**The Analysis of Strategic Human Resources Management and English Language Training Strategies of Taiwan International Trade Enterprises**

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**Abstract**

The study aims to analyze the most important issue for enterprises to go to international for communication of languages learning. After all, communication between people and enterprises are the most effective in language. This study compares English has already mastered the direction of foreign language users. Hill (2007) indicated that the global population has the largest number of Chinese-speaking companies. It measures the patterns of resource uses and to assess their abilities. The findings discover that there is a strong competition relationship between the international enterprises. The English-learning meets a wider spectrum of practice and has a competitive displacement effect on the human resource management. The results indicate of empirical analysis can be used to obtain the weights of different English language training strategies for enterprises, and then design evaluation mechanisms or specific implementation plans.

**Keywords:** English Language Training, Strategic Human Resources Management, Modified Delphi Approach, Fuzzy Analytic Hierarchy Process.

1. **Introduction**

According to the statistics of the Ministry of Finance of Taiwan, the customs import and export trade in December 2007.Hong Kong and China are the main export trade countries, followed by the ASEAN countries, the United States is the third, Europe is the fourth, and Japan is the fifth. For a long period of time, exporting has become the driving force behind the economic growth of Taiwan, with exports accounting for about 60% of GDP (Gross Domestic Product, GDP). Because of the influence of globalization, the economies in each country have gradually affected each other. Therefore, the human resources are required for the job market must have an international perspective and professional language skills. The development of professional talents is related to the performance and profitability of the company. For Taiwan's international trade companies with fierce international competition, it is a very significant issue to actively cultivate and enhance the international competitiveness of professionals by various ways. In other words, whether companies have world class employees and global managers determine whether companies can successfully face the many challenges of internationalization (Kedia & Mukherji, 1999). Marquardt and Sofo (1999) pointed out that corporate discipline and development are regarded as the key to successful implementation of the globalization prospect and strategy. An important function of human resource management is to provide important methods and tools for performance management. The results can be used to motivate employees and formulate an organizational development strategy. Undeniably, human resource development can also create valuable intangible assets for enterprises. These intangible assets can enhance internal processes that are most critical to creating customer and shareholder value, then affects business performance. At the same time, intangible assets can create the advantages and knowing powers that are difficult to be imitated by competitors.

The most important level for enterprises to go to international is the communication of languages. After all, communication between people is most effective in language. All business communications, business negotiations, ordering and legal contracts need to be done by language and words. Regardless of whether English is used by a native speaker, a second language user, or a foreign language user, nearly 1.4 billion people in the world to use English. Obviously, English has already mastered the direction of foreign language users. Hill (2007) indicated that the global population has the largest number of Chinese-speaking people, followed by English, followed by Hindi. However, the most widely used language is English; English has become a common language by degrees in international business. Hill (2007) also believes that language is not just a tool for communication. The nature of language has become a way for us to understand the world and help us define different cultures. Obviously, international trade-oriented Taiwanese companies must develop excellent English language training strategies. Kleiman (2000) pointed out that the training course has a significant influence on enhancing the company's competitive advantage. Graham, Gilly and Cateora (2008) mention that learning a language can improve cultural understanding and business relationships. Some executives want job seekers to be able to speak at least one foreign language, even if some jobs don’t require these foreign language skills. In the face of the high-standard English ability of Taiwanese companies, major companies also set their standards for assessing their English proficiency according to their different positions or ranks. In practice, the enterprise human resources training strategy should also focus on the factors that affect the effectiveness of employees' English proficiency, and enhance their competitiveness.

Creating corporate value is the goal pursued by modern companies. Doing a good job in strategic planning and implementing strategy management, and effectively strategizing it into concrete actions through performance evaluation is the means to achieve the goal. Bohlander and Snell (2007) argued that human resource management is an extension and extension of traditional personnel management, which leads to the formation of personnel functions (recruitment selection, admonition, salary, benefits, and configuration) and strategic and planning goals of individuals and organizations within the organization. A dynamic interaction. However, the role of human resource management in the organization has shifted from individual and operational roles to comprehensive and holistic strategic planning. This strategic view of human resources is called strategic manpower. Strategic Human Resource Management (SHRM). Wright and McMahan (1992) argued that strategic human resource management is the planning of the use and activities of human resources to motivate organizations to achieve their goals. Gomez, Ba1kin and Cardy (1996) pointed out that strategic human resource management is a broader general orientation (Macro-orientation) to explore the interrelationships between human resource management activities and their relationship with organizational strategy management.

Randall, Schuler and Jackson (2005) argued that the main core of SHRM is the activity of HRM, organizational needs and organizational effectiveness. Human resource management activities can help organizations create and sustain competitive advantage and improve organizational performance. Brewster & Suutari (2005) pointed out that the purpose of strategic international human resource management is to send the required skills to the places they need through expatriates. Of course, the International Orientation of International Businesses is an important factor influencing international human resource management strategies (Brewster & Suutari, 2005; Shen, 2006). Strategic international human resource management is a new research area of ​​international human resource management. Most of the research in this decade has focused on how human resource management can cope with the strategic management of international enterprises as a coordination mechanism for international enterprises. Obviously, the admonition of many companies can't improve the company's competitiveness. In short, the method of implementing the training is wrong.

The dividend of human resource practice, and the staffs training issue during dividend training period. Narrowly speaking, the English abilities policy involves the enterprise’ training and the proportion issue of the strategies of language management. The management authorities should take full support and the training of reaction when formulating the enterprises’ training policy. In the era of knowledge economy, the transmission and accumulation of knowledge is becoming more and more important. Driven by globalization and internationalization, countries around the world are increasingly frequent, and the use of foreign languages ​​has increased. Foreign language ability has become an important criterion for selecting talents in the workplace. Facing the rapidly changing market and business environment, enterprises must rely on education and training to enrich their management knowledge and professional skills, and then seek for the survival and development of enterprises.

In the past, most of the English talents needed by Taiwan's international trade companies were cultivated by self-study, remedial education, government agencies or university education. This study considers the establishment of an English language training strategy for Taiwan's international trade enterprises with a strategic human resource management perspective. This is an important issue, and it is also a research topic that has been neglected in the past. It is also a subject of caution that the human resources department of the enterprise should pay attention to. Therefore, the main research purpose of this article is to explore the factors that affect the effectiveness of the implementation of employees' English proficiency. Based on the research results, the author puts forward suggestions for the English proficiency strategy of employees in Taiwan international trade enterprises. The research results can not only make up for the shortcomings of the past research, but also provide the enterprises and follow-up researchers.

Many research and reports on English language training in international trade companies often focus on how modern multinational companies can use multilingual and multicultural talents to reduce operating costs, enhance competitiveness and improve operational efficiency, or discuss issues such as organizational change and multicultural human resource management. Few studies have analyzed the specific strategies and practices of English language training in these enterprises with strategic human resource management perspectives. This became the main research motivation of this study. This study uses the Modified Delphi Method and the Fuzzy Analytic Hierarchy Process (FAHP) as the main research method. First, establish a hierarchical analysis structure, and then obtain information through expert questionnaires. Then calculate the weight scores of each evaluation facet criterion and sub-criteria. The results of empirical analysis can be used to obtain the weights of different English language training strategies for enterprises, and then design evaluation mechanisms or specific implementation plans.

The explanation of main study procedure is as follow:

Step 1. Defining study subject, question description and study purpose

Step 2. Collecting and arranging related articles

Step 3.Using modified Delphi approach separates hierarchy process structure to become four assessment criteria and seventeen sub-criteria

Step 4. Using analytic hierarchy process structure to develop professional questionnaire

Step 5. Using FAHP to proceed analysis and gains the weight and arrangement of criterion and sub-criterion

Step 6. Having empirical analysis and conclusion

**2. Literature Review**

**2.1 Strategic Human Resource Management and Performance Evaluation**

The 21st century is an era of human resources competition. The importance of intellectual capital or human capital exceeds that of traditional capital and becomes a strategic resource for current important organizations. In general, human resource management refers to all measures and systems that affect employee attitudes, behaviors, and performance (Noe et al., 2003). The business environment facing enterprises today is changing rapidly. Human resources are an important source of competitive advantage for companies. Therefore, human resource management plays a pivotal role for the organization. In the face of a rapidly changing global business environment, the trend of human resource development has gradually moved toward a strategic concept. In order for an organization to successfully achieve its goals, it must rely on the proper allocation and integration of various resources. Among the resources that organizations rely on to accomplish their goals, human resources are undoubtedly the most important capital of an organization. Therefore, Strategic Human Resource Management (SHRM) has become a forward-looking approach to the integration of personnel management in the academic and practical circles in the past 20 years. Strategic human resource management is an important part of implementing corporate strategy. Itis primary goal is to develop the talents needed to help drive strategic breakthroughs and help companies achieve strategic goals.

Butler et al. (1991) argued that traditional human resource management is mainly to explore the individual impact of various management activities in human resource management. Strategic human resource management is to explore the interaction between human resources management and various management activities, and the relationship with organizational strategy. Moreover, strategic human resource management plans and manages the long-term and integrated perspective of human resources within the organization. Schuler (1992) Strategic Human Resource Management emphasizes integration and adaptation, focusing on the integration of human resources management with the organization's strategic goals and needs. And the organization's human resources and policies can adapt to changes in the internal and external environment and keep pace with the times. Sherman et al. (1998) pointed out that integrating organizational strategy and human resource management can help establish organizational competitive advantage and enable all departments to work together. This is the argument for strategic thinking. Many studies have raised opinions on the relevance of strategic human resource management to corporate performance. Delery and Doty (1996) pointed out that strategic human resource management can generally be divided into three perspectives: universalistic, configuration, and contingency. The three perspectives of strategic human resource management have their own supportive scholars and emphasis, but their consistent goal is to improve organizational performance.

Taking American companies as research objects, Huselid et al. (1997) pointed out that enterprises with general human resource management are more than those with strategic human resources. Although both systems have positive effects on business performance, strategic human resource management has a greater effect. Wright, McMahan, & Mc Wil1iams, (2001) found that the positive impact of human resource management activities on organizational performance is primarily due to changes in employee behavior, attitudes, and skills. Guest (1997), Levy and Williams (2004) argued that performance assessment research should consider organizational context, and that organizational culture and human resource management strategy patterns have a direct impact on performance assessment. In other words, the relationship between human resource management activities and organizational effectiveness may vary depending on organizational culture or context. Chenevert and Tremblay (2009) argued that the practical effectiveness of human resource management depends on the contingency factor of the organization or the environment. Wright and McMahan (2011) indicated that the ﬁeld of strategic human resource management has seemingly rediscovered human capital with increasing research focused on human capital as a mediator in the relationship between HR practices and performance. Lengnick-Hall, Beck& Lengnick-Hall (2011)propose that an organization's capacity for resilience is developed through strategically managing human resources to create competencies among core employees, that when aggregated at the organizational level, make it possible for organizations to achieve the ability to respond in a resilient manner when they experience severe shocks.

**2.2 Enterprise Language Training and Human Resources Management**

Enterprise language training and human resources management in multinational business are highly related, especially for the linguistic franchise of international business, the English language. Van den Born and Peltokorpi (2010) focus on the degree of alignment among multinational company (MNC) strategic orientation, human resource management (HRM) practices, and language policies. They claim that the coherent and tight alignment among the MNC orientation, language policies, and HRM practices is beneficial in terms of ethnocentricity, polycentricity, or egocentricity. However, when they use international business research on language, they found that what is good in theory is not necessary good in practice. Instead, it is often more difficult.

Among others, Glombitza (2012) reveals that computer-mediated communication (CMC) creates opportunities for English language learners’ output. Also, speaking of English language learners’ project work, English language teachers serve as facilitators in CMC rather than language teachers. Furthermore, the function of reusable e-learning contents and activities shed light on authentic autonomous and collaborative language learning for English language learners.Peckova (2016) investigates the usage of the practice enterprise as a way to improve foreign language leaners’ knowledge and communication skills by conducting an international survey. The aim of the survey was to compare the experience in terms of the foreign language training and studying materials in different countries. Practice enterprise refers to a school subject taught in the Czech Republic since 1992 to help graduates to find a job after graduation from commercial schools. The survey found that in the Czech Republic and other countries, more effort should be made in some areas such as unified materials and investments in foreign language instruction.

To show the development of English as the main language for international business, Hurn (2009) discusses the competition from other languages. The author emphasizes that business in British needs to acquire fluency in foreign languages in order to understand cultures from other countries to maintain its competitive advantages. Thereby the author suggests need for developing simpler, standardized international English for multinational business which can be easily used by both native speakers and English language learners.

To examine the hypothesis that in multinational business, personnel will be more creative and perform better than mono-cultural organizations, Lauring and Klitmoller (2015) test the inclusive language use by managers and employees in formal and informal situations in privately owned intercultural business. They found that performance only. However, among employees, both creativity and performance were found due to the openness to language diversity. Therefore, they suggest a need to facilitate inclusive group processes to increase creativity in multinational organizations.

Professionals in international education claim that to develop intercultural communication skills, undergraduates need to contact with and acquire understanding of other nations, languages, and cultures. Accordingly, Ainsworth (2013) conducted two surveys to determine if a business school at a small comprehensive university provides sufficient intercultural training for their students. Feedback from two surveys and an interview with the international business (IB) coordinator were analyzed. The findings showed that the business school has shown a concentration of multicultural business. However, due to the inadequate administrative committee, the English language initiatives were unsustainable.

**3.Research Methods**

**3.1Application of** **Modified Delphi Approach**

Since its inception, the traditional Delphi method has been widely used in the study of humanities and social sciences in education, business, politics and the international environment. Delphi approach presents the consensus of experts in a narrative statistical approach. Experts must not discuss each other, nor can they have horizontal contact with each other, and can only contact investigators. Through repeated consultations with experts, the researchers gradually obtained a more consistent decision-making method. Murry and Hommons (1995) believed that the results of collective discussion and joint decision-making by experts should be more comprehensive than the results of individual thinking, especially the members of the collective discussion are experts in the field. Therefore, Delphi method can be called a method of prediction and analysis that is most commonly used by social science researchers in modern times. Rowe and Wright (1999) pointed out that this research method preserves the advantages of experts' collective decision-making and brainstorming on the one hand, and the other hand, it avoids the possible interference of expert members in discussing issues in face-to-face communication. Murry and Hommons (1995) proposed a modified Delphi approach. What is different from the traditional approach is that Murry & Hommons (1995) omitted the cumbersome steps of the first-round open questionnaire. A structural questionnaire is directly developed through the relevant research results in the references, the researcher's plan, The experts involved in research must be independent. This will make sure the accuracy of the research results.

The following steps of modified Delphi approach:

(Ⅰ) Step 1: Set the purpose and needs and summarize the questionnaire in a literature review.

(Ⅱ) Step 2: Identify and connect with experts who are familiar with the subject of decision making and form an expert group.

(Ⅲ) Step 3: Send the questionnaire designed by the literature review to the expert group for questionnaire survey.

(Ⅳ) Step 4: After the individual opinions of all the experts are collected, they will be presented in a quantitative analysis, and the experts will be asked to reply or supplement the amendments.

(Ⅴ) Step 5: Confirm the consistency of the expert questionnaire. If the opinions of all the experts can be combined into a consistent result, the modified Delphi approach questionnaire is completed.

Base on the relevant literature and the result of the modified Delphi approach, this study establishes a hierarchical analysis structure of the research subject. The following reveals detailed descriptions of these criteria and sub-criteria.

**3.2 Fuzzy Sets Theory and Fuzzy Analytic Hierarchy Process**

In consideration of people face various decision making, they often need to consider many different levels of influence or evaluation indicators. Therefore, scholars have developed a series of multi-criteria decision-making (MCDM) research methods to solve the problems of analysis, evaluation and decision-making. This approach avoids decision makers considering only a single criterion and cannot make correct, reasonable, and data-driven decisions. Among these research methods for studying multi-criteria decision-making mechanisms, Saaty (1980) believed that the Analytic Hierarchy Process (AHP) is an important research method. This approach avoids decision makers considering only a single criterion and cannot make correct, reasonable, and data-driven decisions. Among these research methods for studying multi-criteria decision-making mechanisms, Saaty (1980) believed that the Analytic Hierarchy Process (AHP) is an important research method. In the Hierarchical Structure, the criteria for each level are assumed to be independent. According to Saaty (1980), the criteria within the hierarchy shouldn’t exceed seven. Every criterion within a level can be evaluated using the criteria in the upper level, using the pair wise comparison method. In the evaluation, the preference relation should satisfy the transitivity and conform to the consistency test.

Zadeh (1965) introduced fuzzy set theory to solve problems involving the absence of sharply defined criteria(please rewrite the previous sentence). Bellman and Zadeh (1970) used the fuzzy theory and added the personal judgment of decision makers to solve decision-making evaluations. related question. Fuzzy theory can be combined with most multi-criteria decision-making approach. Fuzzy sets use membership functions to describe the extent to which an element belongs to a certain set. Zadeh (1975) argued that fuzzy theory is in line with the processing mode of depreciating behavioral depreciation. It gives emphasis to anthropomorphic thinking, reasoning, and perception of what is around is inherently vague. Therefore, it is necessary to replace the traditional measurement method with analysis method of fuzzy mathematics to solve the uncertainty and vagueness of the real environment, and then carry out evaluation and analysis. Van Laarhoven and Pedrycz proposed the Fuzzy Analytic Hierarchy Process (FAHP) in 1983. They use the concept of fuzzy set theory to solve the value of subjectivity, imprecision, and vagueness in the values ​​of the pairwise comparison matrix in the Analytic Hierarchy Process (AHP). Fuzzy Analytic Hierarchy Process (FAHP) was utilized to analyze the relative weight and the ranking of significance from each factor.

**4. Empirical Results**

This study first uses the method of Modified Delphi Approach to establish a hierarchical analysis structure. The study consistently and have homogenic background require four criteria to seventeen sub-criteria. In order to reach high standard of accuracy results, the sample objects of this study are mainly the human resource commissioners and experts. The questionnaires of hierarchy analysis results between human resource and language training experts survey, and then come to the conclusion.

**4.1 Hierarchy Process Structure**

According to the relevant literatures and the operation results of Modified Delphi Approach, this study builds up the hierarchical analysis structure of study subject. Table 1 shows 4 item of criteria and 17items of sub-criteria. Basically, there are including four criteria and seventeen sub-criteria as below.

Table1. Hierarchical Analysis Structure

|  |  |  |
| --- | --- | --- |
| Level ISubject | Level IICriteria | Level IIISub-criteria |
| Strategic Human Resources Management for English Language Training Strategies | A. Language Training | A1. International Prospect and Culture |
| A2. Curriculum |
| A3. Oversea Intern |
| A4. Teacher Faculty |
| A5. Tests |
| B. Performance | B1. Promotion |
| B2. Pay Raise |
| B3. Rewards System |
| B4. Employee Welfare |
| C. Environment Facilities | C1. Classroom |
| C2. English Corner |
| C3. Library and Network Resources |
| C4. Bilingual Languages Facilities |
| D. Rules of Law System | D1. Human Resource Regulations |
| D2. Inheritance System |
| D3. Lifelong Learning |
| D4. Enterprises Consensus Program |

The detailed descriptions of these sub-criteria are as follows.

A1. International Prospect and Culture:

In the world, 80% of the world's population has been designated as the "United Nations". At the same time, English has become the "world language". More and more "multicultural" and "cross-cultural" work partners also come with the international perspective in almost enterprises. The learning and usage of language has become one of the tools to communicate in this era.

A2. Curriculum:

Generally, there are too many tutoring classes, schools, and private tutors in the language courses. They have become self- and individual-to-company learning resources. The language courses are nothing more than the four foundational requirements for personal promotion and strengthening “listening, speaking, reading and writing”. In the courses, listening and reading are the benchmarks for promotion of the enterprise, such as the TOEIC and the GEPT. But talk about speaking and writing, they can be basic improvement of the individual and the basic elements of communication with people.

A3. Oversea Intern:

Nowadays, in Taiwan, nearly 70% of young people are acceptable to work abroad and get the internship opportunities. The best choice of foreign countries are the United States, Canada, the United Kingdom, Australia or Europe. If the enterprises provide the internship opportunities or job rotation, and one of these can be included in the job evaluation. The subsidiary can take the internship abroad as a personnel training. Internship abroad can become the springboard in every enterprise.

A4. Teacher Faculty:

The institution of teacher who teach English in the private sector are mostly natives. (Teachers who return to Taiwan after studying abroad.), and also employ people from other countries to teach their four language skills ​​(listening, speaking, reading, writing). However, the quality of teachers is uneven, many companies fail to hire fixed personnel, which is really disappointed.

A5. Tests:

Language studying is blend with all kind of practice not only focus on listening or reading but also speaking and writing. All of those have to reach the balance of enterprise needed and improve employee language skills priorities.

B1.Promotion:

Generally speaking, the human resources department within the company will be promoted according to the employee's scores of TOEIC or IELTS, the score can determine the low-level personnel to upgrade to middle-level personnel. The Senior personnel also listed it as a necessary condition for the recruitment of international personnel, such like flight attendant, pilot. The promotion of enterprises and the personal ability of language are inseparable, but the way in which they are promoted and promoted is one of the requirements of their enterprises.

B2. Pay Raise:

The amount of salary is determined by the company's system of human resources departments through its verification and certification. Generally speaking, salaries can be adjusted according to company language requirements and reference standard. And the amount of salary you can raise depend on the scores of the language proficiency test, or the foreign language test.

B3. Rewards System:

Besides the working experience and the performance, the incentive method can base on the English abilities and increase the tourist reward, or arrange the employees to appropriate positions. With this incentive method, employees will concentrate on the work, which is going to be the best system while companies are getting globalized.

B4. Employee Welfare:

The self-improvement of employees has to considerate how to use the language and let it become the benefit. What more, learning is also the self-improvement and the benefit. With the full subsidies or it is under regulations, this benefit makes more employees are willing to study further when they are on the work or off the work.

C1. Classroom:

Because of the particularity of languages, the education and training room in the enterprise can facilitate employees create their independent listening and also improve the creativity of speaking and writing. By upgrading between the software and the hardware and a higher level of audio-visual equipment in the language classroom. The employees are more willing to enter the field of learning and achieve the improvement of corporate language education.

C2. English Corner:

Companies can establish English club-English Corner. Use the staff lounge as a venue for English Corner, only opened in available time or specific events, and every employee talk only in English. Or companies can hire a foreign teacher to train the employee for practicing English speaking in English Corner. Also, employees can enjoy the film or books and make a review to share their thought with each other.

C3.Library and Network Resources:

Although, Enterprises are lack of the book resources. Use the space of the stuff room, companies can supply the English magazines, newspapers, periodicals, videos, or offer the 3C devices (computer, communication, and consumer electronics), let workers use mobile phones or tablets to search more input on the internet.

C4. Bilingual Languages Facilities:

Companies can design a Quick Response Code on various items and facilities to be used in bilingual usage​​ (in English and Chinese). You can use the mobile phones or every handheld device which can scan to see the description of the facilities with two languages. It is easier to learn the language when working in a bilingual environment.

D1. Human Resource Regulations:

The language training has been incorporated in the performance which is about the promotion and salary adjustments. In addition, according to the Human Resource regulation, employee has completed or not completed the training are included in the performance.

D2. Inheritance System:

The communication of the eastern enterprises between senior employee and junior employee is different from the western enterprises. In eastern, workers are too shy to speak out and lead to they have trouble communicating. However, with the heritage system, the old employees can help the new employees to improve the basic skills of listening, speaking, reading and writing, and it can persist this system in enterprises.

D3. Lifelong Learning:

Language is a skill, not only a short-term study, but also a long-term self-learning. The heritage system can keep employee self- improvement and progressing. Enterprise should cooperate with colleges and universities, so the learning can be “Never too late to learn.”, and it can be the invariable thing that we need to learn.

D4. Enterprises Consensus Program:

The change of the enterprise is like changeable ripple. In the 21st century, the management or the backbone of the enterprise and the employees should recognize that "language" is one of the changeable factors. Therefore, the language training is not only the training, but also the support and assistance.

**4.2 FAHP Results Analysis**

Among these questionnaires, eighteen copies were issued to experts in the industries of Taiwan enterprises. Then, seventeen copies were retrieved; therefore, the overall response rate of effective questionnaires is 94.44%.The results of the analysis are shown in the followings. According to the study method, fuzzy pairwise comparison matrix of each criterion in level 2 is compiled as equation (1).

$T\_{2}=\left[\begin{matrix}(1,1,1)&(0.20,2.00,6.00)&(0.20,1.51,6.00)&(0.17,1.91,6.00)\\(0.17,0.50,5.00)&(1,1,1)&(0.17,0.80,6.00)&(0.14,1.05,6.00)\\(0.17,0.66,5.00)&(0.17,1.25,6.00)&(1,1,1)&(0.25,1.24,5.00)\\(0.17,0.52,6.00)&(0.17,0.95,7.00)&(0.20,0.80,4.00)&(1,1,1)\end{matrix}\right]$ (1)

Accordingly, the fuzzy weights of each criterion in level 2 are showed as equation (2) to equation (5).

$W\_{A}=\left[\begin{matrix}0.20&0.37&0.37\end{matrix}\right]$ (2)

$W\_{B}=\left[\begin{matrix}0.18&0.19&0.36\end{matrix}\right]$ (3)

$W\_{C}=\left[\begin{matrix}0.20&0.24&0.34\end{matrix}\right]$ (4)

$W\_{D}=\left[\begin{matrix}0.19&0.19&0.36\end{matrix}\right]$ (5)

The fuzzy pair wise comparison matrices of sub-criteria under the language training factor, the performance factor, the environment facilities factor and the rules of law system factor in level 2 are compiled respectively as equation (6) to equation (9).

$T\_{31}=\left[\begin{matrix}(1,1,1)&(0.20,1.47,5.00)&(0.25,1.47,6.00)&(0.25,2.18,6.00)&(0.20,1.62,7.00)\\(0.20,0.68,5.00)&(1,1,1)&(0.17,1.05,6.00)&(0.17,1.37,7.00)&(0.14,0.99,7.00)\\(0.17,0.68,4.00)&(0.17,0.95,6.00)&(1,1,1)&(0.20,1.52,6.00)&(0.17,1.35,6.00)\\(0.17,0.46,4.00)&(0.14,0.73,6.00)&(0.17,0.66,5.00)&(1,1,1)&(0.14,1.14,5.00)\\(0.14,0.62,5.00)&(0.14,1.01,7.00)&(0.17,0.74,6.00)&(0.20,0.87,7.00)&(1,1,1)\end{matrix}\right]$(6)

$T\_{32}=\left[\begin{matrix}(1,1,1)&(0.14,1.42,6.00)&(0.14,1.27,5.00)&(0.17,1.17,6.00)\\(0.17,0.70,7.00)&(1,1,1)&(0.17,0.87,7.00)&(0.14,0.73,5.00)\\(0.20,0.79,7.00)&(0.14,1.15,6.00)&(1,1,1)&(0.17,1.02,5.00)\\(0.17,0.85,6.00)&(0.20,1.37,7.00)&(0.20,0.98,6.00)&(1,1,1)\end{matrix}\right]$ (7)

$T\_{33}=\left[\begin{matrix}(1,1,1)&(0.14,2.41,7.00)&(0.20,1.35,6.00)&(0.14,1.68,6.00)\\(0.14,0.42,7.00)&(1,1,1)&(0.14,0.66,5.00)&(0.17,0.71,4.00)\\(0.17,0.74,5.00)&(0.20,1.52,7.00)&(1,1,1)&(0.25,1.35,5.00)\\(0.17,0.60,7.00)&(0.25,1.40,6.00)&(0.20,0.74,4.00)&(1,1,1)\end{matrix}\right]$ (8)

$T\_{34}=\left[\begin{matrix}(1,1,1)&(0.25,1.30,6.00)&(0.20,0.75,4.00)&(0.20,1.01,5.00)\\(0.17,0.77,4.00)&(1,1,1)&(0.17,0.60,4.00)&(0.20,0.78,6.00)\\(0.25,1.33,5.00)&(0.25,1.68,6.00)&(1,1,1)&(0.33,1.54,6.00)\\(0.20,0.99,5.00)&(0.17,1.27,5.00)&(0.17,0.65,3.00)&(1,1,1)\end{matrix}\right]$ (9)

Accordingly, the fuzzy weights of sub-criteria under the language training factor in level 2 are as equation (10) to equation (14).

$W\_{A1}=\left[\begin{matrix}0.20&0.29&0.29\end{matrix}\right]$ (10)

$W\_{A2}=\left[\begin{matrix}0.16&0.19&0.30\end{matrix}\right]$ (11)

$W\_{A3}=\left[\begin{matrix}0.16&0.21&0.27\end{matrix}\right]$ (12)

$W\_{A4}=\left[\begin{matrix}0.15&0.15&0.25\end{matrix}\right]$ (13)

$W\_{A5}=\left[\begin{matrix}0.15&0.16&0.30\end{matrix}\right]$ (14)

The fuzzy weights of sub-criteria under the performance factor in level 2 are as equation (15) to equation (18).

$W\_{B1}=\left[\begin{matrix}0.20&0.30&0.30\end{matrix}\right]$ (15)

$W\_{B2}=\left[\begin{matrix}0.20&0.20&0.32\end{matrix}\right]$ (16)

$W\_{B3}=\left[\begin{matrix}0.21&0.24&0.31\end{matrix}\right]$ (17)

$W\_{B4}=\left[\begin{matrix}0.23&0.26&0.32\end{matrix}\right]$ (18)

The fuzzy weights of sub-criteria under the environment facilities factor in level 2 are as equation (19) to equation (22).

$W\_{C1}=\left[\begin{matrix}0.17&0.36&0.36\end{matrix}\right]$ (19)

$W\_{C2}=\left[\begin{matrix}0.16&0.16&0.32\end{matrix}\right]$ (20)

$W\_{C3}=\left[\begin{matrix}0.20&0.27&0.33\end{matrix}\right]$ (21)

$W\_{C4}=\left[\begin{matrix}0.20&0.21&0.34\end{matrix}\right]$ (22)

The fuzzy weights of sub-criteria under the rules of law system factor in level 2 are as equation (23) to equation (26).

$W\_{D1}=\left[\begin{matrix}0.22&0.24&0.30\end{matrix}\right]$ (23)

$W\_{D2}=\left[\begin{matrix}0.19&0.19&0.29\end{matrix}\right]$ (24)

$W\_{D3}=\left[\begin{matrix}0.26&0.33&0.33\end{matrix}\right]$ (25)

$W\_{D4}=\left[\begin{matrix}0.19&0.23&0.27\end{matrix}\right]$ (26)

After that, the fuzzy weights of each criterion in level 2 multiplied by the fuzzy weights of each sub-criteria. The defuzzier values (R) of each sub-criteria and final fuzzy weights are presented in Table 2.

Table 2. Final Fuzzy Weights and Defuzzier Values

| Rank | Sub-Criteria | Final Fuzzy Weights | Defuzzier (R) Values |
| --- | --- | --- | --- |
| 1 | A1 International Prospect and Culture | (0.0396,0.1085,0.1085) | 0.0909 |
| 2 | C1Classroom | (0.0345,0.0882,0.1243) | 0.0895 |
| 3 | D3 Lifelong Learning | (0.0506,0.0638,0.1196) | 0.0830 |
| 4 | C3 Library and Network Resources | (0.0413,0.0643,0.1140) | 0.0787 |
| 5 | A2 Curriculum | (0.0320,0.0719,0.1118) | 0.0784 |
| 6 | C4 Library and Network Resources | (0.0407,0.0512,0.1151) | 0.0758 |
| 7 | B4 Employee Welfare | (0.0405,0.0497,0.1157) | 0.0757 |
| 8 | A3Oversea Intern | (0.0324,0.0765,0.1011) | 0.0751 |
| 9 | A5 Tests | (0.0305,0.0607,0.1118) | 0.0749 |
| 10 | B2 Pay Raise | (0.0355,0.0391,01151) | 0.0723 |
| 11 | B1 Promotion | (0.0343,0.0577,0.1064) | 0.0721 |
| 12 | B3 Rewards System | (0.0374,0.0470,0.1105) | 0.0720 |
| 13 | D1 Human Resource Regulation | (0.0422,0.0468,0.1085) | 0.0719 |
| 14 | C2English Corner | (0.0324,0.0384,0.1101) | 0.0692 |
| 15 | D2Inheritance System | (0.0363,0.0363,0.1027) | 0.0657 |
| 16 | D4Enterprises Consensus Program | (0.0365,0.0446,0.0971) | 0.0648 |
| 17 | A4Teacher Faculty | (0.0296,0.0552,0.0938) | 0.0647 |

As can be seen from Table 2, according to the analysis results of the FAHP expert questionnaire, the most important top five items of the specific measures for English training in Taiwanese international trade enterprises are: A1 International Prospect and Culture (R value =0.0909), C1 Classroom (R value =0.0895), D3 Lifelong Learning (R value =0.0830), C3 Library and Network Resources (R value =0.0787) and A2 Curriculum (R value =0.0784). There are two Sub-Criteria in the top five in Group A and Group C respectively. This shows that the content of the Training and Environment Facilities are particularly valued among the experts interviewed in the current study. If we take the sixth place, C4 Library and Network Resources (R value =0.0758), into account, Group C is not favored except the C2 English Corner (R value =0.0692). However, the remaining Sub-Criteria get a high weight score.

The least five Sub-Criteria on weight score are D1 Human Resource Regulation (R value =0.0719), C2 English Corner (R value =0.0692), D2 Inheritance System (R value =0.0657), D4 Enterprises Consensus Program (R value =0.0648) and A4 Teacher Faculty (R value =0.0647). Among them, Sub-Criteria in Group D occupies three items. This shows that the experts surveyed believe that the regulations and the system are less helpful for Taiwanese International Trade Corporation to promote Strategic Human Resources Management of English Language Training Strategies. However, it is worth noting that the Defuzzier Values obtained by all Sub-Criteria in the hierarchical analysis structure are not different significantly from each other. The gap between the first and the least Sub-Criteria, their Defuzzier Values is only 28.82% apart. It can be seen that such Sub-Criteria may also make it difficult for experts to make choices. After all, each company’s physical qualities and problems are different. Such inferences also echo the arguments of Brewster & Suutari (2005) and Randall, Schuler and Jackson (2005). The main core of SHRM is the activities of HRM, organizational needs and organizational effectiveness.

**5. Conclusion**

English is not the official language of Taiwan or the mother tongue. Obviously, Taiwanese are generally at a disadvantage in English at the international level. Facing the economies of the world that are globalizing, Taiwanese international trade companies must actively cultivate and enhance English professionals through various means .And the development of such professionals is related to the performance and profitability of the company. This study investigates the perspective of strategic human resource management to explore the feasible strategies of cultivating professional English talents in Taiwanese international trade enterprises. This study uses the Modified Delphi Method and the Fuzzy Analytic Hierarchy Process (FAHP) as the main research method. First, a hierarchical analysis structure with four assessment criteria and seventeen sub-criteria was established. Then calculate the weight scores of each evaluation facet criterion and sub-criteria. The empirical analysis found that companies should focus on strategic development priorities such as International Prospect and Culture, Classroom construction, Lifelong Learning, Library and Network Resources, and Curriculum. These are important foundations for companies to implement strategic human resource management, which in turn drives organizations to achieve their goals. The research results put forward specific suggestions for the English ability training strategies of employees of Taiwanese international trade enterprises. The research results can not only make up for the shortcomings of the past research, but also provide the enterprises and follow-up researchers.

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