

The key to building a successful lecture lied in tailoring it to **P-E-O-P-L-E**, which involved: (Staton, 1960: 81-82)

Pinpointing the exact objective(s) to be achieved.

Examining the participants to see what sort of people the lecture will be given to.

Orienting the material to participants knowledge and interests.

Partitioning it into groups of homogeneous ideas (a form of outlining the lecture).

Limiting the amount of material included to that which the participants can readily taken in, and

Examples. Plenty of them.

Brown (1978: 47) set out a list of basic skills that were important in lecturing as following:

1. Explaining giving understanding, using examples and illustrations.
2. Orientation opening a lecture, introducing a topic or theme.
3. Closure summarizing themes and linking topics and themes.
4. Liveliness generating interest and enthusiasm, giving and holding attention.
5. Using audiovisual aids the effective use of blackboards, overhead projectors, slides and models.
6. Varying participants activities.
7. Giving directions indicating how to carry out procedures or how to solve various types of problem.
8. Comparing and contrasting, giving similarities and differences or advantages and disadvantages of various methods, approaches and perspectives.
9. Narrating reading from a novel, play, poem or a text to illustrate or exemplify a point of view.

Paka Satjatham (1984:139) recommended the good lecture style as follows:

1. Informing the participants the purpose of the lecture.
2. Distributing the handouts.
3. Providing the subject matter according to the time.
4. Eliciting the participants to think and make inquiry.
5. Preparing the training aids used in the lecture appropriately.
6. Offering the chance for the participants to participate in the lecture. Occasionally, through, the trainer provided the topic for participants to further investigate, and then, the trainer would prove it before presenting to the others in the group.
7. Evaluating the lecture by having the participants do the pre-test and post test in order to improve the lecture to be more effective as expected.

What follows was the basic steps in improving the instructional value of the lecture (International Labour Office, 1986: 5/1-5/5)

1. Planning the lecture

Before starting to prepare your lecture, you had to be able to answer four basic questions:

1.1 Who were your participants? To know the characteristics of your participants: their backgrounds, likes and dislikes, cultural features, level and nature of education.

1.2 What was the purpose of your talk? Purpose of talk was the end result you wished to achieve. It would be easier to select appropriate material and to decide on the most effective way to present it.

1.3 What was the time available? How much of it would be taken up by formalities? How much time would you leave for questions and discussion?

1.4 What was the subject matter? It was important to speak from your own knowledge and experience, but at the same time your topic and approach had to be relevant to the needs and interests of the participants.

The introduction, which should be brief and to the point, presented the theme and objective of the talk in manner designed to arouse the interest and curiosity of the audience right from the start.

In the body of the talk, the main theme was developed in logical steps so the most important points would be remembered. One step should quite naturally stem from the previous one so that listeners are carried forward. Add illustrative examples, related to the audience's experience where possible, anecdotes, and instructive demonstration to substantiate the points being made. Use visual aids to help the audience understand and remember what is important.

The type of conclusion you use will depend largely upon your objective, but at least gave a brief recapitulation, in different words, of your main points, plus some indication of "where do we go from here?"

2. Preparing the lecture

2.1 Drafting the talk. Preparing the notes from which you will speak.

2.2 Planning and preparing visual aids. Various training aids might be employed to make the lecture more interesting and more easily assimilated by the listeners by engaging their sense of sight.

2.3 Rehearse. If a rehearsal participant could be recruited, the trainer had an opportunity to check his speech and his delivery of it.

3. Delivering the lecture

3.1 Setting the scene. Make sure that you arrived at the appointed place a few minutes ahead of time so that you could check the physical arrangements and also used the time to talk with your chairman and sized up your participants if you hadn't met them before.

3.2 Covering the material. Start punctually. Speak from your notes if necessary but do not put your nose into them; read a phrase, pause and look at the participants.

3.3 Leaving time for questions at the end.

3.4 Finished on time.

3.5 Poster. If you had choice, speak from a position that was comfortable for you but appropriate to the situation.

3.6 Appearance. Clothes should be neat and suitable for the occasion. One should look confident and friendly, as participants were very susceptible to first impressions.

3.7 Manner. Be poised. Be courteous. Be sincere. Establish eye contact with your audience.

3.8 Gesture. Any actions and gestures had to be natural and spontaneous.

3.9 Voice. The tone of the voice could be altered to convey confidence, emotion, emphasis and indignation. Pace and volume should be varied occasionally to avoid monotony. Speech should follow the rate of thought and remarks should be allowed to tell upon the participants.

3.10 Vocabulary. It was best to use everyday language, avoiding slang, which could be misunderstood, preferring short, familiar words and keeping sentences short.

Newble and Cannon (1989:20-29) stated that for a large of the participants, it was suitable to give lecture. There was various important and useful teaching methodology which could be used to improve the quality of the lecture.

Preparing the lecture

1. Identifying the objectives. The best way to start the lecture was to write down the objectives into items.
2. Limiting the subject matter to speak. It was important to make notes of the principles, theories and examples of the lecture.
3. Making the final plan. The completed plan of the speaking should be finished. The talk was needed to be outline in order to organize the related subjects into the correct sequence according to the rationality.

Presenting the lecture

The trainer should consider how to present the lecture to the participants. The participants' motivation needed to be raised before learning, and the lecture should be organized to maintain the audiences' attention.

1. Beginning of the lecture was very important. The trainer should pay much attention on how to start the presentation. The simplest beginning was the discussion of the purpose of the lecture and the lecture topic arrangement. The topic of the speaking should be written down onto the board. This would keep the participants focus on the topic of the lecture so that the trainer could have some time to release the excitement. Besides, it could remind the trainer the outline of the speaking. The trainer should arrive at the lecture room before the lecture time and have some conversation with some participants in order to evaluate the background knowledge of the participants. Another way was starting the lecture with posing questions.
2. Changing lecture style. Trainer should concern the subject matter of the lecture and participants' attention. The lecture only presented by speech was inefficient. More than that, it would reduce the motivational level of the participants. Therefore, the trainer should use the other ways to present such as asking questions, using the audio-visual aids equipments, raising topic for the participants to discuss among themselves.

3. Closing the lecture was as important as the beginning. The closing speech should be well prepared because it was the part that the participants would memorize most. It was the chance that the trainer could stress the important point of the lecture.

4. Rehearse. The purpose of it was the trainer should not lecture exactly follow what trainer writing down on notes. It had to be flexible, if it was necessary. The rehearse would show the weaknesses which should be solved. The practice would be more useful if there had the participants who were able to criticize.

Other teaching strategies

1. The performance style and the feeling at ease were essential. The trainer should have consideration in changing the accent and speed, leaving the silence, keeping eye contact and moving for creating the informal relation.

2. The extremely participation, the powerful procedure to promote learning was creating situation which required participants to react with each other and trainer. The simplest form to make reaction between trainer and the participants was the question posing. In addition, using of a small group, discussion, reading, and brainstorming.

3. Using audio-visual aids such as the blackboard, the overhead projector, the slide player, movies or video player, the demonstration, the handouts, etc.

Direk Prawsri (1990: 36) stated that the lecture is one-way communication. It will be more effective by using the following techniques:

1. Feedback such as asking questions or pauses for think in order to make the participants respond to the lecture.

2. Stress, repetition and revision. Proper stress would generate better learning. Repeating and pausing would generate deep memorization as for participants. In addition, the audiences would have opportunities to organize the receiving fact that having the meaning related with the previous knowledge.

3. Speed of speaking. Teaching with different speed affect the following-up, memorizing, understanding, and analyzing.

4. Activities arrangement should be in a variety to suit the content and the innovative methods for motivating the audiences.

Pont (1991:58-59) explained about the effective presentation as follows:

1. Being friendly but not to lose reliability.
2. Standing and moving to the back and front of the participants' group sometimes.
3. Knowing the attention period of the participants. During the 30 minutes of lecture, the participants' attention will be reduced after 20 minutes before increasing again; therefore, the trainer should:
 - 3.1 Providing lecture period within 15-20 minutes.
 - 3.2 Shifting the voice tone, rhythm, and volume when speaking.
 - 3.3 Adding more variety, enjoyment to the equipments.
 - 3.4 Emphasizing the important points of lecture in the beginning or the closing section.
4. Eliminating the annoying behaviors or gesture and often making the eye contact to the audiences constantly.
5. Identifying the beginning, middle, and ending part of the presentation clearly in order to transmitting information easily.

The effective lecture needs systematical planning, preparation and evaluation of trainer, as stated below: (Oraphan Pornsrima, 1994: 53-55)

Planning the lecture

1. A study of training course, what the assigned topics were, what the objectives were and who the participants were, how much knowledge, capability and experience that they had.
 2. Objectives of each lecture must be clearly determined.
 3. Analyzing that the participants would reach the objectives, what the lecture content was, how the content should be arranged, how the participant should be evaluated, and trainer had to construct evaluation form.
 4. Planning the procedures and methods of lecture carefully; what the content, examples, training aids were used in each part, and how much the time was spent in each part.

Preparing the lecture

Lecture preparation was preparing lecture hand out and training aids, checking training aids, rehearsal and improving before lecture.

Delivering Lecture

The trainer must practice to do as the followings:

1. To greet the participants in order to create the feeling of relaxation and to place importance on them.
2. To explain the objectives of lecture, to inform the scope of contents, and activities which are out to come.
3. To own good human relations, be cheerful and smiling, possess interesting tones and naturally gestures for creating the participants' interest, understanding and relaxation. During the lecture, the trainer should notice the participants and maybe ask them to check their comprehension.
4. To control the lecture to hit on the point, the subject matter should be in accordance with training course and participants' expectation.
5. To manage the time effectively, but if finishing earlier, avoid extending.
6. To use Thai language correctly including cluster sounds, pauses and concise words, to stress and repeat important points, as well as and offer participants some pauses for consideration.
7. To give participants an opportunity to share their ideas, in order to create interesting, moreover, trainer could recognize whether the lecture was clear.
8. To measure and evaluate the participants in order to check their knowledge and understanding towards the lecture. This would be the data for improvement.

Vijit Arwakul (1996: 110-113) stated that the weakness of lecture were indirect, roundabout and too long. These were some ways to improve:

1. To understand the purpose of the lecture.
2. Try to lecture short, concisely and directly.
3. To use simple and easy to understand words.
4. To provide the concise content. Stop if necessary, do not expand the content.

5. To use the relaxing and hospitable voice. Avoid being too formal all the time.

6. To employ the psychology and the sociability concept.

7. To avoid the repeated words and unnecessary details.

8. Do not go beyond the limitation of the lecture or use the irrelevant information.

9. Try to give examples frequently to motivate the interest and understanding in lecture.

The failure of the lecture is attributed to the lack of preparation or lack of understanding in the principle and method of preparation. Therefore, a good lecture should comprise two elements:

1. Elements of a good lecture:

1.1 Preparing the participants to be interested and ready for receiving the knowledge though using motivation. If participants had interested and need for learning, that lecture would be more effective.

1.2 Maintaining the participants' interest in the consistent level.

The sequences are as follows:

- Organizing the sequence of lecture content.
- Developing the lecture content to be clearer.
- Linking the important points.
- Providing some examples where appropriate.

1.3 Preparing the content of lecture to suit the group of participants. This included the content selection and the teaching methods in order to retain the participants' attention.

1.4 Presenting the lecture should be expressed through voice, eye, facial expression, gesture, as well as, attitudes of the trainer in order to create relation with participants.

2. Preparing the content and procedure of lecture

2.1 Analyzing the knowledge backgrounds of the participants. If they have already had somewhat information relate to lecture content, the trainer should give further information.

2.2 Examining the participants' interests or attitudes towards the lecture content.

2.3 Identifying the purpose of the lecture to limit the scope of content and details.

2.4 Having the time management for a whole lecture content: how long the lecture would be given and on what topic was presented in each hour until the end of lecture.

2.5 Specifying the topics or the important points of the lecture with its details. The trainer should study more on those points of lecture before establishing them as sub-topics.

2.6 Harmonizing the content and details including organizing the topics appropriately. The followings were the criteria to choose and organize the content:

- Time
- Simple to complicated
- Less interest to more interest or segment a series of the points of interest
- Rationality
- Expected inquiry

Reanglak Rojanapan (1996: 48-51) stated that there were two stages to make the effective lecture.

1. Lecture Preparation

1.1 Analyzed the group of the participants. The trainer should consider the listening competence of the participants and also their ability in memorizing the provided lecture. By this, their ages, educational backgrounds, work experiences and personal experience were of important to be taken into account including their present works and how long they have been working on that job.

1.2 Identified the objectives of the lecture. The information from the audience analysis could be considered as a guideline to specify the purposes of the lecture on which is depended the audiences' needs in participating in the lecture.

1.3 Established the important points of the lecture which could be separated into topics, then, investigated in detail by studying through the documentary, textbook or interviewing with the primary source of information, like the experts and also obtaining from the experience of the trainer.

1.4 Organized the points to speak as classified below:

- Time
- Rationality
- Points of interest
- Level of difficulty
- Ways to solve the problems

1.5 Prepared the introduction. The introduction should be prepared essential to attract and motivate the attention of the participants, moreover, it should be valuable for participants. The introduction had to relate to the determined topics and objectives. Not only was the introduction required for the preparation, but also the conclusion. The conclusion is seen as a summary of the overall points to stimulate the participants to further consider and investigate. Both of the introduction and conclusion should be able to provoke the interest of the audience to the most.

1.6 Arranged the materials and equipments to support the lecture and to facilitate the participants understanding the lecture clearly and easily. The trainer should prepare what and when to use all the equipments.

2. The lecture

2.1 Beginning with slowly and clearly speech. Trainer should present subject matter following the topics as planed. It was shown that the trainers were creditability.

2.2 Informing clearly to the participants when changing the topic. This will guide the audiences the points of speaking and help them follow the topic well. Also, the audiences can focus on the only one point.

2.3 Using language that was simple and easy to understand language, as well as, naturally like having the conversation. Furthermore, trainers should often repeat and summarize, on another hand, occasionally giving the questions to the participants. These would motivate participants to think.

2.4 Lecturing with having paced and pause. The speaking speed could be changed when trainers wanted to express their emotion for attracting participants. Sometimes, some jokes could be added in according with content in order to create the psychological environment. Trainers should avoid the inappropriate or ambiguous words; otherwise, the students might be confused which would reduce the audiences' interest in the speaking.

2.5 Voice was important to attract participants. It should be clear and liveliness. Trainer should keep suitable voice level or have some change due to subject matter.

2.6 Gesture that was expressed during the lecture would persuade the participants and create the lively atmosphere.

2.7 Personality of trainers should be impressive and confident. Dressing should be appropriate with time and situation. Standing and sitting should be upright, and often having eye contact to participants.

2.8 Giving the chances to participants for asking the questions, in order to check their understanding and also to motivate them to combine their thought with subject matter. Moreover, trainer would add or expand the content that was omitted, thus, participants would gained more completely content.

2.9 Lecturing to the large group of participants, trainers should be sure that all of them could hear the lecture.

Aom Pranom (1997: 97-99) illustrated effective lecture should be consisted of :

1. Preparing to create the interest of participants, readiness to learning, trainer should inform them about benefits and importance of the lecture including praising the participants at the beginning.

2. Maintaining the level of attention. When recognizing the lecture topics, trainer should follows the below guidelines:

- 2.1 Organizing content and procedure to be structured outline.

- 2.2 Studying through the literature and develop and adjusting the presentation.

- 2.3 Pinpointing the important main points.

2.4 Linking each topic together smoothly.

2.5 Giving some examples as well as joke stories.

3. Preparing content that was suitable for the participants. Qualified trainer should study the participants' information, such as education, ages, interests and needs, in order to provide the appropriate content, speech and examples.

4. Using the public speaking technique to support the lecture.

The features of effective lecture are described as follows: (Saisa-ang Klaewkasetakorn, 1999: 11-12)

1. Trainer had to motivate participants by preparing attractive lecturing procedure, as well as try to maintain the consistent level of their interest.

2. The trainer had to gather subject matter into categories, and arrange it in sequence, which should be clear. Then, participants were able to follow each part very well and understood easier.

3. The trainer must realize the participants' knowledge and experience background in order to provide them the content that was suitable for their knowledge and needs, and to select techniques or method to combine in lecture.

4. Effective lecture raised from ability of trainers in speaking communication, which participants could recognize and understand. It was also related to presentation skill including personality, gesture, voice and others.

According to reviewing of the related literature on the academic lecture, it found that the success of the lecture has the ratio (Sombat Theekasap, 1999: 44) as following:

1. The appropriateness of the topic and content was 50 percent.

2. The appropriateness of the content arrangement, language , and training aids was 25 percent.

3. The readiness and appropriateness of physical environment was 10 percent.

4. The appropriateness of the personality, dressing, wit, problem-solving competence, and gesture of trainers was 10 percent.

5. The introduction of trainer as well as confidence and expectation of participants towards trainers was 5 percent.

Therefore, initially, the trainers had to analyze the participants' knowledge and experience along with their culture. Then, the scope and detail of content should be set, and the training materials should be prepared to suit the participants. In many cases the trainer should prepare some examples and jokes that were suitable for the participants.

The trainer should be well trained to use language for communication properly and suitably for the participants. In case of lecturing in the specific field of study, the trainer should be well prepared about the specific terms. The local language or foreign language could be used by occasion.

The trainers' dressing should be formal, but it is possible to dress in other styles depending on the appropriateness. Smiling, being friendly, showing sincerity and attention were necessary to perform; however, the trainers should not create the tenseness into the participants.

The information of trainer introduction should be prepared in advance. It should properly consist of knowledge background and functional competence.

The first rule of the effective lecture was to lecture in a manner that facilitates two-way communication (Blanchard & Thacker, 1999: 10-11) included:

1. Questioning was a powerful tool, because it could help participants discover for themselves answers to questions that were likely to be asked. The question also provided feedback about whether participants perceived the information correctly and helped to provide common understanding. There were a number of types of questions with which trainers should be familiar.

2. Encouraging participants to respond. Some interest tripped to encourage responses such as first, did not rush to fill the silence. Trainers seemed to have less tolerance for silence than did participants. Sometimes waiting them out will work. Second, asked them to write out an answer. This method allowed the trainer to ask specific participants to respond as the pressure of the "unknown" question was gone. A variation would be asking participants to share their responses with one or two other participants and came up with a common answer. Furthermore, the ice-breaker was an

excellent method of encouraging participation. It also helps participants to get to know each other and thereby feel more comfortable.

3. Listening in order to be effective, the trainer must have good listening skills. Therefore required practice. It involved three steps: Listening carefully to what is said.

- 1) Summarizing in our mind what was said.
- 2) Feeding this summary back to the individual.

4. Other techniques for maintaining interest.

- 1) To move around while talking. Moving around while lecturing gave the impression that you were comfortable with the material.
- 2) To use nonverbal communication. Keep eye contact on a participant who was asking question, nod your head when a participant was answering a question and keep eye contact. Also, maintain eye contact with participant group while you were talking to them.
- 3) To get rid of dysfluencies. Dysfluencies are those “and uh,” “like,” “um” space fillers that were injected into speech.
- 4) To provide variety. To provide breaks, activities, and the like to keep participants interested in what you were saying.

Somkid Isarawatana (2000: 135-136) stated that lecture would be regarded a good training method if it had improving to be more interesting, adding the tactics that participants had more participation or enhancing learning to be more effective, The improving procedure were as following:

1. Too several topics should not be presented in short period of time.
2. Each lecture should not exceed 30 minutes because participants’ interest would exist in 12-20 minutes. If lecture time was exceeded, trainer should switching lecture with other training method.
3. The trainer must always clarify the topics that were given and concluded the important points at the last period.
4. The training aids should be used in lecture such as video, slide, transparency, dark sheet and computer.

5. Other training methods were used in the appropriate time such as questioning, game, role-play, simulation, small group, discussion, case study, and brain storming.

6. Examples or anecdotes should be provided in order to attract the interests and to clarify the points.

7. The sentences that were used in lecture must be concise. Its language style should be easy and clear. In case of content was abstract, trainer had to expand it.

8. An introduction should be provided to get the interests and a conclusion of each point should be always presented. Throughout the lecture, there should have some pauses for participants to make a summary, which was the evaluation.

9. The speed of lecture should be adjusted to the topics and the experiences of participants.

10. Trainer should kept eye contact to participants all times.

11. Providing the time for participants to take note.

12. Providing the time for participants to ask the questions.

13. Emphasizing the important points and writing words or sentences on transparency or board.

14. The voice should have tone, accent and pace.

15. The trainer should have some movement in order to stimulate and attract the participants.

16. The trainer should avoid reading the scripts.

Hativa (2000:108) explained about the basic steps in encouraging the participants to participate in the lecture:

1. Speaking and listening. To provide the opportunities for the participants to present their opinion to others.

2. Reading and writing. To be able to generate the thought that was clearer because participants had to use advance skill in thinking such as analyzing, synthesizing, making decision, and evaluating and developing the expressing opinion skill.

3. Thinking, pausing and responding. To motivate the participants to think was the most importance part of the training.

4. Asking and answering questions. To be importance for effective training because content would be clearer and the participants would have participation in the lecture.

Tissana Khaemane (2000: 13-14) proposed some suggestions to enhance lecture to be more effective. There were three steps as following:

Step 1: Preparing the lecture

It was necessary for trainer to study the content of the lecture clearly. Then, trainer should select the essential and useful content for the participants and should arrange and link the sequences. As for the ambiguous content, it was better to give some examples or use audio-visual aids. Besides, the trainer should look for the techniques to present each subject matter to be more interesting. These should be easy to understand and challenging. It was necessary to make a well-structure outline of the lecture and to prepare the handouts for participants.

Step 2: Lecture

The trainer should raise the participants' attention and try to maintain it by using many of techniques, such as:

1. Using the problems to stimulate them.
2. Having the pre test and post test to participants for recognizing their own competences.
3. Using the training materials.
4. Asking questions during the lecture.
5. Having the activities during lecture.
6. Giving examples and explanation.
7. Having sense of humor.
8. Giving the chances for them to ask questions and express their ideas

Step 3: Discussion and Evaluation

Before closing the lecture, the trainers should summarize the core content of the lecture and provide opportunities for asking questions and discussing. Then, trainer should test participants though random questioning or doing the test.

King, et al. (2000:208-281) suggested the techniques to improve the lecture as follows:

1. To combine the lecture method with other methods such as case study or group discussion, which participants would have more participation and higher memorization. Besides, questioning during the lecture also makes the participants share in the lecture.

2. Period of lecture. A short lecture of 15-20 minutes was perfect because of the participants' attention could be held for not more than 20 minutes. The traditional lecture covered all depth of contents, but the short lecture focused and covered on only one point of interest that was able to combine lecture with other methods such as small group practice.

3. Lively presentation style through telling jokes, stories or having actions such as eye expression, facial expression.

Somchart Kijyanyong (2002:173-175) suggested the seven techniques for lecture as following:

1. Enthusiasm meant the enthusiastic personality of the lecture.

2. Interest meant the interest should be created before moving to another point of the content such as informing the purpose to the participants.

3. Activities meant the activities should be arranged among the lecture in order to generate more knowledge and understanding. The activities that were used should related to the purpose of the lecture and be suitable for time. There were a wide range of activities: the activities that matched to the purpose of the lecture and time, including group activity and individual activity such as problem-solving, exercising, testing, reviewing books, designing, discussing, debating, games etc.

4. Contact meant the good relationship should be made to everyone in lecture room.

5. Summaries meant to conclude the important points in each topic.

6. Poster meant to make well-behaved.

7. Voice Control means the use of the most appropriate level and tone of voice.

Zelko (In Craig, Robert & Bittel, Ed., n.d.: 144) stated the element of the efficient lecture as following:

1. Drawing the attention of the participants. The trainer should examine and prepare every step to develop or attract participants. In the beginning of lecture, trainer should transfer the subject matter that participants were interested and should identify their benefit.

2. Organizing the lecture clearly and systematically. The points should be concise, systematic and clear. The turn of point to point should facilitate the audiences to be able to catch up.

3. Good development. The trainer should consider whether method and information that were used were the best regarding to the participants.

4. Presenting the lecture properly. The trainer should create a good communication with the participants, and should apply gesture, voice and capability to the presentation.

In summary, the lecture would be effective, trainers must be able to attract the participants and give the chances to participate in lecture for them, in order to generate the most of their learning. So trainer should plan and prepare the lecture very well. The presentation should be clear and interesting. And each step of lecture was important, trainer should pay attention to.

CHAPTER 3

METHODOLOGY

The study of “Improving Lecturing Effectiveness for a Management Training Course” aimed to explore the effectiveness of lecture method and to find ways of improving its effectiveness. The research methodology was indicated as follows:

1. Population and Sample

1.1 Population

The population of this study were trainers who used lecture method for management training in multi-national companies or large organizations (The organizations that have more than 5,000 employees) under public sectors, state enterprise and private sectors in Bangkok.

1.2 Sample

Selection of the sample

1.2.1 The researcher indicated criteria for sampling; details were as follows:

- 1) Being trainer who had training experience in management training course in multi-national companies or grand organizations.
- 2) Using lecture method.
- 3) Having at least 3 years experience as trainer in management course.

1.2.2 According to the criteria, researcher gained cooperation from 22 organizations that reached the defined criteria. In case of any organization had more than 1 qualified trainer, researcher listed the name of trainers by alphabet, and then used simple random sampling by drawing lots. Total 30 samples were as following:

1)	Sukhothai Thammathirat University	5 persons
2)	Thammasart University	3 persons
3)	Chulalongkorn University	2 person
4)	Dhurakijpundit University	1 person
5)	Kasetsart University	1 person
6)	Thai Arrow (Thailand) Co., Ltd.	1 person
7)	Siam Cement Group	1 person
8)	Thai Airway International P.L.C.	1 person
9)	I.M.I.(Thailand) Co., Ltd.	1 person
10)	T.M.& C Co., Ltd.	1 person
11)	Office of the Civil Service Commission	2 persons
12)	National Finance	1 person
13)	TISCO Finance P.L.C.	1 person
14)	AMO Thailand Co., Ltd	1 person
15)	Thailand Automotive Institute	1 person
16)	Samart Cooperation Company	1 person
17)	Kim Eng Securities (Thailand)	1 person
18)	HR Performance Development Company	1 person
19)	Professional Service Training Co., Ltd.	1 person
20)	Learnnet Organize Co., Ltd	1 person
21)	CP Trading Group	1 person
22)	Price Water House Cooper Co., Ltd	1 person

2. Instrument of the research

The instrument of this research was a structural interview, which comprising two important parts as follows:

Part 1 Demographic information

Part 2 The opinions of sample towards enhancement of lecturing effectiveness

3. Instrument formation and quality investigation

The researcher operated instrument formation and quality investigation as the following steps:

3.1 Identified issues and scope of interview regarding to the purpose of the research.

3.2 Studied by reviewing literatures, documentations and other related research papers.

3.3 Set topics and the interview questions including format as a structured interview.

3.4 Formed instrument according to identified subject issue.

3.5 Investigated the instrument quality.

3.5.1 Brought such created questionnaire by researcher to 3 advisors for examining and giving suggestions. Those advisors were indicated as follows:

1) Assoc. Prof. Dr. Somkid Isarawatana, Faculty of Social Sciences and Humanities, Mahidol University.

2) Dr. Boonlue Thong-Yoo, Pensioned Government Officer and Prior Deputy of Ministry of Education.

3) Dr. Sombat Suwanapitak, Director of Bureau of Policy and Strategy, Ministry of Education.

3.5.2 Modified questionnaire, then, brought it to experts for refining validity and making improved suggestions. Those experts were indicated as follows:

1) Mr. Bunpot Moolprasert, Chief Instructor, Thai Airway International Public Co., Ltd.

2) Mr. Kiti Madiloggowit, HR Manager, Siam Cement Group.

3) Mrs. Wiyada Jongbanjob, Head of Training Management Division, Extramural Study Office, Sukhothaithammathirat University.

3.5.3 Edited the interview form.

3.5.4 Brought such improved and revised questionnaire to try out with 3 trainers who were not the samples from following organizations:

1) Chulalongkorn University 2 person

2) Thammasart University 1 person

3.5.5 Examined the data derived from interviewing trainers to obtain the answers to see its efficiency, and just sufficient for analyzed and summarized.

3.6 Revised the interview and forming its completion.

4. Procedures of research

The researcher operated the research as the following steps:

4.1 Studied documentations and related literature.

4.2 Generated instrument as interview.

4.3 Examined created questionnaire by advisors and experts for inspecting the content accuracy and validity in order to making adjustment.

4.4 Tried out the questionnaire with trainers who were not sample.

4.5 Collected data by interviewing.

4.6 Investigated data by Triangulation Method.

4.7 Analyzed data by using Analytic Induction.

4.8 Summarized and reported research.

5. Data Collection

The researcher operated data collecting as the following steps:

5.1 The researcher made an informal contact with the sample on telephone or in person.

5.2 The consent form to conduct the interview endorsed by university submitted to sample group for gathering cooperation and making an appointment.

5.3 The accessories for interview such as interview questionnaire, a tape recorder, a notebook and gimmicks were prepared.

5.4 The researcher and assistants conducted the interview according to appointment.

5.5 The researcher and assistants made self-introduction and inform purpose of interview.

5.6 The interview were conducted and recorded by researcher.

5.7 The interview data was reviewed in term of righteousness and reliability.

6. Treatment of the data

The Triangulation Method (Denzin, 1978: 293-304) was applied to verify the gathered data.

6.1 Data Triangulation Verification that consisted of

6.1.1 Person Verification. All sample were in accordance with the identified criteria of sampling.

6.1.2 Space Verification. The sample were selected from different organizations in order to avoid the bias from the interview.

6.2 Investigation Triangulation Verification

The researcher accompanied with assistants to cooperate in observing interview and collecting data by using the same formed interview in order to attain all significant data and avoid bias which might occur in the interview.

6.3 Methodological Triangulation Verification

The researcher applied note taking with tape recording in the interview in order to confirm the accuracy and completion of data.

7. Data Analysis

The researcher analyzed data as the following steps:

7.1 Every single word from the tape recorder was transcribed and then the attained data was systematically categorized based on the research questions.

7.2 Applied Analytical Induction Method to interpret and summarize the collected data (Supang Chantavanich, 1998: 131-132). The procedure was as follows:

7.2.1 Researcher analyzed primary data. In case of it was not complete, additional data was collected, and then all data was analyzed again for generating temporary concepts.

7.2.2 Researcher sent interview data to other 2 persons for reading and examining. In case of the opinion of researcher and 2 persons were different, 2 out of 3 person perspectives were selected or researcher discussed with advisors, then, making the final summary.

8. Statistics analysis

The statistics that used in this study was frequency distribution and percentage.

CHAPTER 4

RESULTS

The purpose of the study on enhancement of lecturing effectiveness for management training was to study how the effectiveness of lecture could be enhanced.

The sample were 30 trainers who had the qualifications as following:

- 1) Being trainer who had teaching experience in management training course in multi-national companies or grand organizations.
- 2) Using lecture method.
- 3) Having at least 3 years experience as trainer in management course.

Findings were clearly presented into two parts as follows:

Part 1: Demographic information

Part 2: The opinions of sample towards enhancement of the lecturing effectiveness, consisted of:

- What the weakness of lecture was.
- How the effectiveness of lecture could be enhanced.
- What the factors that led to the success of lecture were.

Part 1: Demographic information

1. Gender

According to interview, it was found that 66.3 percent of sample were male and 33.7 percent were female, as shown in table 2.

Table 2 Number and percentage of sample classified by gender

Gender	Number	Percentage
Male	19	63.3
Female	11	36.7
Total	30	100.0

2. Age

According to interview, it was found that 40 percent of sample were aged between 36-45. Next, 33 percent were aged of 46-60 years and 16.7 percent were aged over 60. The 10 percent remaining were aged of 20-30 years, as shown in table 3.

Table 3 Number and percentage of sample classified by age

Age	Number	Percentage
20-35 years	3	10.0
36-45 years	12	40.0
46-60 years	10	33.0
Over 60 years	5	16.7
Total	30	100.0

3. Agency

According to interview, it was found that 50 percent of sample worked under private sectors. Next, 43.3 percent worked under public sectors and 6.7 percent worked under state enterprises, as shown in table 4.

Table 4 Number and percentage of sample classified by agency

Agency	Number	Percentage
Public sectors	13	43.3
Private sectors	15	50.0
State enterprises	2	6.7
Total	30	100.0

4. Educational degree

According to interview, it was found that 66.7 percent of sample graduated in master degree, 26.7 percent graduated in doctorate degree, and 6.7 percent remaining graduated in bachelor degree or equivalence, as shown in table 5.

Table 5 Number and percentage of sample classified by educational degree

Educational Degree	Number	Percentage
Bachelor degree or equivalence		
Domestic	2	6.7
Abroad	0	0
Master degree		
Domestic	14	46.7
Abroad	6	20.0
Doctor's degree		
Domestic	5	16.7
Abroad	3	10.0
Total	30	100.0

5. Field of study

According to interview, it was found that 30 percent of sample graduated in field of business administration, next, 23.3 percent graduated in field of psychology and 16.7 percent graduated in field of public administration as shown in table 6.

Table 6 Number and percentage of sample classified by field of study

Field of study	Number	Percentage
Business administration	9	30.0
Psychology	7	23.3
Public administration	5	16.7
Social administration	3	10.0
Education	3	10.0
Human resource	2	6.7
Arts	1	3.3
Total	30	100.0

6. Work experience

According to interview, it was found that 66.7 percent of sample had more than 20 years work experience, 30 percent had 11-20 years work experience and only 33.3 percent had 4-10 years work experience, as shown in tables 7.

Table 7 Number and percentage of sample classified by work experience

Work experience	Number	Percentage
1-3 years	0	0
4-10 years	1	3.3
11-20 years	9	30.0
Over 20 years	20	66.7
Total	30	100.0

7. Experience as trainer

According to interview, it was found that 80 percent of sample had experiences as trainer more than 10 years, and next, 20 percent had experiences as trainer between 4-10 years, as shown in table 8.

Table 8 Number and percentage of sample classified by experience as trainer

Experience as trainer	Number	Percentage
1-3 years	0	0
4-10 years	8	20.0
11-20 years	11	40.0
Over 20 years	11	40.0
Total	30	100.0

8. Experience as management trainer

According to interview, it was found that 73.4 percent of sample had experience as management trainer more than 10 years, and 26.7 percent remaining had experience as management trainer between 4-10 years, as shown in table 9.

Table 9 Number and percentage of sample classified by experience as management trainer

Experience as management trainer	Number	Percentage
1-3 years	0	0
4-10 years	1	26.7
11-20 years	9	36.7
Over 20 years	20	36.7
Total	30	100.0

9. Source of management knowledge

According to interview, it was found that 86.7 percent of sample gained the management knowledge from self-learning, next 56.7 percent gained management knowledge from work experience and 46.7 percent gained from short course and long course training programs in educational institute, as shown in table 10

Table 10 Number and percentage of sample classified by source of management knowledge

Source of management knowledge	Total (N=30)	Percentage
Self-learning	26	86.7
Work experience	17	56.7
Short/long course training programs in educational institute	14	46.7
Seminar	9	30.0
Study in Educational Institute	6	20.0

Part 2: The opinions of sample towards enhancement of the lecturing effectiveness

1. The weaknesses of lecture method

The sample of this study showed the opinions towards the weakness of lecture method as following:

1.1 Lack of opportunity for class participant

From interviewing 30 sample, it was found that 40 percent (12 sample) thought that the weakness of lecture method, which trainer only gave speech from the beginning to the end, was lack of opportunity for class participant. They just listen.

“I think it is one-way communication which is boring. Learners do not have participation, and they also do not share any ideas.” (Greece)

“Only lecture, it is one-way communication which knowledge is transferred from instructor to receiver, that’s not suitable to use in training. Creating the participation is more successful in training.” (Japan)

“Weak point is the participants will be bored because learning center is trainer. Learners do not have chances to participate. It is lack of interaction.” (Mexico)

“If instructor uses lecture all the time, it’s difficult to get attraction. Listener just to be receiver, so some of them may listen, while some of them may sleep. Listener does not have participation.” (Korea)

“It is lack of participation, so trainer do not know the responses of participants as well as they will be bored. Learning will be generated slowly.” (Thailand)

“If that lecture only run by speech, it is one-way communication, so that learner does not have participation. Nowadays everyone know the content already, but how to stimulate the participants to share with classmate.” (Finland)

“Weak point of lecture is learners just listen. It is not in accordance with concept of learner center but teacher center. The participants do not have participation.” (Canada)

“If it is one-way communication, it is not appropriate because it will create bad environment. Learners do not have participation but just sit and get bored.” (Haiti)

1.2 Incapability to attract the interest of participants to the lecture

From interviewing 30 sample, it was found that 40 percent (12 sample) thought that weakness of lecture method was unable to attract the interest of participants towards the lecture, in case of trainer had lecture style as following:

1.2.1 Using monotone, powerless and unattractive voice

75 percent (9 from 12 person) thought that lecture method might not hold participants’ attention towards the lecture, if trainer used monotone, powerless and unattractive voice.

“Weak point of only lecture is boring and sleepy if voice of lecturer is monotonous and powerless as well as speaking is not interesting,” (Chili)

“Weak point is the instructor who has monotone voice.” (Italy)

“If lecturer does not have capability in using voice, participants will be sleepy or boring.” (Turkey)

“Lecture will be weak, if trainer’s presentation is boring such as unattractive voice” (China)

“Instructor, who lectures, do not motivate the participants and also has monotonous voice.” (Russia)

1.2.2 Unable to use techniques and tactics

58.3 percent (7 from 12 sample) thought that lecture method might not attract the participant, if trainer was unable to use techniques and tactics in lecture such as giving examples, questioning, explanation and giving examples that relevant to participants, clear answer, using training aids.

“Instructor is not expert in lecture. The exemplification might not be relevant to learners’ experience, causing unwilling to listen and to react. Moreover, answering the questions is not clear and training aids were not used.” (Italy)

“Lecturer was unable to attract the participants. Assume that lecturer has knowledge but don’t have experience and ability to transfer, the participants will be sleepy or bored.” (Turkey)

“Instructor must have tactics, but if not, it will be unattractive lecture, such as, voice, exemplification, questioning, gesture.” (France)

“Lecture is method that focuses on lecturer. If lecturer don’t have techniques to attract participants all the time, it will be boring and ineffective.” (Scotland)

1.3 Lack of feedback

From interviewing 30 sample, it was found that 20 percent (6 sample) thought that the weakness of lecture method, which trainer only gave speech from the beginning to the end, was unable to evaluate understanding of participants, because the participants had no feedback.

“Only lecture, weak point is we do not know how much learner understand. Because of when lecture finishes, it is the end, that means, no checking in learning and understanding of learner whether it is accordance with objective or not.” (Iraq)

“Weak point of using only lecture method is trainer cannot be confident how much the learners understand. Because of understanding is generated from both learning and listening, that is, if trainer lectures without integration with reality, it is not sure that how much they understand because other activities.” (Norway)

“Lecture is one-way communication; there have less chance to know the feedback or to evaluate the participants’ understanding.” (Indonesia)

“It was the method which does not focus to learner. How trainer can be convinced that learner understand lecture. Using only lecture method, it gets only word or speech but learner will not get the truth.” (Iran)

1.4 Inability to motivate the participants to think along

From interviewing 30 sample, it was found that 20 percent (6 sample) thought that weakness of lecture method, which trainer only gives speech from the beginning to the end, was unable to motivate the participants to think along or share their ideas.

“If lecture is presented like teaching student, it does not force to react and to think but just to listen.” (Austria)

“Its weak point is that if it is not used properly, it will not motivate the learner to think.” (Brazil)

“Weak point is the learners do not practice but just imagine. If trainer lectures or speak only, the learners’ knowledge is generated only 13 percentage, for a while, they will be sleepy.” (Brunei)

“Using only lecture method, it just gives only subject matter, that’s right? The truth is the learner should be assigned the practices to encourage their thinking.”
(China)

“Trainer uses only lecture. Learners will get only word or speech, but they does not think and not touch the truth.” (Iran)

2. Enhancement of lecture effectiveness

After interviewing 30 sample, it was found that to enhance the effectiveness in lecture, the trainer probably performs as following:

2.1 Using lecture with other training methods

After interviewing 30 sample, it was found that all of them agreed that using lecture with other training methods was able to enhance lecture to be more effective. Those training methods were:

2.1.1 Case Study

70 percentage (21 from 30 sample) agreed that trainer should combining lecture with case study.

“Perhaps case study is used, and then let participants to brainstorming, such as, from this case how they think and solve the problem. If being like this, it must have all day period.” (Poland)

“Moreover, I combine the methods, such as, lecture with case study, group activities, some course use practice and workshop as well. And environment must be two-way communication, which participants have interaction.”
(Haiti)

“When I teach, I give the reality examples. Key point of teaching is studying a lot of cases, and teaching by gathering theory with reality cases, not based on textbook. Because of textbook is just direction, but if they face what the reality is, they will know how to.” (Cambodia)

“Lecture is method that giving basic knowledge, that is, to open up their concept. And then, maybe giving case to work by group of 3 or 5 or 10 persons.”
(Iran)

“If training course have proper period of time, we often spend 45 minutes or last hour setting group to study the cases and to present. It will generate learning model called conceptual framework more than just theory.” (Australia)

2.1.2 Practice

60 percent (18 from 30 sample) agreed that trainer should combining lecture with practice.

“Trainer should not have only lecture, but should let the participants to do practices, discussion, workshop and presentation. And then, the comments and suggestions should be given to them whether they are going to wrong way or right way and what the truth is, however, they must be practiced first.”
(England)

“Moreover, I combine the methods, such as, lecture with case study, group activities, some course use practice and workshop as well. And environment must be two-way communication, which participants have interaction.”
(Haiti)

“20 percent of lecture is switched with 80 percent of other methods, such as, test, case study. When participants understand, we may use case study to remind their understanding. And sometimes may use practice.” (Norway)

“Switching lecture with practice, maybe, activities, games or test, and case study, role play. The most importance is participants have to share their experience to each other.” (Turkey)

2.1.3 Games

46.7 percent (14 from 30 sample) agreed that trainer should combining lecture with games.

“Using activities, such as, video, survey. Perhaps cases are given to groups of participants that are set in order to brainstorm before presenting. Afterward, get gradually into lecture. Sometimes may switch with game which is the managerial game.” (Mexico)

“Lecture, Demonstration, Lecture with questioning. If lecture period is more than 3 hours, game may be provided.” (Russia)

“Suppose that it is one day course, one or two workshop can be performed. Second, activities that led to understanding in the lesson are used such as managerial game.” (Finland)

“Using transparency, video, paper test. Asking questions, brainstorming, and indoor game. Some courses have games, discuss and test that use for measuring knowledge and understanding of each subject topic. Other lecture style is using CD-Rom.” (India)

2.1.4 Questioning

43.3 percent (13 from 30 sample) agreed that trainer should combining lecture with questioning.

“It should be interactive lecture that has questioning. It is not school teaching or one-way communication all the time. Learners do not only listen and write down the lecture, but they have to think.” (Austria)

“Lecture should be two-way communication, and relate to learner needs. Sometimes we may have a conversation, ask the questions and listen for the answers in order to create the participation. The best method, which learners have most participation, is questioning and sharing the opinion.” (Indonesia)

“Lecture with questions. Questioning has two types. First type is questioning that requires thinking, Second type is questioning that requires the answers. The answer may rise from discussion of learners.” (Poland)

“The questions from examples should be prepared for keeping their attention. We use questioning which its process was that first question is leading question to check the participation. After explanation completely it’s called a test.” (Haiti)

“Lecture, that stresses on having questions and answers, response, and the opinions from class. That was, it is strategy that focuses on learner, not trainer. So that all learners have right to share the opinion, that is according to the presented points together.” (Greece)

2.1.5 Discussion

40 percent (12 from 30 sample) agreed that trainer should combining lecture with discussion.

“Having business issue that relevant with them, in order to create participation and question. We will discuss and share the opinion.” (Thailand)

“My lecture style is to combine lecture with case study, exemplifications, discussion in order to create the audiences’ participation.” (Scotland)

“Lecture is method that giving basic knowledge, that is, to open up their concept. And then maybe giving cases to work by individual or groups. The groups may be a set of 3 or 5 or 10 persons. This method called group discussion or buzz group” (Iran)

“If lecture stresses on skill enhancement, we will have practice, workshop, and sometimes may have video and panel discussion.” (Indonesia)

2.1.6 Brainstorming

36.7 percent (11 from 30 sample) agreed that trainer should combining lecture with brainstorming.

“If we lecture all 3 hours, learning environment will not be good enough, so that other methods must be used with lecture. Those methods are game, case study, brainstorming that often used, practice, demonstration, role play.” (Italy)

“We will have activities to take part in lecture. Mostly is performing workshop, which leads them to think how they solve or view the problem if they encounter this case. And then making conclusion or brainstorming before presenting the result.” (Korea)

“It applies many methods together included lecture, workshop, grouping, brainstorming, role play and practice.” (Spain)

“Lecture is used slightly, in addition, using discussion, brainstorming as normal or card chart technique, role play, game, test.” (China)

2.1.7 Workshop

36.7 percent (11 from 30 sample) agreed that trainer should combining lecture with workshop.

“Mostly, lecture is used for giving basic knowledge because knowledge background of learners is unequal. Lecture is used for getting them to know the tools of analysis, evaluation and application, afterward often use workshop for going to access to real practice.” (Thailand)

“Lecture should be interactive. It is not one-way communication like school teaching all the time. Trainer must have information of industry and learner. That is involved lecture. It should have workshop that is a case.” (Austria)

“We will have activities to take part in lecture. Mostly is performing workshop, which leads them to think how they solve or view the problem if they encounter this case. And then making conclusion or brainstorming before presenting the result.” (Korea)

“Trainer should not have only lecture, but should let the participants to do practices, discussion, workshop and presentation. And then, the comments and suggestions should be given to them whether they are going to wrong way or right way and what the truth is, however, they must be practiced first.” (England)

2.1.8 Small Group

26.7 percent (8 from 30 sample) agreed that trainer should combining lecture with small group.

“Lecture combines with other methods such as small group, case study, brainstorming, practice and group discussion. We will consider our target groups’ knowledge and work experience, as well as the objective and the completely of training site.” (France)

“If training course have proper period of time, we often spend 45 minutes or last hour setting group to study the cases and to present. It will generate learning model called conceptual framework more than just theory.” (Australia)

“Lecture, Discussion, test, practice, watching video, and then answering questions, game, small group, watching TV, case study or sample case.” (German)

2.1.9 Role Play

23.3 percent (7 from 30 sample) agreed that trainer should combining lecture with role play.

“We will have practices after lecture, such as case study, role play, workshop, questioning, game, brainstorming, writing the problems that raising in each individual work, in order to check learners’ understanding, playing.” (Iraq)

“Switching lecture with practice, maybe, activities, games or test, and case study, role play. The most importance is participants have to share their experience to each other.” (Turkey)

“We might brief some theory and then take learners to participate in or may use activities for sharing their opinion or brainstorming, after that we end up with theory or group discussion about the problems. And we also get the point from them to add into lecture. Moreover we have role play, case study and video as well.” (Japan)

2.1.10 Demonstration

6.7 percent (2 from 30 sample) agreed that trainer should combining lecture with demonstration.

“Lecture, Demonstration, Lecture with questioning. If lecture period is more than 3 hours, game may be provided.” (Russia)

“If we lecture all 3 hours, learning environment will not be good enough, so that other methods must be used with lecture. Those methods are game, case study, brainstorming that often used, practice, demonstration, role play.” (Italy)

According to above finding, found that to enhance the effectiveness of lecture in management training, trainer should not use only lecture but should combining with other methods such as case study, practice, game, questioning, as shown in table 11 and chart 1

Table 11 Number and percentage of training methods that used by sample for management training

Training Methods	Total (N=30)	Percentage
Case Study	21	70.0
Practice	18	60.0
Games	14	46.7
Questioning	13	43.3
Discussion	12	40.0
Brainstorming	11	36.7
Workshop	11	36.7
Small Group	8	26.7
Role Play	7	23.3
Demonstration	2	6.7

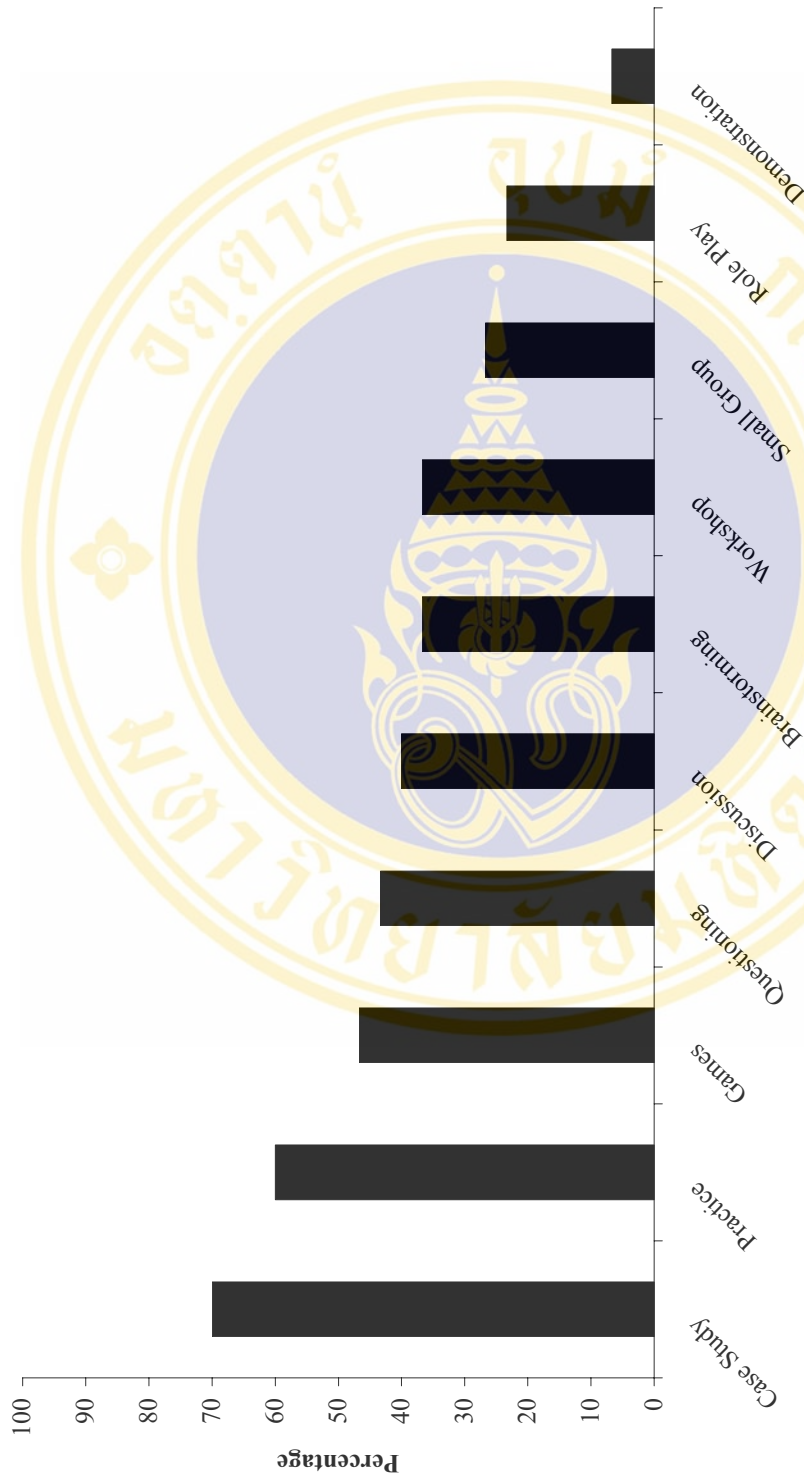


Chart 1 Percentage of training methods that used by sample group for management training

2.2 Trainer preparation

From interviewing 30 sample, it was found that all of them stated that lecture would be more effective if trainer had preparation as following:

2.2.1 Personality preparation

After interviewing 30 sample, it was found that 93.3 percent (28 sample) stated that lecture would be more effective if trainers had personality preparation.

1) Adapting personality

89.3 percent (25 from 28 sample) thought that trainer should adapt personality to be favorable such as smiling, humor, relaxing with participants, happy mood, confident etc.

“Trainer must be able to adapt own personality or thought to match with learners. Don’t think that I am instructor, but I am experience deliverer.” (Iraq)

“Trainer should know timing, suitability. And he should be smiling and confident, that was, in what you lecture. Trainer must desires to lecture what the learners want, and be patient as well.” (Norway)

“Another is human relation, that is, friendliness that is shown during lecture. Moreover, the humor that can attract or entertain the participants. It is very important.” (Thailand)

“Trainer should put himself on the right position. Don’ think I am an instructor. Trainer should believe or spirit that I am not going to teach the learner. Furthermore, trainer should be friendly and polite.” (Greece)

“Familiarization is effective techniques. Trainer should pay attention to everyone as well as should be polite and be good-natured” (China)

“Trainer should be good in explanation and observation, means, he observes participants or situation for applying as examples. Trainer should be intelligent in correspondences, smiling, good-natured as well as have sense of humor” (Haiti)

“Trainer who is generous, caring, and greeting to participants all the time. As well as, being active, having sense of humor. Trainer must accept the trainees’ thought and answer. The word “wrong” doesn’t have nowadays.”
(Russia)

“Then last topic is Charisma that means personalities that are expressed to make the faith into participants which included voice, speaking, and whatever.” (Austria)

“Trainer must have familiarization, as well as, be smiling, friendly. The audience should be honored.” (Chili)

2) Speech

46.4 percent (13 from 28 sample) thought that trainer should have speech preparation such as spoken language that was appropriate with participants as well as speaking should not be too fast and too slow, and clear.

“Second, good language, that is spoken language, which is polite and appropriate with listeners. Moreover it should have a personal pronoun.”
(German)

“Good language is, first, language that is appropriate with experience, education, and position of audience. Next, it is spoken language like conversation. Good language must be concise, clear, updated that means does not extremely or out of date. It should not be ambiguous. And good language should often have a personal pronoun.” (Brazil)

“Language and speech of trainers, that is in term of word, language, speed.” (France)

“Trainer must speak clearly and hit on the point. Speech should not be ambiguous.” (Iraq)

3) Voice

42.9 percent (12 from 28 sample) thought that trainer should have attractive voice, that was, having tone, be powerful, loud and clear.

“Tone of voice is not monotonous. It should have an accent. How the voice be used to attract the participants.” (Mexico)

“Voice must be good, loud and clear, and have tone and level as well, Voice level should be able to adjust according to environment.” (Brazil)

“Speaking with voice that making participants be relaxed, having both high and low tone and being reliable. So that the trainer who will be successful have to know voice usage.” (Iran)

“For the truth, voice is important. Trainers’ voice should be loud, attractive, and powerful. And trainer should have voice train.” (France)

4) Gesture

39.3 percent (11 from 28 sample) thought that trainer should express gesture that was relevant with subject, and should avoid meaningless gesture.

“The trainers who will be success have to know how to use the voice, gesture, body language for attracting learners.” (Iran)

“Gesture is very important, according to research, gesture have effect to learning and understanding of people about 55 percent. So we should avoid meaningless gesture.” (Brazil)

“Forth, good gesture that is lively. Gesture should be relevant with subject matter. So trainer should avoid meaningless gesture.” (German)

“Trainer should have personality development, good gesture, that make lecture to be more effective.” (France)

5) Dressing

25 percent (7 from 28 sample) thought that dressing should be suitable with trainer and timing.

“Trainer should dresses suitably, that is clean and fine.”

(Brazil)

“About personality, beginning from dressing, that should be suitable and good looks, as regarding to the need.” (Canada)

“Dressing that express reliability, means, have to be honorable.” (Thailand)

6) Eye contact

14.3 percent (4 from 28 sample) thought that trainer should have eye contact.

“Eye contact is useful to create effective learning environment.” (France)

“The last one is eye contact, that must be used with everyone and everywhere. It shows two meanings, first, it means that I am talking with you, paying attention to you. It can attract learners. Another, it means the sincerity.” (Brazil)

2.2.2 Content preparation

After interviewing 30 sample, it was found that 80 percent (24 sample) stated that lecture would be more effective if trainer had content preparation.

“Firstly, content must be in accordance with learner’s expectation because sometime learners are varied. They have high expectation in trainer. So the content must be competed and have to meet the objective. After that the content should be rearranged continuously. Trainer must update their script, especially the detail, which should be linked with new information and situation” (Korea)

“Trainer must well prepare. The point of issue and the content of subject should be checked and arranged in a sequence from subject 1 to subject 2, subject 2 to subject 3, 3 to 4. Its sequence should be in the line with each other, because, when you are teaching, your audiences are sitting and creating the imagination. If you teach by skipping some part, they can not create obvious structure. So you have to create the structure for them, and then they will gain step by step. It is easy to remember” (Iran)

“Trainer have to prepare accurate and clear content because the learner will recognize that it’s useful for them. Trainer should check whether the content is suitable for the learner. The updated situation should be linked together. And another is trainer should try to make everything relax and easy.” (China)

“Content preparation or course planning should be in line with learners’ need. Trainer should prepare knowledge, concept, and meaning of subject matter that will be lectured clearly. Clear knowledge and information should be searched.” (Thailand)

“This is very important. Because of time limit, so we must have time management and content preparation. That is, only cream of subject matters should be selected but it must cover all of content.” (England)

“And another point about content is when we have already known the objective and learner background, we have to modify content to be appropriate with it, and then, write down lesson plan.” (Japan)

2.2.3 Participants’ information analysis

After interviewing 30 sample, it was found that 60 percent (18 sample) thought that lecture would be more effective if trainer had participants’ information analysis, such as position, educational degree, working experience and needs.

“Trainer must know what the most importance for learners are, who the learners are, what their need is, what their work are, what the need of training organizer is, and what their learning are applied for. All of these focus on learner” (Austria)

“First, trainer should analyze listeners, who they are, what their position are, as well as their background and expectation. That is key point to reach the success.” (Indonesia)

“Next, it is preparation about learners. Trainer must know that which group of participants is, what the interest of participants in each group is, how about their attitude towards the lecture is. Because of each group has different interest. If trainer knows the learners’ background such as age, position, work experience and their interest, the preparation will be better. Trainer must know needs of them or quantities of them as well.” (Japan)

“Trainer must prepare and study the learner background such as position, gender, age, education. These are non-abstract but the abstract information such as their behavior must also be asked, because it has effect to training.” (Canada)

“Trainer must well prepare. That is, what the participants need, what their work positions are, how about their knowledge background are, and how about their interest is.” (Spain)

“We must analyze the audience information. Moreover, we have to analyze how they think about us, that are depending on attitude. So we can match ourselves with the class.” (Mexico)

2.2.4 Training aids preparation

After interviewing 30 sample, it was found that 50 percent (25 sample) stated that lecture would be more effective if trainer had training aids preparation.

“A lot of training aids must be prepared. I mostly use transparency because it can be controlled, but power point you must try to control the dark.” (China)

“Training aids is necessary, because of it is key factor to get attraction. So that it should be updated and attractive for keeping the attention of learners.” (Thailand)

“Another one is handouts which should be revised. Trainer mostly use the old one, never change. Nowadays technology is growing up too fast, good trainer has to be online trainer.” (Cambodia)

“Preparation of training aids that are used, such as, overhead projector, LCD, flipchart are regarding to the content, that is, what kind of training aids are suitable for the content or how many percentage of lecture was” (Japan)

2.2.5 Lesson plan preparation

After interviewing 30 sample, it was found that 40 percent (12 sample) stated that lecture would be more effective if trainer had lesson plan preparation.

“Principles of lecture are management, that is, to delivery subject matter within limited time, the planning is needed. In one hour or three hours, what you will do in first 15 minutes and next 30 minutes.” (Greece)

“First, it is lesson plan preparation, so that the lesson plan must show what the objective of lecture is. That objective is focus on knowledge, attitude or skills.” (Japan)

“We have to do the good lesson plan that is summarized from all preparation.” (England)

“Good trainers must know their responsibilities, that is, before lecture, they have to make a lesson plan that is consisted of content and points selection, and arrangement of its sequence.” (Iran)

“Effective lecture, first, trainer must have good planning, especially sequence of content is well arranged.” (Haiti)

2.2.6 Training course analysis

From interviewing 30 sample, it found that 26.7 percent (8 sample) thought that lecture would be more effective if trainer had training course analysis.

“We must first study the training course, first, we must know that what the objectives are, and then how the point is given to them for application. So the course will be designed clearly.” (Norway)

“First, preparation of trainer that is to look for the problems which customer needs to resolve. And if adjustment is needed, you have to negotiate with them.” (Russia)

“Trainer should study company profile if it have, and then, should ask for the participants’ needs. Trainer must have preparation.” (Cambodia)

“The objective of training course is also important, it should be clear and in line with participants’ needs. That depends on training organizer.” (Haiti)

“Effective lecture depends on, first, the clearness of objective. If sometimes the objective is not as same as expectation, it will be difficult.” (Korea)

According to the finding mentioned above, it was found that lecture would be more effective, if trainer had preparation such as personality preparation, content preparation, participants' background analysis, training aids preparation, lesson plan preparation and training course analysis, as shown in table 12

Table 12 Number and percentage of sample classified by the opinions about preparation of trainer

Preparation of trainer	Total (N=30)	Percentage
Personality preparation	28	93.3
Content preparation	25	80.0
Participants' information analysis	18	60.0
Training aids preparation	15	50.0
Lesson plan preparation	12	40.0
Training course analysis	9	26.7
Training technique selection	4	13.3
Practice	3	10.0

2.3 Training aids application, such as, transparency, video, CD, computer, handout and real object

From interviewing 30 sample, it was found that 70 percent (21 sample) stated that lecture would be more effective if trainer used training aids such as transparency, video, CD, computer, handout and real object.

“Method of presentation, first, we must lecture with training aids, because it's also a supporter that generates much more understanding.” (Haiti)

“Using training aids, that means, not just speak or open book like teaching a child, it must shows on computer's monitor.” (England)

“Training aids might be changed to be the power point or something that is attractive in order to make the learners to be aroused. Or lecture by using slide or multimedia.” (Korea)

“To enhance effectiveness of lecture can be performed by using training aids, not just speak.” (Turkey)

“Training aids or equipments preparation, because of nowadays training aids is more developed. It is one way to attract the learners.” (Iraq)

“If lecture by using training aids and essential techniques, it will be more effective lecture.” (Poland)

“Sense of sight is important for memory, so that training aids should be good and complete. All sheets should be good for making them remember as much as they can.” (Norway)

2.4 Creating learning environment such as familiarity, enjoyable and participatory

From interviewing 30 sample, it was found that 66.7 percentage (20 sample) stated that lecture would be more effective if trainers had to create learning environment such as relaxing, enjoyable and participatory.

“I think good learning comes from good environment. If they are enjoy with learning, I think it is a good learning.” (Australia)

“Creating learning environment, that everyone share the knowledge and experience with each other. First environment that should be created is the learner should not be serious, relax and courageous to share their opinion. Another is environment, that creates learning attention.” (Thailand)

“Environment, that has reaction between lecturer and audiences. It will be lively. I think that it is effective, and another is having a lot of questions, lecture will also be lively.” (Indonesia)

“First, it must have learning environment that is enjoyable. I think they must be enjoyed before they understand. If they are not enjoy learning and not eager to gain knowledge, they will ignore and finally they will not understand content. But if they are enjoying, they will listen and think.” (Finland)

“Environment that trainer is not only instructor, but also be facilitator. Trainer is able to attract learner to participate in questioning, answering and sharing opinion.” (Japan)

2.5 Exemplification that be clear, easy to understand and relevant with participants

From interviewing 30 sample, it was found that 60 percent (18 sample) stated that lecture would be more effective if trainer had exemplification that be clear, easy to understand and relevant with participants.

“Exemplification should be suitable with audiences, because the communication between lecturer and audiences can be connected continuously. So that trainer should give examples that related to their experiences.” (Indonesia)

“How to teach difficult subject to be easy, that is lecture with giving examples. What the theory is and how we really perform.” (Iraq)

“If the trainer is able to giving clearly examples, instead of giving only theory, it will make learning process leads into action.” (Australia)

“Teaching should not have only content, but it must also have examples and experiences. This will add liveliness into lecture.” (Iran)

“Next is lecture with examples that be relevant with learners in order to generating the perception, easy to taking performance, and then keeping their attention.” (France)

3. Factors that led to the success of lecture

According to interview of 30 sample, it was found that, all of them agreed that factor, which led to the success of lecture was trainer. Next, 60 percent thought that factor was participants, 60 percent thought that factor was physical environment and 43.3 percent thought that factor was content, as shown in table 13 and chart 2.

Table 13 Number and percentage of sample classified by the opinions about factors led to the success of lecture

Factors	Total (N=30)	Percentage
Trainer	30	100.0
Participants	18	60.0
Physical environment	18	60.0
Content	13	43.3



Chart 2 Percentage of sample classified by the opinions about factors that led to the success of lecture

3.1 Trainer

According to interview of 30 sample, it was found that all of them had an opinion about the factor, which led to the success of lecture was trainer. That were, trainer had preparation, lecture skills and techniques of trainer, personality of trainer and knowledge, capability and experience of trainer, as shown in table 14.

Table 14 Number and percentage of sample classified by the opinions about trainer factor which led to the success of lecture

Trainer factor	Total (N=30)	Percentage
Trainer has preparation	30	100.0
Lecture skill and techniques	18	100.0
Personality of trainer	18	93.3
Knowledge, capability and experience	13	66.7

3.1.1 Trainer has preparation

From interviewing 30 sample, it was found that all of sample had an opinion that preparation of trainer was factor that led to the success of lecture.

1) Content preparation

80 percent (24 from 30 sample) considered that lecture would be more effective if trainer had content preparation.

“Trainer must well prepare. The point of issue and the content of subject should be checked and arranged in a sequence from subject 1 to subject 2, subject 2 to subject 3, 3 to 4. Its sequence should be in the line with each other, because, when you are teaching, your audiences are sitting and creating the imagination. If you teach by skipping some part, they can not create obvious structure. So you have to create the structure for them, and then they will gain step by step. It is easy to remember” (Iran)

“Firstly, content must be in accordance with learner’s expectation because sometime learners are varied. They have high expectation in trainer. So the content must be competed and have to meet the objective. After that the content should be rearranged continuously. Trainer must update their script, especially the detail, which should be linked with new information and situation” (Korea)

“Things that have to prepared, that is, content planning and arrangement should be complete. And another important thing is to select content that is suitable for participant.” (Haiti)

“Trainer should prepare content and examples that should be suitable with them. The sequence of content should be arranged. Moreover, the content that is prepare should be suitable with time.” (Turkey)

“After we analyze the participants, we must prepare the updated content that suitable for training aids and learners.” (Finland)

“Main factor is preparation. The preparation consists of content preparation. Is it ready to be transferred?” (Iraq)

2) Participants’ information analysis

60 percent (18 from 30 sample) considered that lecture would be more effective if trainer had participants’ information analysis.

“We must know fundamental knowledge of learners, know learner’s background that who they are, how many years of work experience are and how about their educational background is.” (Iraq)

“Trainer must well prepare. That is, what the participants need, what their work positions are, how about their knowledge background are, and how about their interest is.” (Spain)

“Trainer must know what the most importance for learners are, who the learners are, what their need is, what their work are, what the need of training organizer is, and what their learning are applied for. All of these focus on learner” (Austria)

“We must know level of trainee’s background. In term of level means that knowledge and work experience of trainees.” (Russia)

“To study the audiences’ information finely that who they are. Especially, we must guess what the listener’s problem is. So, preparation should be employed for every courses.” (Malaysia)

3) Training aids preparation

50 percent (15 from 30 sample) thought that lecture would be more effective if trainer had training aids preparation.

“Training aids is necessary, because of it is key factor to get attraction. So that it should be updated and attractive for keeping the attention of learners.” (Thailand)

“To prepare media that enhances the understanding of learner.” (Haiti)

“Preparation of training aids that are used, such as, overhead projector, LCD, flipchart are regarding to the content, that is, what kind of training aids are suitable for the content or how many percentage of lecture was” (Japan)

“Media and handouts should be well prepared.” (France)

“To prepare media that is suitable for content.” (Iraq)

“Lecture will be complete, trainer must prepare training aids that is suitable.” (Turkey)

4) Lesson plan preparation

40 percent (12 from 30 sample) considered that lecture would be more effective if trainer had lesson plan preparation.

“Principles of lecture is management, that is, to delivery subject matter within limited time, the planning is needed. In one hour or three hours, what you will do in first 15 minutes and next 30 minutes.” (Greece)

“Good trainers must know their responsibilities, that is, before lecture, they have to make a lesson plan that is consisted of content and points selection, and arrangement of its sequence.” (Iran)

“We have to do the good lesson plan that is summarized from all preparation.” (England)

“First, it is lesson plan preparation, so that the lesson plan must show what the objective of lecture is. That objective is focus on knowledge, attitude or skills.” (Japan)

5) Training course analysis

26.7 percent (8 from 30 sample) considered that lecture would be more effective if trainer had training course analysis.

“Effective lecture depends on, first, the clearness of objective. If sometimes the objective is not as same as expectation, it will be difficult.” (Korea)

“We must first study the training course, first, we must know that what the objectives are, and then how the point is given to them for application. So the course will be designed clearly.” (Norway)

“Trainer should study company profile if it have, and then, should ask for the participants’ needs. Trainer must have preparation.” (Cambodia)

“The objective of training course is also important, it should be clear and in line with participants’ needs. That depends on training organizer.” (Haiti)

6) Health preparation

16.7 percent (5 from 30 sample) considered that lecture would be more effective if trainer had health preparation.

“One thing for me is long sleeping, have to be more relax because lecturing is very tired. If the lecture that needs to attract the listeners’ attention is employed, trainers will be tired.” (Scotland)

“Trainer must prepare the health.” (Korea)

“Thing that have to prepare, must relevant to successful factor, that is trainer must have good health.” (Greece)

3.1.2 Skills and techniques of trainer

According to interview of 30 sample, it was found that all of them thought that skills and techniques of trainer were the factor, which led to the success of lecture. That were, using lecture with other training methods, training aids application, creating the learning environment, exemplification and motivation, as shown in table 15 and chart 3

Table 15 Number and percentage of sample classified by the opinions about skills and techniques of trainer

Skills and techniques of trainer	Total (N=30)	Percentage
Using lecture with other training methods	30	100.0
Training aids application	21	70.0
Creating learning environment	20	66.7
Exemplification	18	60.0
Motivation	6	20.0
Lecture that hit on the point	5	16.7
Conclusion	4	13.3
Emphasizing	3	10.0
Telling story	3	10.0

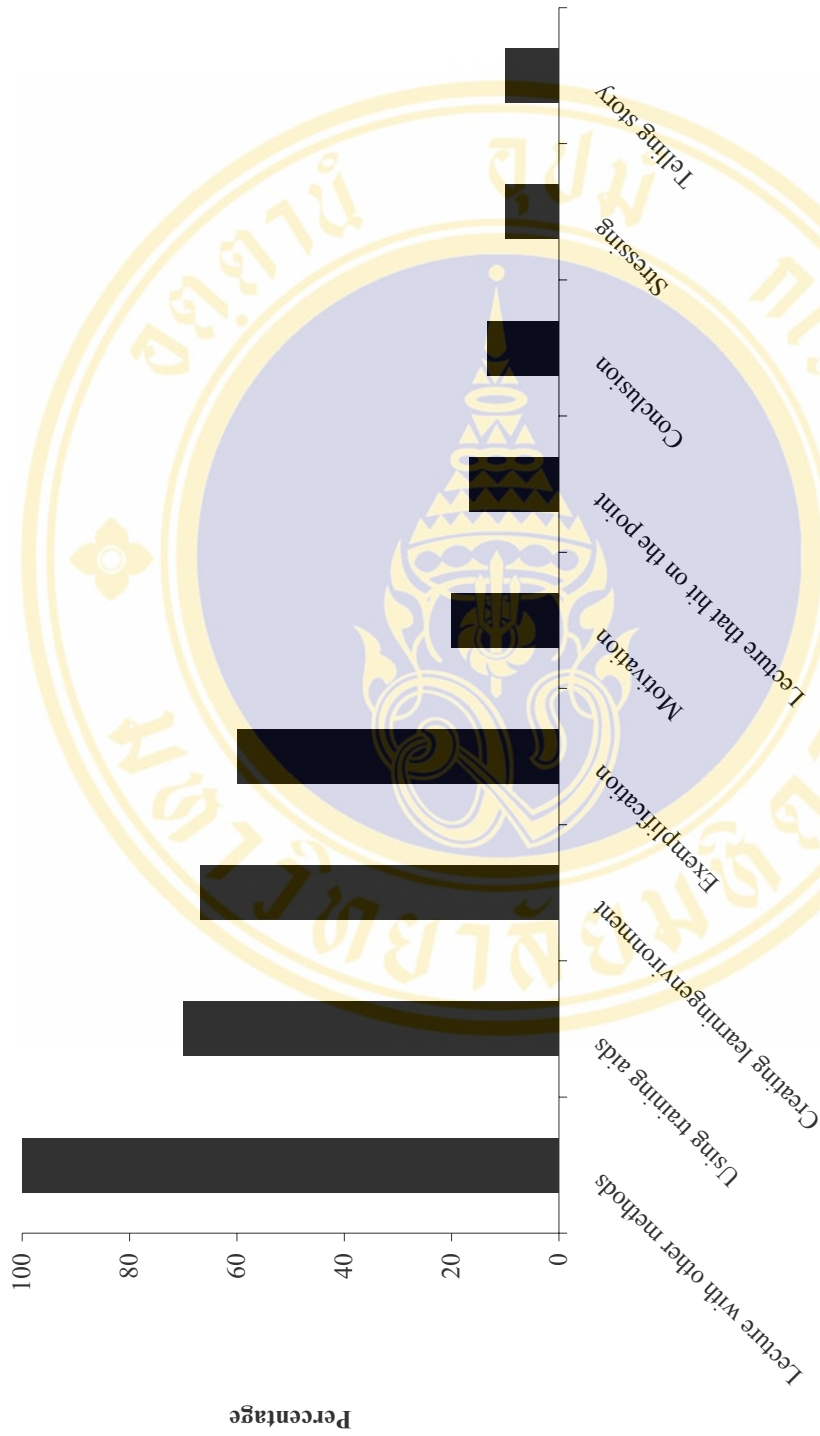


Chart 3 Percentage of sample classified by the opinions about skills and techniques of trainer

1) Using lecture with other training methods

100 percent (30 sample) thought that skill and technique of trainer, which led to the success of lecture was to use lecture with other training methods.

“Combining other techniques with lecture will make training to be more effective. Activities that are used should be suitable for content of conclusion.” (Poland)

“Actually, it is lecture that mixes with other methods.” (Canada)

“For adult, every 15 minutes, lecture should be paused by doing activities such as singing a song, playing games, ice-breaking, that are not related to the lecture. This comes from my experience. If I am not interested, I will sleep. So we have to apply other methods such as workshop, in order to stimulate learners.”

“Having good technique, having good presentation, and using other methods will make participants eager to learning.” (Spain)

“We give 20% for lecture and switch with 80% of other methods.” (Norway)

“We should use other methods with lecture such as game, case study, brainstorming, practice, demonstration and role play.” (Italy)

2) Training aids application

70 percent (21 from 30 sample) thought that skill and technique of trainer, which led to the success of lecture was training aids application.

“Using training aids, that means, not just speak or open book like teaching a child, it must shows on computer’s monitor.” (England)

“It must have training aids preparation such as transparency because transparency is tool used for writing the learners’ opinion.” (Greece)

“Lecture with training aids such as video, CD. Nowadays lecture is like presentation.” (Malaysia)

“Training aids might be changed to be the power point or something that is attractive in order to make the learners to be aroused. Or lecture by using slide or multimedia.” (Korea)

“Lecture with training aids such as video, field trip.” (Brunei)

“Sense of sight is important for memory, so that training aids should be good and complete. All sheets should be good for making them remember as much as they can.” (Norway)

3) Creating learning environment

66.7 percent (20 from 30 sample) thought that skill and technique of trainer, which led to the success of lecture, was creating learning environment.

“Lecture, that has participants of learners, such as giving questions, checking interest, and maybe encouraging learners to participate.” (France)

“In my opinion, first is familiarity with learners, second is creating learning environment.” (Italy)

“In my opinion, the first important thing is encouraging learner to participate in our learning.” (Thailand)

“Customers’ need should be planned in accordance with lecture, which the learners will have a chance to participate.” (Cambodia)

“Lecture should be two-way communication as well as having tactics, it will support learning environment.” (Canada)

4) Exemplification

60 percent (18 from 30 sample) thought that skill and technique of trainer, which led to the success of lecture was exemplification.

“Every 20 or 15 minutes, we should have examples or short case or anything to stimulate learner all the time.”(Russia)

“Instructor must show the main point and then giving examples for each point step by step.” (Turkey)

“First trainer will lecture about the management model, and then giving examples.” (Korea)

“The method that I often use is to give the examples in each matter. I must find examples all the time.” (Scotland)

5) Motivation

20 percent (6 from 30 sample) thought that skill and technique of trainer, which led to the success of lecture was motivation.

“Trainer should has ability to motivate learners and has own tactics and strategy as well. It is an art that can not be teachable because of different conditions.” (Canada)

“Important characteristic is having techniques to create the interest. It does not mean only teaching technique but also include content. Even though it is the same topic, two trainers maybe teach differently. It depends on their techniques, methods, tactics, including sense of humor.” (Scotland)

3.1.3 Trainer Personality

According to interview of 30 sample, it was found that 93.3 percent (28 sample) thought that trainer personality was the factor lead to the success of lecture, which were:

1) Adapting personality

89.3 percent (25 from 28 sample) thought that trainer should adapt personality to be favorable such as smiling, humor, relaxing with participants, happy mood, confident etc.

“Trainer must be able to adapt own personality or thought to match with learners. Don’t think that I am instructor, but I am experience deliverer.” (Iraq)

“Trainer should know timing, suitability. And he should be smiling and confident, that was, in what you lecture. Trainer must desires to lecture what the learners want, and be patient as well.” (Norway)

“Trainer must have familiarization, as well as, be smiling, friendly. The audience should be honored.” (Chili)

“Familiarization is effective techniques. Trainer should pay attention to everyone as well as should be polite and be good-natured” (China)

“Another is human relation, that is, friendliness that is shown during lecture. Moreover, the humor that can attract or entertain the participants. It is very important.” (Thailand)

“Trainer should put himself on the right position. Don’ think I am an instructor. Trainer should believe or spirit that I am not going to teach the learner. Furthermore, trainer should be friendly and polite.” (Greece)

“Trainer should be good in explanation and observation, means, he observes participants or situation for applying as examples. Trainer should be intelligent in correspondences, smiling, good-natured as well as have sense of humor” (Haiti)

“Trainer who is generous, caring and greeting to participants all the time. As well as being active, having sense of humor. Trainer must accept the trainees’ thought and answer. The word “wrong” doesn’t have nowadays.” (Russia)

“Then last topic is Charisma that means personalities that are expressed to make the faith into participants which included voice, speaking, and whatever.” (Austria)

2) Speech

46.4 percent (13 from 28 sample) thought that trainer should have speech preparation such as spoken language that was appropriate with participants as well as speaking should not be too fast and too slow, and clear.

“The speech of trainer should be concise, clear, polite. Do not argue with learners.” (Chili)

“Second, good language, that is spoken language, which is polite and appropriate with listeners. Moreover it should have a personal pronoun.” (German)

“Language and speech of trainers that is in term of word, language, speed.” (France)

“Trainer must speak clearly and hit on the point. Speech should not be ambiguous.” (Iraq)

3) Voice

42.9 percent (12 from 28 sample) thought that trainer should have attractive voice, that was, having tone, be powerful, loud and clear.

“Speaking with voice that making participants be relaxed, having both high and low tone and being reliable. So that the trainer who will be successful have to know voice usage.” (Iran)

“Voice must be good, loud and clear, and have tone and level as well, Voice level should be able to adjust according to environment.” (Brazil)

“Tone of voice is not monotonous. It should have an accent. How the voice be used to attract the participants.” (Mexico)

“For the truth, voice is important. Trainers’ voice should be loud, attractive, powerful. And trainer should have voice train.” (France)

“Trainer should have an attractive voice that is not monotonous all the time.” (Korea)

4) Gesture

39.3 percent (11 from 28 sample) thought that trainer should express gesture that was relevant with subject, and should avoid meaningless gesture.

“The trainers who will be success have to know how to use the voice, gesture, body language for attracting learners.” (Iran)

“Forth, good gesture that is lively. Gesture should be relevant with subject matter. So trainer should avoid meaningless gesture.” (German)

“Trainer should have personality development, good gesture, that make lecture to be more effective.” (France)

5) Dressing

25 percent (7 from 28 sample) thought that dressing should be suitable with trainer and timing.

“About personality, beginning from dressing, that should be suitable and good looks, as regarding to the need.” (Canada)

“Dressing that express reliability, means, have to be honorable.” (Thailand)

“The color of dressing also have meaning, thus the trainer’s personality is still important.” (China)

6) Eye contact

14.3 percent (4 from 28 sample) thought that trainer should have eye contact.

“Eye contact is be useful to create effective learning environment.” (France)

“The last one is eye contact, that must be used with everyone and everywhere. It shows two meanings, first, it means that I am talking with you, paying attention to you. It can attract learners. Another, it means the sincerity.” (Brazil)

3.1.4 Knowledge, capable and experience of trainer

According to interview of 30 sample, it was found that 66.7 percent (20 sample) thought that knowledge, capable and experience of trainer was the factor, which led to the success of lecture

“Trainer must have knowledge and experience or trainer has searched much more enough. Training would be more effective.” (France)

“First, it is depth of knowledge and understanding of trainer. Second, it is ability to analyze and apply with real situation which nearly to learner, in order to attract learner.” (Thailand)

“Another important point is trainer must be well-informed. Teaching does not just give content but it must have examples, experiences in order to rise up interesting in lecture. Trainer must be great reader, then, able to integrate any matter to be knowledge.” (Iran)

“They want breadth of knowledge and another one is depth of knowledge, if trainer knows much more knowledge, detail and information, They will feel that this person is creditable, really have knowledge.” (Austria)

“Trainer with good of knowledge must also able to present. It will be attracting people to listen and want to listen again.” (England)

“Trainer should have knowledge of those subject which consist of theory and experience in practice. It will be more appropriate.” (Australia)

“Second point is how much lecturer know about the subject, and how depth of knowledge is.” (Japan)

“Effective lecture is learners understand clearly by transferring knowledge of trainer.” (Turkey)

“Trainer is different from teacher. Trainer must have experience. Beside having knowledge, trainer must have experience in the field of those subject matter, therefore teaching will be success.” (Italy)

3.2 Participants

According to interview of 30 sample, it was found that 66.7 percent (20 sample) had an opinion about the factor, which led to the success of lecture was participants. That were, participants were readiness in learning and giving participation. Moreover, the quantities of participants, and knowledge background of participants, as shown in table 16

Table 16 Number and percentage of sample classified by the opinions about participants factor which led to the success of lecture

Participants factor	Total (N=18)	Percentage
Readiness in learning and giving participation	11	61.1
Quantities of participants	4	22.2
Knowledge background of participants	3	16.7
Preparation of participants	1	5.5
Physical condition of participants	1	5.5

3.2.1 Readiness in learning and giving participation

From interviewing 18 sample, it was found that 61.1 percent (11 sample) had the opinion that readiness learning and giving participation was the factor lead to the success of lecture.

“Participant is the most important factor because if they are not ready to learn, although how good the trainer is, it is not successful anyway.” (Canada)

“Participants are ready to learn for application, which their readiness is generated from their attitude or willingness to learn.” (Australia)

“Audience, they have an intention, willing to come, intend to listen.” (Chili)

“Group of learners is ready to learn or not, they are forced to learn or willing to learn. They will have 2 different level of participants.” (Korea)

“It will have effect to lecture, if group of participants does not pay attention in that subject, or do not think about the importance of lecture, or forced to learn, their attitude. These depend on their attitude.” (Japan)

3.3 Physical Environment

According to interview of 30 sample, it was found that 60 percent (18 sample) had an opinion about the factor, which led to the success of lecture was physical environment. That were, training aids and equipment, training room, temperature, sound systems, training location, as shown in table 17

Table 17 Number and percentage of sample classified by the opinions about physical environment factor which led to the success of lecture

Physical environment factor	Total (N=18)	Percentage
Training aids	9	50.0
Training room	8	44.4
Temperature	6	33.3
Sound system	4	22.2
Training location	4	22.2
Lighting	2	11.1
Date and time	2	11.1

3.3.1 Training aids

After interviewing 18 sample, it was found that 50 percent (9 sample) had the opinion that training aids was a factor to enhance the effectiveness of lecture, it should be high quality and good condition.

“Facilities. Training aids should be updated. It must be completely such as computer, television etc. But this point is not as important as the first factor I said.” (Thailand)

“In the matter of, if you are in the room without any instrument or low quality aid, such a thing is a composition, it will be 2 part of it too.” (Japan)

“Learning environment is attractive or not. For example, the weather, tone or audio visual aids, training aids, and equipment as well.” (Iraq)

“It might be external factor such as room condition, sound system and atmosphere. The microphone, audio visual aids, sound have an effect to lecture also.” (Iran)

“Supported location include equipment. If the equipment is not good, it’s annoying.” (Indonesia)

“Readiness of location and audio visual aids.” (Mexico)

“Training aid, audio and overhead projector must be good.” (France)

3.3.2 Training room

After interviewing 18 sample, it was found that 44.4 percent (8 sample) had the opinion that training room was a factor to enhance the effectiveness of lecture. It should have suitable size, not too crowded, movable and not too noisy.

“Training room is also important. Because no matter how excellent you are, if there have any nuisances, such as the next room also has lecturing, or the next room has wedding ceremony, it will effect to lecture. It should have no sound annoyance or any nuisance.” (England)

“Room layout, wideness, seat arrangement is also important” (Thailand)

“Room size, how wide it is. If the room is too small, the audience fells not comfortable, and easy to lose their concentration.” (Indonesia)

3.3.3 Temperature

After interviewing 18 sample, it was found that 33.3 percent (6 sample) had the opinion that temperature was a factor to enhance the effectiveness of lecture. It should be not too warm or too cold.

“One is the atmosphere included room atmosphere, learning atmosphere to attract the attention such as the weather.” (Iraq)

“Room temperature. If the temperature is too high, learner will get sleepy.” (Italy)

“Location is a factor of lecture. If we are in too high temperature and have not good enough equipment, it is effect.” (Japan)

“Atmosphere has two categories. One is natural atmosphere and another related the human being, time, sound, weather, too warm or too cold, will have an effect as well as seat arrangement and number of audience.” (Brunei)

3.3.4 Sound system

After interviewing 18 sample, it was found that 22.2 percent (4 sample) had the opinion that sound was a factor to enhance the effectiveness of lecture. It had to be loud and clear.

“Room layout, wideness, sound system, even seat arrangement is also important” (Thailand)

“Lecture sound loud or soft, the microphone’s sound is clearly or not, have an effect too.” (Brunei)

“All little matter such as sound, it is also important.” (Scotland)

3.3.5 Training Location

After interviewing 18 sample, it was found that 22.2 percent (4 sample) had the opinion that training location was a factor to enhance the effectiveness of lecture. It had to be chosen in accordance with training objective.

“Lecture location is the one we need to concern, we have to know about that place.” (China)

“Location has an advantages and disadvantages. In house training is economizing but cannot separate from work. But outside is good or not depend on where the location it is, have to design well and match with the curriculum’s objective.” (Canada)

3.4 Content

According to interview of 30 sample, it was found that 60 percent (18 sample) had an opinion about the factor, which led to the success of lecture was content, which had to be concise as well as having a specific point and detail, which related with training objectives. Content was useful and interesting for the participants. The sequence of it should be continuously.

“Content has to be concise. Moreover, it should be in accordance with learner’s objective.” (Spain)

“Firstly, content must be in accordance with learner’s expectation because sometime learners are varied. They have high expectation in trainer. So the content must be competed and have to meet the objective. After that the content should be rearranged continuously. Trainer must update their script, especially the detail, which should be linked with new information and situation” (Korea)

“Content should be clear and useful for learner.” (China)

“Good content, that consists of, first, what the subject matter is, second, what the expected outcome of lecture is, third, having an suitable main point, forth, having the detail and examples in each of main point.” (Brazil)

“If the content that is given to learners is too plain, they will not interest.” (Italy)

“Content should be clear as well as having single objective or clearly sequence.” (Greece)

“Content should be updated and in accordance with the objective.” (Australia)

“Another important factor is the content. The content should be suitable with participants.” (Haiti)



CHAPTER 5

DISCUSSION

The purpose of the study on improving lecturing effectiveness for a management training course was to explore the effectiveness of lecture method and to find ways of improving its effectiveness. The samples were 30 trainers who use lecture method for management training. The result of the research indicated as follows:

Part 1 Demographic information

The research indicated that the sample mostly were male (63.3 percent) in aged of 36-40 years (40 percent), their educational degree mostly were master degree and higher (66.7 percent) in field of management (30 percent), their working experience were over 20 years (66.7 percent), the experience as trainer were over 10 years (80 percent) and the experience as management trainer were also over 10 years (73.3 percent) their source of management knowledge mostly were self-learning (86.7 percent).

According to the above data, it was found that the sample were persons who were trainer and had many work experiences and experiences as trainer in management training course. Moreover, they mostly gain management knowledge from self-learning. In brief, sample were persons had both of knowledge and experience in training in field of management.

Part 2 The opinions of sample towards enhancement of the lecturing effectiveness

1. The weaknesses of lecture method

According to this study, it was found that trainers with lecturing experiences had the opinions that weakness of lecture method could be classified into 2 types. First, the weakness that raised from its method, that was, lack of opportunity for class participation, lack of feedback, and unable to motivate participants to think along. These finding were supported by the concept of Davies (1981: 39) and Bunlert Pairin (1995: 46-47) who stated that disadvantage of lecture method was the participants had no chance to participate in training process, as well as, their learning and understanding was generated less than the method that gave the chance to learn by themselves or share with colleagues. Moreover, trainer was unable to know how much the understanding and knowledge they got. Second, the weakness that raised from trainer, who performed the lecture, used monotone, powerless and unattractive voice, additional, unable to use techniques and tactics to attract participants to lecture. This finding was agreed with Somkid Isarawatana (2000: 45) who stated about disadvantage of lecture method that the participants were boring, sleepy and had no interesting if trainer had no capability in delivering, using monotone voice.

Lecture was training methods that focused on trainer. Trainer delivered knowledge to participant though informing and explaining, the participants would not be developed in analyzing ability. It was just surface learning, which created less learning retention (Somkid Isarawattana, 2000: 45). Additional, trainer was unable to know how much the participants understood the lecture because it was lack of response or interaction. Furthermore, if trainer used lecture method in entire process, no activities, trainer was necessary to use techniques or tactics for creating interesting lecture. But if trainer who performed lecture was unable to use techniques and tactics, the lecture would be boring and lack of interesting.

2. Means for enhancing the effectiveness of lecturing method

According to this research, it was found that the ways to enhance effectiveness of lecture were:

- Using lecture with other methods
- Trainers preparation
- Training aids application
- Creating learning environment
- Exemplification.

Trainer with lecturing experience had the opinion that trainer should not use lecture alone but should use the lecture with other training methods such as case study, practice, game questioning, discussion or brainstorming, Because these methods focused on participants more than trainer. The participants would have more participation, which could motivate them to think along in order to generate understanding, and could attract them to pay attention to lecture as well.

For trainer preparation, the sample considered that before performing each lecture, trainer was necessary to prepare the personality, content, participants' information analysis, training aids, lesson plan, and training course analysis. Perhaps it was due to each organization, each course naturally had different objective and participants. So trainer was necessary to study training course, which had information about what the topic was, what the objective was, and who the participants were, including their position, educational degree, working experience, training need and behavior, in order to preparing the lesson plan consisted of procedure and method of lecture, its detail. The subject matter had to relevant with objective required from organization and background of participants, and then preparing the training aids (Sombat Theekasap: 1999: 44).

Furthermore, trainer should prepare the personality because it could create the impression and creditable to participants. Personality preparation consisted of, first, trainer should adapt personality to be favorable such as smiling, humor, familiarity, confident. Second, speech of trainer that should be spoken language and appropriate with participants, speaking speed should not be too fast and too slow, and clearness of speech, not be ambiguous. Third, attractive voice that having tone and

powerful, loud and clear. Forth, gesture should be proper and active. Trainer should avoid meaningless gesture. Fifth, dressing that should be suitable. The last, trainer must have eye contact (Oraphan Ratchasrima, 1994: 53-55, Reunglak Rojanaphan, 1996: 48-51)

In addition, for training aids application, the sample had the opinions that trainer should apply training aids with lecture such as transparency, video, CD, computer, handout and real object. This exactly responded to the suggestion of Brown (1978: 47) Newble & Cannon (1989: 20-29) Somkid Isarawatana (2000: 135) and Tissana Khaemane (2000: 13-14) that was to apply training aids such as video, transparency, computer, slide, blackboard, handout and dark sheet, lecture would be more effective. Because of using training aids was the technique that stimulated and attracted the participants to pay attention to learning, and also assisted them to follow each point of lecture continuously. Moreover, the participants were able to remember and understand more than just listen.

For creating learning environment, the sample had opinions that trainer should create learning environment such as familiarity, enjoyable and participatory. Because of learning environment such as enjoyable, familiarity were created by interaction. This would motivate participants to listen and share the opinion, or to ask the question. So the participants would have more participation. The result was the participants open their mind to learning, and then they would more understand. This exactly agreed with Newble & Cannon (1989: 20-29) who suggested tactics in lecture that the most powerful method to enhance learning is creating situation that requiring interaction from participants to trainer and participants to participants as well.

At last, exemplification, the sample considered that trainer should give examples that was clear, easy to understand and relevant to participation. Because of exemplification was necessary to make participants understand content clearly, especially difficult and complicated content. Additional, exemplification also was useful technique to create the interesting into participants. This were supported by Staton (1960: 81-82) Vijit Arwakul (1996: 110) Somkid Isarawatana (2000: 135) and Tissana Khaemane (2000: 13-14) who suggested that the way to modify lecture to be more effective was trainer should often gave examples or told story in lecture in order to attract the attention and stress the point to be clearer.

3. Factors that led to success of lecture

According to the research, it was found that the sample had opinions that factors that led to success of lecture were trainer, participants, physical environment and lecture content.

When using lecture method, the factor that most affecting to training was trainer. This exactly responded to the concept of Bunlert Pairin (1995: 46) and Somchart Kijyanyong (2002: 141) that trainer had most performance in transmitting the subject matter and knowledge to participants, as well as motivating and attracting the participants to change their behaviors, thought and attitude. If trainer had full of knowledge and experience in lecture topic, the lecture would be interesting as well as participants would have more understanding and able to apply the knowledge accurately and suitably.

Second factor that led to the success of lecture was participant. If participants had good attitude toward learning as well as had intention and need to participate in training, they would cooperate in doing activities. If participants thought that learning was useful for them and their work. Moreover, they had nothing to worry such as family, work, and had good health, they would have concentration and need to learn.

The samples had opinion that physical environment was a factor that led to the success of lecture that agreed with Somkid Isarawatana (2000: 224) who informed that the participants' learning was more and better, it partially was due to favorable physical environment such as suitable physical environment would lead the participants to be comfortable and having full of concentrate and intention.

Moreover, lecture content was also the factor that leads to success of lecture. The finding was supported by Tissana Khaemane (2000: 13-14) who suggested that lecture would be more effective, trainer needed to study the subject matter clearly for lecture. Then, trainer should select necessary and useful content and should make sequence. If the content was obscure, trainer should give the examples or use training aids.

CHAPTER 6

CONCLUSION AND SUGGESTIONS

The study of improving lecturing effectiveness for a management training course was to explore the effectiveness of lecture method and to find ways of improving its effectiveness. Research questions were what the weakness of lecture was, how the effectiveness of lecture could be enhanced, and what the factors that led to the success of lecture were.

The sample were 30 trainers who used lecture method for management training. The instrument of the study was a set of structured interview. Data analysis was analytic induction. The statistics analysis was frequency distribution and percentage.

Summary

Part I Demographic information

The samples in this study were trainers, mostly were male in age of 36-40 years and worked under the private sectors. Their educational degree were master degree. Their experiences as trainer and management trainer were over 10 years. In additional, their sources of management knowledge mostly were self-learning.

Part 2 The opinions of sample towards enhancement of the lecturing effectiveness

1. The weaknesses of the lecture

According to the findings of this study, trainers who had lecturing experience gave the opinions that the lecture, which only trainer spoke from the beginning to the end had the weak points as following:

1. Lack of opportunity for class participation.
2. Inability to attract the interest of the participants to the lecture all the time if the lecture styles of trainer were as following:
 - Having monotonous and powerless voice.
 - Unable to use the techniques or tactics to attract participants towards lecture, such as, explaining and giving examples was not relevant with the participants' experience, making unclear questions, no using of training aids.
3. Lack of feedback due to one- way communication from the trainer without any response or feedback of the participants.
4. Inability to motivate the participants to think along.

2. Means for enhancing the effectiveness of lecturing method

Based on this study, it revealed that the trainers, who had lecturing experience, suggested the ways to enhance the effectiveness of lecture for the trainer, as following:

1. Using the lecture method with other methods, such as, case study, demonstration, games, questioning, discussion, or brainstorming.
2. Trainer preparations:
 - 2.1 Personality preparation included;
 - Adapting the personality to be favorable such as smiling, humor, familiarity, complimentary, enjoyable, and confident.
 - Speech, that was, language should be clear and easy to understand, speaking speed should be proper.

- Attractive voice which had high-low tone as well as being loud and clear.

- Active gesture that appropriate with speech.

- Proper Dressing.

- Eye contact.

2.2 Lecture content preparation.

2.3 Participant' information analysis, such as, position, education, work experience, training need.

2.4 Training aids preparation.

2.5 Lesson plan preparation.

2.6 Training course analysis.

3. Training aids application such as transparency, computer, VDO, CD, handout, or real objects.

4. Creating learning environment like familiarity, enjoyable, participatory.

5. Exemplification that was clear, easy to understand and relevant to the participants.

3. Factors that led to the success of lecture

The findings of this study reported that the factors that led to the success of lecture were as following:

1. Trainer

1.1 Trainer preparation in the aspect of lecture content, participants' information analysis, training aids, lesson plan, and training course analysis.

1.2 Skills and techniques of trainer in giving lecture such as creating learning environment, giving examples, using training aids, combining lecture with other training methods, motivating participants.

1.3 Trainer personality such as having favorable character, speech, voice, gesture, dressing and eye contact.

1.4 Knowledge, experience and capability of trainer

2. Participants

Participants factor was their readiness and participation

3. Physical environment

Physical environments factors such as:

3.1 Training aids must be in a good condition and ready to use.

3.2 Size of the lecture room should be appropriate and possible for any movements occurred during the lecture. It should not have nuisance.

3.3 Comfortable temperature.

3.4 Sound should be clear and loud.

3.5 Training site should be appropriate to the objectives of the lecture.

4. Lecture content

Content of the lecture must be well-organized in the appropriate sequences and related to the objectives of the lecture. It should be up-to-date, interesting, and relevant to the participants.

Conclusion

1. Lecture style for management training course should be combining lecture with other training methods in which the participants could participate.

2. The success of lecture partially depended on the capability and knowledge of the lecturer.

3. Training aids were important things to lead the lecture be success.

Suggestions for concerned parties

1. Suggestions for the trainer

1.1 Trainer should not use only lecture alone for management training course but should combine it with other training methods which the participants could participate.

1.2 Trainer should employ various skills or techniques to increase the effectiveness of the lecture in management training such as using training aids, creating learning environment, giving examples.

1.3 Trainer should study the curriculum and participants' information which led to the proper preparation of the content, training aids, and lesson plan.

1.4 Trainer should prepare their personality which was appropriate and favorable with the lecture such as smiling, humor, familiarity, complimentary, good temper, and confident. Moreover, the trainer should make a proper speech, voice, gesture, dressing, and eye contact.

1.5 Knowledge, capability and experiences of the trainer were important. The trainer should have self development in terms of knowledge and experiences.

2. Suggestions for the training organizer

2.1 Physical environment was a part of the success of lecture. The training organizer should prepare the training aids, size and arrangement of lecture room, temperature, sound system, and training site.

2.2 The training organizer should prepare the participants' information for trainer to study. The trainer should be informed of the objectives of the lecture in order to making the lecture suitable for a particular group of participants and objectives of organization.

Suggestions for further studies

1. The enhancement on effectiveness of other training methods should be further investigated.

2. The effective lecture mentioned in this study should be taken for trial.

3. The ratio of importance of factors affecting the effectiveness of lecture on the different content should be studied.

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แบบสัมภาษณ์

เรื่องการเพิ่มประสิทธิภาพวิธีการบรรยายในการฝึกอบรมด้านการบริหารจัดการ

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสัมภาษณ์

1. เพศ

<input type="checkbox"/> ชาย	<input type="checkbox"/> หญิง
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2. อายุ

<input type="checkbox"/> 20-35 ปี	<input type="checkbox"/> 36-45 ปี
<input type="checkbox"/> 46-60 ปี	<input type="checkbox"/> 61 ปีขึ้นไป
3. หน่วยงานที่สังกัด.....
4. ระดับการศึกษาสูงสุด

<input type="checkbox"/> ปริญญาตรีหรือเทียบเท่า (ในประเทศ)
<input type="checkbox"/> ปริญญาตรีหรือเทียบเท่า (ต่างประเทศ)
<input type="checkbox"/> ปริญญาโท (ในประเทศ)
<input type="checkbox"/> ปริญญาโท (ต่างประเทศ)
<input type="checkbox"/> ปริญญาเอก (ในประเทศ)
<input type="checkbox"/> ปริญญาเอก (ต่างประเทศ)
5. สาขาวิชาที่ท่านจบการศึกษา.....
6. ประสบการณ์การทำงานทั้งหมด

<input type="checkbox"/> 1-3 ปี	<input type="checkbox"/> 4-10 ปี
<input type="checkbox"/> 11-20 ปี	<input type="checkbox"/> 21 ปีขึ้นไป
7. ประสบการณ์ในการเป็นวิทยากร

<input type="checkbox"/> 1-3 ปี	<input type="checkbox"/> 4-10 ปี
<input type="checkbox"/> 11-20 ปี	<input type="checkbox"/> 21 ปีขึ้นไป

8. ประสบการณ์ในการเป็นวิทยากรด้านการบริหารจัดการ

- 1-3 ปี 4-10 ปี
 11-20 ปี 21 ปีขึ้นไป

9. แหล่งความรู้ด้านการบริหารจัดการ

- เรียนจบโดยตรง
 ประสบการณ์การทำงาน
 การประชุมสัมมนา
 การอบรมหลักสูตรระยะสั้น/ยาวซึ่งจัดโดยสถาบันการศึกษา
 การเรียนด้วยตนเอง
 อื่น ๆ โปรดระบุ.....



ส่วนที่ 2 ความคิดเห็นเกี่ยวกับการเพิ่มประสิทธิภาพวิธีการบรรยาย

1. จุดอ่อนของการฝึกอบรมแบบบรรยายคืออะไร
2. การเพิ่มประสิทธิภาพของการฝึกอบรมแบบบรรยายทำได้อย่างไร
3. ปัจจัยอะไรที่มีผลต่อความสำเร็จของการฝึกอบรมแบบบรรยาย



BIOGRAPHY



NAME	Miss Nuanphan Sirisri
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PLACE OF BIRTH	Chonburi, Thailand.
INSTITUTIONS ATTENDED	Assumption University, 1995-1998 Bachelor of Arts (Business Chinese) Mahidol University, 2000-2003 Master of Education (Adult and continuing Education)
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