

**AN INTEGRATED ENGLISH WRITING COURSE FOR
BUSINESS PURPOSES (EBP)**

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the Degree of Doctor of Philosophy in English Language Studies

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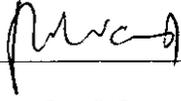
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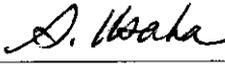
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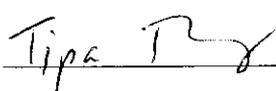
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การวิจัยแบบกรณีศึกษาเรื่องการพัฒนาหลักสูตรฝึกอบรมแบบบูรณาการสำหรับการเขียน
ภาษาอังกฤษเชิงธุรกิจนี้มีวัตถุประสงค์เพื่อพัฒนารูปแบบการเรียนการสอนเชิงปฏิบัติการสำหรับ
พนักงานในองค์กรเอกชนข้ามชาติที่ทำงานเต็มเวลา แต่ต้องการพัฒนาความสามารถในการเขียน
ภาษาอังกฤษเพื่อให้เกิดความมั่นใจในการเขียนเพื่อที่จะสามารถปฏิบัติหน้าที่ที่ได้รับมอบหมาย
อย่างมีประสิทธิภาพ หลักสูตรดังกล่าวนี้ได้พัฒนาขึ้นหลังจากที่ผู้วิจัยได้ทำการสำรวจความต้องการ
การใช้การเขียนภาษาอังกฤษในที่ทำงานและพบว่าลักษณะการเขียนที่ใช้บ่อยและมีความสำคัญต่อ
พนักงานส่วนใหญ่ คือ การเขียนจดหมายอิเล็กทรอนิกส์เชิงธุรกิจและเขียนเพื่อนำเสนอผลงานเชิง
ธุรกิจ ดังนั้น งานวิจัยนี้จึงเน้นไปที่การเขียนสองประเภทนี้

ขั้นตอนการดำเนินการของงานวิจัยนี้มี 4 ขั้นตอน คือ 1) การวิเคราะห์ความต้องการ
ของพนักงานผู้เข้าร่วมการฝึกอบรมเพื่อกำหนดจุดมุ่งหมายของการเรียน 2) การพัฒนาสื่อการ
เรียนการสอน 3) การทดลองเครื่องมือ (Pilot study) 4) การรวบรวมข้อมูลโดยการทำการ
วิจัยที่ทดลองกับกลุ่มตัวอย่างเพียงกลุ่มเดียว กลุ่มทดลองเป็นพนักงานระดับต้นจากบริษัทข้ามชาติ
ที่อาสาสมัครเข้าร่วมการฝึกอบรมจำนวน 14 คน การอบรมกระทำในวันสุดสัปดาห์จำนวน 8
ครั้ง ครั้งละ 3 ชั่วโมง ยกเว้นครั้งสุดท้ายซึ่งเป็นการนำเสนอผลงานใช้เวลา 5 ชั่วโมง รวมทั้งสิ้น
26 ชั่วโมง กระบวนการเก็บรวบรวมข้อมูล ดำเนินการโดย 1) การทดสอบการเขียนจดหมาย
อิเล็กทรอนิกส์เชิงธุรกิจและการเขียนการนำเสนอเชิงธุรกิจ ก่อนและหลังการทดลอง (pre-
and post-tests) 2) การวิเคราะห์งานเขียนทั้งสองชนิดที่ผู้เรียนเขียนในการทดสอบก่อน
และหลังการทดลองทั้งในเชิงปริมาณและคุณภาพ และ 3) การวิเคราะห์ในเชิงคุณภาพเกี่ยวกับ
ความคิดเห็นของผู้เรียนที่มีต่อหลักสูตรการฝึกอบรมนี้ ผลการวิจัยสรุปได้ ดังนี้

1. ค่าคะแนนของการทดสอบก่อนและหลังการทดลองของการเขียนทั้งสองชนิดมีความ
แตกต่างกันอย่างมีนัยสำคัญที่ระดับ .05 ซึ่งแสดงให้เห็นว่าผู้เรียนมีพัฒนาการในการเขียนงาน
เขียนทั้งสองชนิดนี้

2. ผลการวิเคราะห์การเขียนทั้งสองชนิดที่เขียนเพื่อทดสอบก่อนและหลังการทดลอง ให้
ข้อมูลในรายละเอียดเกี่ยวกับพัฒนาการการเขียนงานเขียนของผู้เรียนทั้งสองชนิด ในด้านต่าง ๆ
ต่อไปนี้ 1) ความคล่องแคล่วในการเขียน โดยพิจารณาจากปริมาณถ้อยคำที่เพิ่มขึ้นในเวลา
ที่กำหนด 2) ความครบถ้วนของเนื้อหาตามรูปแบบ 3) ความเหมาะสมในการเรียงลำดับเนื้อหา

4) ความเหมาะสมของการใช้ถ้อยคำตามหน้าที่ และ 5) ความเหมาะสมของการเลือกใช้ภาษา
สุภาพ

3. ผลการวิเคราะห์ความคิดเห็นของผู้เรียนพบว่าผู้เข้าร่วมการฝึกอบรมมีความเห็นว่าการ
ฝึกเขียนตามหลักสูตรการเขียนแบบบูรณาการของงานวิจัยนี้สามารถพัฒนาการเขียนได้จริงและ
ส่งผลให้เกิดความมั่นใจในการเขียนภาษาอังกฤษมากขึ้นด้วย

สรุปว่า รูปแบบการเรียนการสอนเชิงปฏิบัติการที่ผู้วิจัยพัฒนาขึ้นมาี้มีประสิทธิภาพสำหรับ
ใช้ฝึกเขียนจดหมายธุรกิจอิเล็กทรอนิกส์ และการเขียนการนำเสนอผลงานของผู้เรียนที่เป็นผู้ใหญ่ที่
ทำงานเต็มเวลาในสถานประกอบการที่เป็นองค์กรข้ามชาติ นอกจากนี้ งานวิจัยนี้ยังช่วยให้เกิด
ความรู้ความเข้าใจที่ชัดเจนมากขึ้นเกี่ยวกับการพัฒนาการเรียนรู้อังกฤษของพนักงานกลุ่มนี้

สาขาวิชาภาษาอังกฤษศึกษา

ลายมือชื่อนักศึกษา

ปีการศึกษา 2548

ลายมือชื่ออาจารย์ที่ปรึกษา

ลายมือชื่ออาจารย์ที่ปรึกษาฯ

PASOOK ROJANAGATANYOO : AN INTEGRATED ENGLISH
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ASST. PROF. SIRILUCK USAHA, Ph.D. 257 PP. ISBN 974-533-567-3

CURRICULUM DEVELOPMENT/BUSINESS ENGLISH/ADULT LEARNERS IN
MULTINATIONAL COMPANIES/BUSINESS E-MAILS/BUSINESS
PRESENTATION MATERIALS

The purposes of the present case study were to develop a model of an English training workshop called an Integrated English Writing Course for Business Purposes (EBP) for adult learners working for a multinational company and to evaluate its effectiveness in helping these learners become more confident and efficient in using English at work. The participants were 14 junior employees working in a multinational company volunteering to participate in the workshop conducted as a one group pre-test-post-test- quasi-experimentation. Prior to the development of this learning model, a survey concerning English writing needs in the workplace was conducted with 20 business managers. Its result revealed the immediate need for business e-mail and business presentation writing. Thus, the focus of this study aimed at these two genres.

Developing this learning model, the researcher took the following four fundamental steps: 1) Conducting the needs analysis to diagnose the specific employees' needs. 2) Developing the instructional materials. 3) Conducting the pilot study of the research instruments. 4) Implementing the EBP model. The writing workshop was conducted at weekends for 8 sessions of approximately 3 hours each.

Collecting data was performed through the pre-test and the post-test and the participants' written texts, comprising e-mail and presentation writing as well as self-reflection and course evaluation. A *t*-test was used to find the relationship between the scores of the pre-test and post-test. Discourse analysis was used for business e-mails and presentation materials and written self-reflection and summative evaluation.

The findings were as follows: 1) The scores of the pre-test and post-test for both business e-mail and business presentation writing were significantly different at the level of .05, indicating the participants' writing improvement. 2) The analysis of the business e-mail and business presentation writing yielded improvement in terms of generic features, organization, rhetorical functions, and politeness. 3) The analysis of the self-reflection revealed that all the participants believed that the EBP workshop enhanced their writing skills and increased their self-confidence in writing business e-mails and business presentation in English. Thus, these findings confirmed the effectiveness of the EBP model for adult learners at work. It also provided a better understanding of how business writing should be taught to this specific group of learners.

School of English

Academic Year 2005

Student's Signature _____

Advisor's Signature _____

Co-advisor's Signature _____

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I deeply thank my husband for his understanding, constant support, useful business insights and recommendations as a successful business manager. Without his

support, love and encouragement, I would not have carried on smoothly throughout my whole studies.

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Pasook (Intaraprawat) Rojanagatanyoo

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CHAPTER 1

INTRODUCTION

1.1 Background and Rationale of the Study

1.1.1 The Business English Movements

In the last decade, there has been an observable increasing number of researches in the business English language (BE) area. These researches represent the growing interest in the business language, as well as demonstrate the importance of the business language as the world is becoming 'smaller' in the globalized era. The trend of growing interests in the business language is confirmed by numerous actions initiated by various economic and trading communities such as the NAFTA, AFTA, APEC, etc. In the Asia region, in particular, various business segments are driven by multinational firms. The name of cross-nation companies has become a popular name outside of their domestic trading market, for example, General Electric (GE), Toshiba, Unilever, Procter & Gamble, IBM, LG Electrics, etc. Gradually, these companies have had great dominance to the Asian economy as well as to their labor markets.

Considering the language used in the business society, the research in the field of business English (BE) has been heavily studied in the United States where English is viewed from an L1 perspective. Not until recently that researches of business English in the L2 context have emerged. Examples of the locations where these studies took place are in Finland (Louhiala-Salminen, 1996), China (Zou, 1998), Japan (Someya, 1999), Korea (Finch, 2000), Brazil (Gimenez, 2000), etc. The areas

where most of these researches focus were either the holistic communicative needs of business English or the written form of business English. It is interesting to explore the reasons why previous researchers have paid more attention to the writing skill among the four language skills. One of the interesting factors which had also emphasized in these previous studies was the popularity of the computer usage in the business context, which replaces the traditional telephone and fax communication in the 1980s and 1990s era. Beside the popularity of computers, the technology supporting the interpersonal business communication has rapidly advanced. As a consequence, such technology advancement has changed the process of sending and receiving business messages accordingly. During the 1980s, the world was dominated by the fax revolution started in the United States during the later half of the decade, which later on had been maximized to cover both business and personal usage as people started to use the fax machine as part of their daily activities. Similarly, Louhiala-Salminen (1996) presented in her study that at the beginning of the 1990s the electronic mail or e-mail has also gained its popularity as the main communication channel, both in the business world and for household use.

As electronic mails is found to be used widely for both intra-company and inter-company purposes, this fact leads to an implication that an electronic network serving business communication should be particularly important for multinational-based companies where one company is located in various locations around the world. The cost and time saving, for example, are the two crucial benefits that can be clearly obtained from using electronic mailing system, compared to the traditional telephone and mailing methods.

With regards to the language skills requirement emerging from the technology advancement, writing skills has therefore becoming critical for business communications in the globalize context. When employees in multinational companies were studied further about the language requirements in the work context, Someya (1999) has confirmed that the majority of the Japanese business professionals under her study perceive that English is necessary for their success. These business professionals were asked further about the language skills. Though the writing skill was not ranked as most needed, compared to the reading comprehension, the Japanese professionals however perceived it as the most important skill for their work. This finding is consistent with the movement of the English for Specific Purposes (ESP) during the 1980s where West (1992) observed that the research during the time was almost exclusively focused on the reading and writing skills. It is, therefore, likely to be concluded that the reading and writing skills should be the main focus for business English studies.

It is rather rare to find work done in the past stating why the reading and writing skills are perceived to be more important than the other two language skills (speaking and listening) among the business professionals apart from the fact that they are frequently used in the general business setting. Writing skills, however, is used widely for formal records of communications purposes. English language proficiency is therefore easier to be noticed from an individual written text rather than from spoken language which is rather spontaneous. Mhlhaus (1998) quotes a German research finding (cited Braunert, 1993) that business language learners' motivation to participate in any Language for Specific Purposes (LSP) course is the needs to improve their language proficiency. Braunert (1993) explained that language

proficiency is directly linked to high performance, which will lead to a success in one's professional career respectively. However, these business professionals also perceived that having language proficiency is not necessary based on linguistic competency but on the other hand based on strong subject competences. Therefore, it is implied that a language course for business professionals should aim to help the learners improve their communication proficiency to communicate in order to better deliver their subject knowledge in an effective manner.

1.1.2 Business English in Thailand

In Thailand, a large number of Thai university graduates enter a business workforce every year with attempt to be employed by multinational firms. These graduates prefer to work for non-Thai firms due to several reasons. Based on extensive job interviews, Thai job seekers, in general, believed that working multinational companies will allow them to gain higher salary, to demonstrate the capabilities in a non-hierarchical environment, to learn from international work standards, to gain wider perspective of the business from the global context, etc.

To focus purely on Thai graduates to finally become successful in entering multinational workforce, these individuals have at least studied English for 12 years in the compulsory education. They are, therefore, expected by their employers to be able to perform tasks efficiently without a language barrier, using English as the main communicative mean. This force the graduates to suddenly shift the gear from obtaining the English skills only to pass the school test, to perform their job as well as a basis for their wage increases. The ability to communicate in English has, therefore, changed its importance from a 'nice to have' skill to a 'must have' skill with a direct impact to their career advancement.

In Japan, Someya (1999) confirmed in his study that 98% of Japanese business professionals believed that English is necessary for their work. However, regardless of the acceptance of English language importance, the sudden change in the proficiency requirement is not easy to cope as these graduates are new to the professional setting (Parts, Maguire, 1999). A very rare number of employees can immediately improve their language skills in a short period of time in order to deal with highly demanding tasks and expectations from their boss. In fact, many of them find that they are still incompetent even after been working for several years.

Based on the above findings, the present study aim to investigate how junior employees of multinational companies in Thailand can improve their English proficiency to cope with English tasks in their workplace, particularly for the writing skill. The company where the study was carried out represents an international firm (an American-based company with branches in all regions of the world), located in Pakchong, Nakhonratchasima.

This company has found to consist of several general characteristics of multinational companies in Thailand where English is a dominant business language, with details as follows:

- 1.) The company is consisted of all major business functions namely Marketing, Sales, Finance & Accounting, Human Resources, Research & Development, Engineering, Manufacturing, Purchasing, Logistics, and Information Technology.
- 2.) The company is consisted of both Thai employees and expatriate employees at a reasonable portion.

3.) The company uses English language in all formal communication means, for example, in business e-mails, presentations, reports, operating procedures, etc. Thai language is used only for informal communication among Thai employees and in government related documentations only.

4.) The employees in this company uses English language to communicate routinely both within the local office and cross-countries to deliver work assignments.

The writing skill was chosen to be the single focus in the study based on the previous study, confirmed by the preliminary survey conducted with business managers in the real setting. It is strongly indicated that English writing is the most needed skill among the four due to its importance to accomplish the daily business tasks. Examples of the tasks using English writing skills are listed below:

- To request and provide information such as to conduct trading activities, to share knowledge within the business groups across countries, etc.
- To make presentation to various groups of audiences in sharing information, updating work progress, facilitating a meeting or seminar, etc.
- To exchange information on a two-ways basis through company e-mail system
- To report on business progress, etc.

From the previous studies and observations, it can be concluded that employees of a multinational company generally use English regularly in their daily activities. Written English is perceived to be highly important, as well as frequently

performed in the real setting. E-mail writing is referred to as the single most important channel for exchanging information in the modern business era. This conclusion has become the foundation of this research study, aiming to enhance the multinational employees' to write more efficiently in performing their job.

1.2 Purpose of the Study

Written communication, particularly in the L2 contexts, has been traditionally perceived as a skill that can be learned from copying from others, performing a translation exercise (from L1 to L2 context), and pre-set phrases usage. Very minimal effort was spent in focusing on improving the individual's writing process (Louhiala-Salminen, 1996). These traditional learning methods could be the reasons why adult learners take a long time to improve their writing proficiency, to better communicate what they want in a clear and precise manner. Adult learners have limited time to compose a written work, due to numerous deadlines and tight job commitments. These learners may require a tailor-made learning approach(s) which is different from the traditional writing skills pedagogy employed in the past.

This situation has triggered a need to study and to understand how written English can be effectively learned in a short period of time to enable these adult learners to learn in a workplace setting.

An overall research study is inclusive of the following sub-areas;

- 1.) the input analysis (needs analysis)
- 2.) the business written sample analysis and materials development
- 3.) the workshop employing a learning model of combined language learning theories considered suitable for adult learners

4.) the assessment of the learners' writing skill improvement and their perception towards the learning activities

There are also several observable factors which are worth mentioning at this point. First of all, Thai employees in multinational companies have learned English as part of their compulsory education. However, they are still struggling in performing writing tasks at work. Therefore, the traditional teaching/learning methods used in school may not be applicable for the several days course duration requirement. Secondly, the appropriate selection of words and terminology in the business context is important to demonstrate their professionalism and proficiency. However, in many cases, the suitable selection of words and extensive vocabulary storage is a direct consequence of work experience. Newly joined employees should rather be taught to organize their thoughts in order to deliver 'appropriate' content, regardless of advanced terminologies or vocabularies which they will gradually learn over time.

In conclusion, the purposes of this study were mainly: (1) To understand the needs of business English from both the employees' and employers' (managers') point of view, (2) To develop an integrated model for business writing course, using appropriate strategies for adult learners, focusing on business e-mail and business presentation composition and (3) to obtain a result from implementing the integrated learning model in helping the learner to write more effectively.

This business writing workshop is outcome-based and linked directly to the participant job requirements. Participants in this course attended the program on the voluntary basis rather than being forced. This voluntary approach for sample selection is considered crucial for adult learners (Dudley-Evans & St John, 1998) as it leads to

course commitment and the determination to improve their English proficiency respectively.

1.3 Research Question

In order to achieve the above purposes, the study focuses on the following questions:

1. What are the needs of the multinational employees in Thailand concerning the English communication in the workplace?
2. How can a practical learning model be developed to help adult learners working for multinational companies in Thailand learn to write?
3. Was the business writing model called “Integrated English for Business Purposes (EBP) effective for improving the participants’ writing in the selected genres?
 - Sub-question 1: Did the participants in the Integrated English for Business Purposes (EBP) course improve their writing for business e-mail?
 - Sub-question 2: Did the participants in the Integrated English for Business Purposes (EBP) course improve their writing for business presentation?
 - Sub-question 3: What perceptions towards the English for Business Purposes (EBP) course did the participants have?

1.4 The Significance of the Study

Based on the result of the preliminary survey conducted previously, the proficiency level of employees in a multinational does have a strong link to the ability to communicate well and the potential to perform well in the multinational work setting. The perceptions above have led to a belief, as appeared in the preliminary study, that an individual with better English communication skills in the multinational workplace should also have a better opportunity for career advancement compare to those with lower communication abilities.

The proficiency of English writing in a multinational workplace, as obtained from the business managers' study, can be defined in six criteria as follows:

- 1.) The quality of the message, whether or not it contains;
 - Concise (being specific)
 - Easy to understand (logical arrangement of the content)
 - Grammatically correct
- 2.) The selection of appropriate vocabularies, whether or not the words used were simple and suitable for the business context
- 3.) The organization of the content that should be properly sequenced
- 4.) The clear communication of the key messages, in other words the audience should know immediately what the author wants to achieve from the communication message
- 5.) The appropriate tone of the message suitable for the target audience
- 6.) The appropriate action is taken after the communication takes place

These 6 criteria are generally used by business managers to evaluate the proficiency of a written business genre. It is worth to note that the grammatical correctness is only mentioned as part of the quality criteria while two out of six

criteria focuses on the appropriateness of the context, other criteria focuses on the organization of the content and the outcome from the communication. The EBP course should, therefore, focus on delivering the same writing ability (proficiency) as defined above rather than focuses on improving the individual English language writing proficiency as generally accepted in the academic context which will require a sufficient length of time to learn.

1.5 Scope and Limitations of the Study

Since this study was conducted in one American-based multinational company, the business context may not be 100% applicable to other foreign-based company where English is not used as the primary language for communication. However, the course model (consisted of needs analysis, multi-theories based learning model designed for adult learners, and non-traditional learning environment setting) is designed specifically for adult learners in the business context. It is highly believed that the learning model is relevant to adult learners in other multi-national workplaces.

1.6 Operational Definitions of the Key Terms Used in the Study

For clarification, the key terms used in this study are defined as follows.

Writing Proficiency – Writing proficiency refers to a good standard of ability and skill to perform written work with content that has clarity, explicitness, good organization, good word choice, spelling accuracy and appropriate punctuation used. The grammar advancement is not the primary purpose of this study.

An Integrated English for Business Purposes (EBP) Course – The course is newly constructed based on a learning model designed to adult learners in the business context. The course focuses on improving the writing skills according to the business managers' accepted quality as explained in the previous section. The model is heavily based on the genre-analysis method (Swales, 1990), the specific instructional methods of adult education (Dudley-Evans & St John, 1998), task-based approach (Willis, 1996) and workplace contextual writing.

Junior Employees – Junior employees referred to individuals currently working in an entry level or a junior supervisory level, with less than two years in the role.

Job Specific Writing Skills – Job specific writing skills refers to the skill required to compose business e-mails and business presentation based on the knowledge of the individual's job, the business context understanding, and certain writing skills.

Business E-mail – A business e-mail refers to an electronic message sent from one employee to another or to a group of individuals either within the same company or to other company(s), with specific purpose(s). These e-mails are job related.

Business Presentation – A business presentation refers to a set of presentation slides, generally prepared by using a Microsoft Powerpoint program, to support a business communication. These business communication sessions, for example explaining an

idea, proposing a project, summarizing work progress, etc., are concerning business-related topics.

Writing Scoring Rubric – The writing scoring rubric refers to the criteria used to judge the quality of the business e-mail and presentation in the five aspects namely content, organization, vocabulary, language usage, and mechanic. The scoring rubric use in this study was modified from Jacobs et al.'s (1981) work.

1.7 Summary

This study aims to investigate the related factors and appropriate approach to facilitate the improvement of English writing proficiency of junior employees of multinational workforce in Thailand. The study focuses on two written genres namely the business e-mail and business presentation. In achieving these objectives, four main phases of the study was applied. Phase one concerning the input or needs analysis related to needs of business English and perceptions towards the writing proficiency from the business managers' perspectives. In phase two, the collection of written business samples were collected and analyzed, using Swales' (1990) genre analysis theory. In phase three, the learning model and the business writing course was developed and tested. This learning model is based on a combination of several language learning theories, all of which will be discussed in Chapter 2. Finally, in the last phase, the experiment of the learning model was carried out in the real classroom setting, with extensive data collection both quantitatively and qualitatively to yield the findings to support the hypothesis that adult learners in the workplace can be taught to

improve their work related writing skills regardless of experience and course duration limitations.

The findings of this study is meant to be useful pedagogically to at least two immediate groups, the employees of a multinational company using English as the main communicative language in the workplace and the ESP teachers focusing on business English.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter discusses the related literature from various resources: textbooks, published journals, articles, theses, and other relevant published information. The content from which the conceptual framework has derived will be inclusive of the following sub-topics: language learners and their educators, modern business English at work, genre analysis, needs analysis, genre analysis and business genre, task-based approach, the implementation a of training program and special features of an integrative model for effective English for Business Purposes (EBP) writing program.

2.1 Language Learners and their Educators

2.1.1 Language Learners: Adults at Work

The learning environment of English for Business Purposes (EBP), as also defined by an adult learning environment, can be defined based on the adult learning types (Rogers, 1996) as well as its relation to English for Specific Purposes (ESP) characteristics. In the area of 'non-formal education', Rogers (1996) defined this type of education as all out-of-school education incorporating any group of age and characterized by 'more life-related' than the traditional school curriculum. In ESP terms, this would involve practical teaching situations such as one-to-one tuition (Wilberg, 1987) which is particularly relevant for business English learning.

Business English learning are also related to the adult learners' characteristics which can be considered as one of the key elements of ESP curriculum design. This area focuses on ESP learners who are treated as 'student participant' with emphasis on his/her awareness of the learning role, and the importance of the establishment of the 'learning contract' where a special relationship between the ESP participants, the ESP subject and the ESP tutor are explicitly appreciated (Sifakis, 2003).

Sifakis (2003) also suggests that the business English learners, or adult learners, should be voluntarily involved, consciously participate in the learning process, as a necessary step towards their personal fulfilment. The ESP/EBP learners should be accepted as adults. Therefore, it is necessary to encourage these learners to reflect critically on their past experience, their views and opinions concerning language learning. Only from such learner's reflection, the ESP/EBP course design can achieve full potential in delivering subjects that are satisfactory to these adult learners. Moreover, the content of the course should also be tailor-made to fit with the adult learning preferences, as well as inputs from all stakeholders such as business managers' and peers.

In summary, EBP courses, as an adult learning process should be:

- constructed with a proper co-operation between the EBP 'teacher' and EBP 'student/participant', as the syllabus is considered negotiable and as a mean to increase the adult learners' motivation levels;
- provided in a complete cycle (teachers constantly seek for student's reflection as a basis for course improvements), learners are left with a feeling of fulfilment and satisfaction that they have learned something worthwhile;

- consisted of sequential and cumulative knowledge, built on adult learners' existing knowledge and expectations;
- incorporated with learners voluntary enrolment and purposeful course objectives - the EBP learners have to be made fully aware of the methodological principles and the learning objectives underlying the actual teaching process as active involvement of the student participant in the planning process enhances motivation and commitment (Herzberg, 1972)

2.1.2 Educators of English for Business Purposes

Two roles that are essential for adult ESP educators are: the role of teacher and of counsellor. Successful combination of these roles is important for the planning of ESP classes that enhance adults' function as learner/participants.

The ESP teacher is responsible, primarily, for promoting, whenever possible, methodology-specific communicative strategies that enhance the learners' adulthood-oriented considerations. This would involve the integration of self-directed learning techniques (Dickinson & Wenden, 1995; Hammond & Collins, 1991) with task-based activities that enhance the learners' problem-solving skills and ability to reflect on previous experience.

On the other hand, ESP teachers are also expected to act as advisors or counsellors to their adult learners. Their counsellor function is to find ways to both appreciate and enhance learners' learning and studying needs (Underhill, 1998) as well as increasing the scope of adult learners' exploratory behaviour by offering psychological assistance where necessary (Ellis & Johnson, 1994). This counsel may include various different situations, ranging from helping learners adjust to the new

learning situation to boosting their self-confidence in micro-skill-oriented issues to helping them with unexpected personal crises (Sifakis, 2003).

Teachers/counsellors of ESP learning must establish themselves with the student as being attractive, trustworthy as well as demonstrating expert knowledge in the feel of teaching. Wheeler (2000) also suggested that the teacher's personal attributes for example warmth, encouragement, non-judgmental perception, and open mindedness are considered important. The above characteristics, sometimes known as a therapist's characteristic, and the interpersonal style are also essential aspects of ESP teachers. Other qualifications of ESP teachers are acceptance, emotional stability, commitment, genuineness, flexibility, people interests, confidence, sensitivity and fairness (Pope, 1996, cited in Sifakis, 2003). Finally, the teacher of adult ESP should acquire the ability to communicate, to encourage non-competitiveness, to teach in an uncomplicated manner, to be a good listener and to openly reflective on his/her own practice (Wilberg, 1987).

Dudley-Evans & St John (1998) have concluded that personality, knowledge, and experience are important to a business English teacher. Most likely, EBP courses are conducted in either a one-to-one or a small group setting. Personal contact is a key factor for teacher and student's correspondence. Teachers need to be outgoing, tactful, and genuinely interested in business issues (Ellis and Johnson, 1994).

Unlike in the English for academic purposes (EAP) situation, most teachers in the EBP area have never worked in the business context. As fewer teachers have experienced or actually worked within the students' work environment, it requires a lot of further knowledge acquisition through extensive reading, talking with the target audiences, as well as attending relevant courses and conference to obtain relevant

understand of business English. Therefore, it is recommended that further development of ESP practitioners should be extensively explored to support the nature of ESP which is both stimulus and full of challenging demand (Dudley-Evans & St John, 1998).

Nowadays in the business environment, an effective business communicator must be both proficient in verbal language as well as proficient in the personal and interpersonal skills accompanying the language communication. ESP practitioners are also, increasingly, expected to deliver both language and skills as a consequence. Pilbeam (1992) mentioned in the study that trend for ESP courses are becoming shorter, highly job-specific and emphasizing on skills.

There are areas where those involved with business language training should acquire knowledge and context understanding to ensure effective responses are provided to corporate EBP needs. These areas are suggested by Dudley-Evans & St John (1998) as follows:

1. a knowledge of the communicative functional of English in business contexts;
2. an understanding of the business people's expectations and learning strategies;
3. an understanding of the psychology of personal and interpersonal interactions in cross-cultural settings;
4. some knowledge of management theories and practice;
5. first-class training skills.

For the present study, it is considered fortunate that the teacher (researcher) is both an English teacher and a business manager using English daily in the workplace.

The EBP program can, therefore, be constructed based on first-hand business experience, an understanding and an awareness of the business requirements as well as knowledge of English language teaching (ELT).

Sifakis (2003) suggests that adult learners' greater sense of perspective and ability to make judgments based on accumulated experience can be fruitfully inherited in the ESP teaching/learning situation. These aspects, combined with their inherent autonomy and need for establishing clear goals, can be achieved by making the ESP learner an active participant not only in the actual learning process but also in the syllabus and lesson planning stage. The integrative EBP model used in this study, therefore, will analyse the adult learners' needs (input) and combined them with the knowledge of the ESP teacher, where the teacher will assume two roles namely teacher and counsellor at the same time.

2.2 Modern Business English at Work

2.2.1 The Characteristic of Modern Business English

The related literature concerning business English in the modern era suggests that the writing skill is referred to as one of the most important skills for business professionals in the globalized context. Various research conducted in the late 1990s to early 2000s concluded that English used in the business discourse nowadays has been changed (Sumeya, 1999; Gimenez, 2000). Business English is now less formal, concise, and rather close to verbal language than in the past. Reasons for the stated characteristics could be a result of time pressure in the fiercely competitive business environment, which leads the pressure for the communicator in becoming more effective in what they write.

There is a strong consensus in other studies that there is a significant shift from the traditional time-consuming airmail media used in sending English business messages, to the quick and easy approaches such as fax and e-mail.

From the linguistic point of view, both Someya (1999) and Gimenez (2000) who studied the characteristics of the Business language in the two different contexts (Japanese and Brazilian) suggest that English is used in today's business messages are less formal, more concise, and more speech-like compared to how it was used in the past. The written business language today occurs, not only in a time-constraint manner, but also constraints by the increasing amount of tasks demand within limited time. Sumeya (1999) confirmed in his study that the Japanese business people mentioned that the number of messages they write and receive on the job has substantially increased as a result of the wide-spread use of fax and e-mail. All of the above phenomena has led to higher pressures for the communicator to be precise and highly efficient in order to save both the writer and the readers' time.

The nature of business communication is changing rather rapidly in many aspects that keeping up with the current practices is difficult for those who are involved with the teaching of Business English. It is clear that a new paradigm is needed to appropriately prepare the business professional to cope with the changing characteristics of the language as well as the increasingly demanding tasks.

Based on the above findings, it is interesting to further explore in the same area of focus, in order to confirm whether such claim stands true, particularly for the modern business setting in Thailand. Moreover, the previous studies have also lead to a curiosity concerning the solution(s) to effectively help these business people to write.

2.2.2 Business Genres

Swales (1990) argues that “a discourse community’s nomenclature for genres is an important source of insight”. In the academic community, terms such as ‘academic article’, ‘review article’, or ‘essay’ have clearly distinctive and defined with common understanding among academic practitioners. In the business community, on the other hand, Barbara et al. (1996) pointed out after conducting a preliminary needs analysis among Brazilian businesses that there was a ‘clear mismatch between what researchers meant by labels such as ‘project’, ‘report’, ‘memo’, ‘presentation’, and ‘meeting. It also became apparent that the terminology mismatch was not only between research and organization, but also between organizations’.

The recent studies on written business communication has called attention to the need for further investigation into the effect(s) that new technological developments such as the fax and electronic mail (e-mail) can have on written interpersonal communication (Basturkmen., 1999; Charles, 1996; Louhiala-Salminen, 1996). In his study, Gimenez (2001) pointed out that little, if anything, on the topic is mentioned in either course books or specialized journals for L2 learners. The business course designers as well as teachers of written communication may need to take into consideration that business communication genre, e-mails in particular, seems to be growing more dependently upon features such flexibility, informality, and efficiency. This, in turn, reflects a challenge to the long-established tradition of teaching “formulae writing” to business students (Le Vasan, 1995).

Gimenez (2000) claims that some evidence emerges that spoken nature of e-mails has started to affect the discursive practices in the context of interpersonal communication, making it more informal and personalized in many respects. Efficiency, of the features of e-mail messages frequently mentioned by e-mail users, seems to equate with informal and flexibility of style, a fact that is supported by the absence of manuals that establish the norms for the composition of messages. However, it should be noted that the level of informality and flexibility of style is greater in personal than in commercial e-mails and dependent on the relationship already established between sender and recipient of the message.

Therefore, it is important to carry out a genre analysis of the selected type of communication to ensure that a clear definition for the selected genres is well defined for further references. This analysis would enhance significant differences and specific communicative purposes of each organization prior to further course design. The genre analysis will also be the base for the syllabus design to ensure the learning model is delivered with relative validity and relevancy to business communicative purposes.

2.3 Genre Analysis

Genres are defined as communicative events and vehicles for achievement of purposes that are recognized by the members of a discourse community (Swales, 1990). From a language teaching perspective, Swales (1981, 1990) considers a genre as consisting of a series of moves. A move is a part of a text which can be both written and spoken. The move achieves a particular purpose within a text such as to persuade tourists to visit a site (Henry and Roseberry, 1998). Swales (1990) also

argues that a convention of certain genre used in specific discourse community is important. According to Swales' definition, e-mail and presentation can be classified as two distinctive genres. In the last few years, genre analysis has been studied by linguists, namely sales letter and job applications (Bhatia, 1993) and grant proposals (Connor, 2000; Connor and Mauranen, 1999). There is also genre analysis work done in the academic domain (e.g. Gledhill, 2000; Thompson, 1994; Swales, 19996), as well as in ESP contexts (e.g. Bhatia, 1993; Henry & Roseberry, 1996; 1997; 1998).

Bhatia (1993) states that the general aim of a genre analysis is to identify the moves of a genre, the order of the moves, and the key linguistic features. Then, the next important step is to explain why the writers choose these features to achieve their communicative purposes (Bhatia, 1993). The term "rhetorical function" as used in genre analysis refers to the logical relationships that combine parts of the text together. According to Bhatia (1993), a particular move is designed to realize a particular intention or purpose. In the meantime, it also contributes to the overall communicative purpose of the text. For example, the move "location" in the brief tourist information gives the location of a tourist site (Henry and Roseberry, 1996). The move boundary is where the author changes his/her communicative intention (Bhatia, 1993).

Research on genre analysis shows that genres do not exist in isolation but they are parts of a structured system. To understand more about these actions, novice writers can learn how texts interact and how they shape meanings in relation to the social systems.

Indeed, genre analysis that identifies moves or functional component has a great deal to offer for the study of e-mails and presentation since a linguistic/rhetorical

system of genre specific moves can be developed (Connor and Mauranen,1999). In this study, the researcher used the rhetorical moves analysis developed by Swales (1990), followed some guideline of boundary as used in Bhatia's work (1993).

2.4 Needs Analysis

Needs analysis, according to Brown (1995), is “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation”.

As Business English is known to be tailored to the individual learning needs, the needs analysis is a very crucial initial step to the course design. Pilbeam (1979) suggests that needs analysis should be concerned with establishing both:

- a target profile of language skills which sets down the actual activities that the learners have to carry out (target situation analysis), and
- a profile of personal ability in which the learners' proficiency in these activities is evaluated (present situation analysis)

Such a language audit is particularly relevant to in-company work and helps to decide how many hours of language tuition are needed to bridge the gap, or what should be prioritized where time is limited.

Brieger (1997) suggests that needs analysis for Business English will facilitate the identification of the range of general and special language knowledge required, together with general and professional communication skills.

The importance of needs analysis has, therefore, been cited and summarized in the recent research by Brown et al (1999) with regards to the various perspectives of language course such as learner-centered curriculum, task-based curriculum, performance assessment, proficiency-oriented curriculum, and motivation:

1. In a learner-centered curriculum, teachers' reconciliation in content selection through extensive consultation with students about their learning needs and interests is critical (Brindley, 1989); needs analysis helps teachers create in-class activities in which the students can utilize learned skills and knowledge as tools to meet their real-life needs in meaningful ways (Nunan, 1988).

2. Needs analysis helps teachers understand "local needs" of students or the needs of a particular group of students and make practical decisions in pedagogy and assessment for improvement (Tarone & Yule, 1989)

3. Needs analysis should be a central component of performance assessments, whose purposes are to test students' ability to perform tasks in real-world situations (Norris, Brown, Hudson, and Yoshioka, 1998).

4. Needs analysis is an integral component of task-based syllabi; real-life target tasks should be identified by a needs analysis (Long & Crookes, 1992, 1993).

5. In proficiency-oriented instruction/curricula, needs analysis helps teachers understand the potential differences in learning expectations between themselves and their students (Birchbichler & Coral, 1993)

6. Obtaining input from the students about a planned or existing program through a needs analysis is fundamental to the design, implementation, evaluation, and revision of the program (Richards, 1990; Savignon, 1997).

7. A program that attempts to meet students' perceived needs will be more motivating and successful (Crookes & Schmidt, 1991).

Holden (1993) recommends a three stage analysis to conduct the language audit to obtain the needs analysis: the first stage tabulates information through which target language needs are identified; the perceptions of communication within their corporate culture; and the final stage is a questionnaire to establish preferred learning styles.

For short intensive courses, less time and fewer resources will be available; but, the EBP teachers usually obtain some pre-course information: learners may be willing to complete a short form and supply examples of commonly used documents (Dudley-Evans & St John, 1998). This information means that the EBP teacher can design the framework of the course before the learners arrive and determine specific needs when the learners are on-site. In a one-to-one situation, this can be achieved through quite extensive interviewing and discussion, as the learner is fully involved in using the language during the learning process. In small group situations, learners can interview each other about their job, their use of English and then report back individually or summarize similarities and differences.

In this research project, the focus was designing the framework and delivering the course to the intermediate learners in the same business context (same company) in small groups activities at the beginning, and then encourage for self-directed/autonomous learning as the learners go back into their work context.

An example of the written tasks for the learners and structured interviewing of both learners and their managers were conducted prior to the designing stage in order to obtain both the present situation and target situation information. As the project

was on the written skill, examples of the learners written work was also collected for analysis.

2.5 Genre Analysis and Business Genre

There is hardly any published research that examines either the genre of business e-mail or presentation. This study then may have been the pioneer in conducting these two genres in the framework of genre analysis. Connor and Mauranen (1999: 48) defined “Genre analysis” as “the study of texts as social phenomena where recurrent patterns of structure and behavior help organize structure into comprehensible and effective forms.” This definition, they stated, derives from Swales’ principles from research on academic texts (1990) and the theories of social construction.

The unit of genre analysis is a rhetorical move or move. Describing the move in order to analyze the grant proposals, Connor and Mauranen (1999: 51), following Swales (1990) notion of move in a text, defined it as “. . . a functional unit, used for some rhetorical purpose. Moves can vary in size, but normally contain at least one proposition. In addition, they , along with many others including Hyland (1998) Paltridge (1995), typically exhibit some internal coherence.” They also stated that identifying the moves in texts is based on both function indicators realizing by linguistic clues as words (e.g. the *aim* of this projects, the *first* phase, etc.), and/ or phrases (e.g. the *finding will contribute* to our understanding of . . .) and boundary indicators (i.e. connectors, section boundaries, paragraph division, etc.).

Applying the notion of moves in analyzing e-mail and presentation of this study will reveal certain moves regularly occur in these two genres. In addition, the

method of identification of moves indicating the organization of content in the texts will prove useful and efficient for the employees in choosing the content and organizing it when composing these two genres.

2.6 Task-based Approach

2.6.1 Rationale for Task-based Approach in Second Language Learning

It is generally accepted that learning processes of each individual are different and their progress at individual speed. In the case of learning a language, especially the foreign one, Skehan (1996) states teaching cannot determine the way the learner's language develop. This implies that the elements of the target language may not simply be put in slots in a predictable order. One crucial question a language teacher has to ask him/herself is how to help his/her students learn the target language. Among a number of teaching methods, task-based learning (TBL) seems to be the most appropriate. In TBL, the learner should first be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and finally experiment with it. This sequence seems to resemble the way a child acquires the mother tongue in the early childhood. This way of learning cannot be predicted and controlled. It depends on the individual child.

In TBL, the whole process of learning focuses on the learners. Any tasks the teacher produces and supplies to the learners aim at giving them the opportunity to experiment spontaneously, individually with the foreign language. One of the important responsibilities of the teacher, when using TBL, is to activate consciousness raising process in the students. This consciousness raising part is crucial for success of the TBL. Here the teacher must help learners to recognize differences and

similarities, help them correct, clarify and deepen their perceptions of the foreign language. In sum, we can conclude TBL by quoting Skehan (1996:20) as “a task-based approach sees the learning process as of learning through doing.”

2.6.2 The Brief History of Task-based Approach

Phabhu (1987) may have been the first one who used tasks in his “Communicational Teaching Project (CTP). He saw a task as an activity which requires a learner to an outcome. With the given information, the learner had to think through and arrive at the outcome. In addition, he classified four types of classroom activities: "ruled focused", "form focused", "meaningful" and "meaning-focused". He preferred the learner's deduction of grammar rules from sufficient input rather than explicit grammar teaching.

Long and Crookes (1992) considered closely at Phabhu's tasks and came up with some important points. Some of which are that the tasks were chosen without any needs analysis; that no clear guideline for sequencing tasks, and use arbitrary method of grading difficulty of successive tasks. They also defined a task as a piece of work or an activity with a specified objective. This task is undertaken as a part of an educational course, or at work. They differentiate the two types of tasks: the pedagogical and the real world tasks also state the importance of a needs analysis in deciding which tasks to select. This idea of needs analysis links with the current idea of student-centred class. Still, practical problems can be foreseen if classroom teachers attain to sufficient needs analysis, but lack sufficient materials.

Willis (1996) provides a guide for classroom teachers to use a task-based learning (TBL) approach. She describes how to teach a task-based lesson. Her view,

similar to Long and Crookes' (1993), advocates a focus on form in her TBL approach. The format of TBL class is quite rigid. It starts with the pre-task, where the learner discusses the topic. The next step is task cycle that includes the task, the planning and the report. The idea behind this step is that the learner can work from fluency in the task and gain more and more accuracy through planning and finally a report. There is also a section on language focus and practice. At this stage, the learner can have a chance to work on the items that he/she has found difficulties with while working on the task. The materials Willis suggests using in the classroom are the materials on the BBC world service, the Internet, TV programs, etc.

Willis (1996) further gives various types of tasks and the outcome as follows:

1. listing (e.g. brainstorming, fact finding) and its outcome is a completed list or a mind map being drafted,
2. ordering and sorting (e.g. sequencing, ranking, categorizing) and its outcome is a set of information ordered and sorted according to specified criteria,
3. comparing (e.g. matching, finding similarities, finding differences) and its outcome can be items appropriately matched or assembled, or the identification of similarities or differences,
4. problem-solving (e.g. analyzing real situations, hypothetical situations, reasoning, decision making) and its outcome can be solutions to the problems,
5. sharing personal experiences (e.g. narrating, describing, exploring and explaining attitudes, opinions, and reaction). The outcome is largely social.

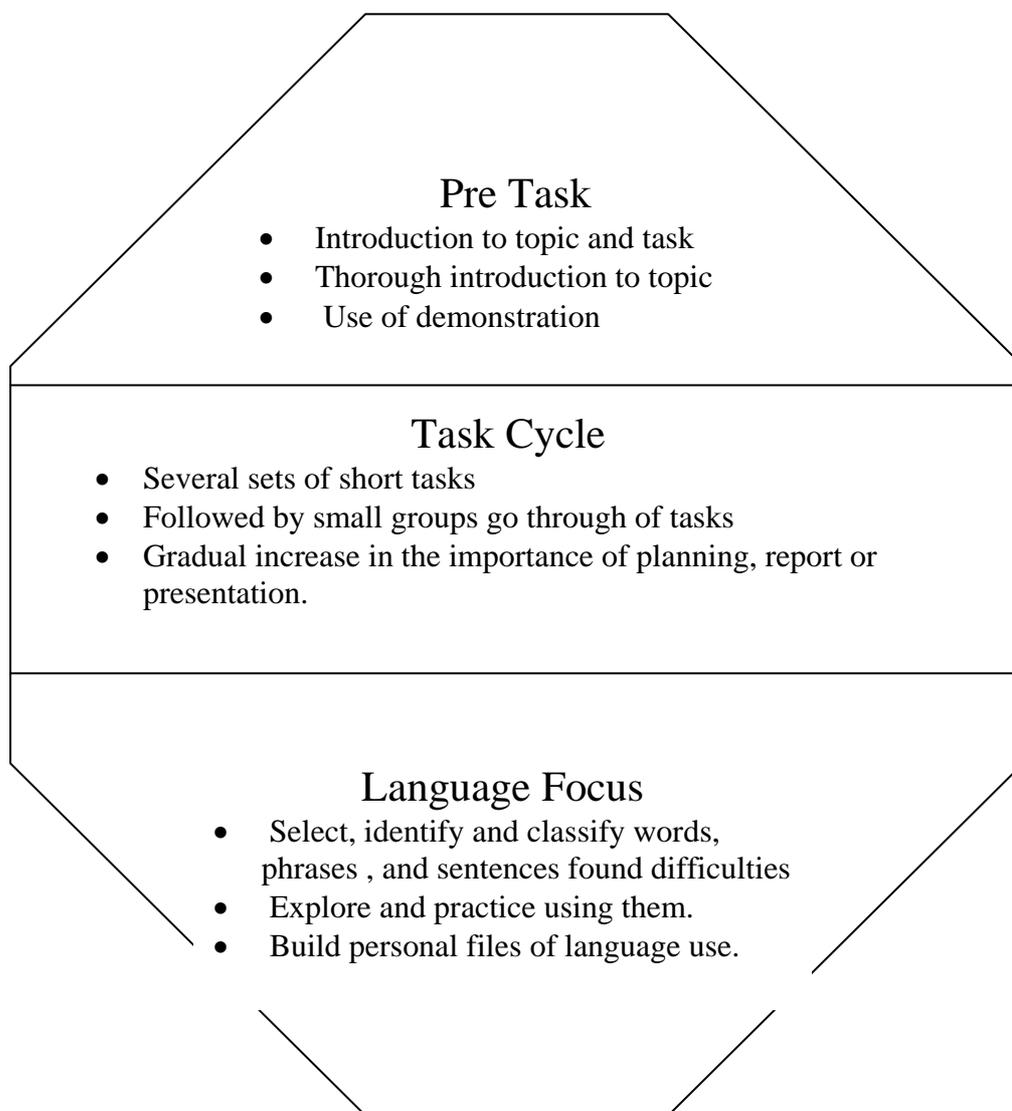
Students, Willis proposes, should go through several tasks and then report them publicly.

In the present study, it is appropriate to apply Willis' definition and types of tasks. That is the research can aim at tasks as activities which learners use the target language for a communicative purpose (goal) to achieve an outcome. The tasks that are appropriate for the employees are the ones that they frequently do in the company. In addition, the consideration was on tasks with an outcome and related to their needs in performing their routine jobs.

2.6.3 The Cycle of Task-based Learning Approach

To keep balance between the fluency and accuracy when the participants write their e-mail and presentation materials, the researcher can plan the lessons using Willis' TBL three stages framework as follows: In the *pre-task stage*, the situation will be presented to the participants. In the *task stage*, the participants complete the task in pairs or small groups. The researcher acts as the facilitator. The participants have chances to compare their work with the models. In the *assessment criteria*, the participant will be able to perform the expected jobs, that is, the e-mails, and the presentation materials. In addition, they can present their work publicly. The following framework of TBL cycle was used as a guide:

Figure 2.1 A TBL Framework for an Integrated English Writing Course for Business Purposes (EBP) Workshop



The main goal of the EBP Writing workshop:

The employees should be able to compose business e-mails and presentation materials in English related to their own job responsibilities fluently and accurately.

However, in applying TBL in designing a language course, a designer has to go through the normal procedure of instructional systems design, that is to allow input analysis which includes the needs analysis of the students, to implement effective methods and techniques of language learning which includes the form-focused instruction, and to allow an evaluation based on the task-based criterion respectively.

2.7 The Implementation of a Training Program

In order to deliver the English for Business Purposes (EBP) program that serves the needs as stated above, this research project aimed at designing an integrative learning framework, based on the corporate business context, ideally with relevance to each individual's job requirements, following the task-based approach. This learning model was also designed in the most practical and simple ways as to ensure it was not too complicated or time consuming which could lead to a less motivated from the learners to spare time of their busy work schedule.

There are at least four interrelated steps for conducting a training program (Grognet, 1996).

1. Conducting a needs analysis which leads to the development of objectives of the program.
2. Developing a curriculum, based on the objectives, that identifies tasks and skills for the training and prioritizes them.
3. Planning instructional strategies that include a variety of activities that focus on the objectives, keep the class learner-centred, and include pair and group work.
4. Evaluating the program on both a formative and a summative basis.

The needs analysis is perhaps the most crucial of the steps since the remaining steps depend on it. The needs analysis can be conducted in various ways: observing participants at work, interviewing all stakeholders, and collecting all relevant materials (Philippi, 1991). Having participatory assessment process from participants so that they can identify they wish to explore in class is another method of needs assessment used at work (Wallerstein, 1987). This is normally called participatory learner-generated needs assessment recommended for the workplace setting. Taggart (1996) also mentions the needs assessment done as part of the on-going assessment during the training.

In the workplace, the needs analysis should be done on the job with different people involved such as supervisors, managers, native and non-native employers. The same kind of questions should be asked so that the information from all sources can be compared (Alamprese, 1994; Lynch, 1990 cited in Grognet, 1996)

The next important step after gathering information from all of the involved people is the reconciliation. The researcher puts together the information from different sources with personal observation, lists and prioritizes the language needed on the job. This leads to forming the course objectives (Grognet, 1996)

Then, developing the curriculum including tasks and activities is followed. Once the objectives of the course are identified, the researcher can plan the lessons. Lesson planning includes gather text materials, necessary educational tools and equipment. The next step is to design tasks and activities for the learners so that they can reach the goals. These tasks and activities can be related to either on the job or in the wider communities. However, the researcher can revise the educational materials

to resolve the participants' problems on the job (Westerfield and Burt, 1996 as cited in Grognet, 1996)

Grognet (1996) also recommends that all workplace adult ESL in general should be learner-centered for the training to be successful. Its requirement starts with the investigation of the learners' needs so that they can form the core of the curriculum and the instruction. Others recommend having supportive environment where learners can initiate their own preferences of learning what and how (Auerbach, Nash, Cason, Rhum, McGrail and Gomez-Sanford, 1992). The major characteristics of the learner-centered class would include problem-solving activities with team-based and group negotiation (Taggart, 1996). The classroom atmosphere is collaborative; the teacher becomes facilitator, group leader, or coach. The learners experiment with language, negotiate meaning, make mistakes, monitor and evaluate their own language learning progress (Grognet, 1996). Taggart (1996 emphasizes paired and group work since the learners can interact with each others on meaningful tasks and activities related to the workplace job. Holt (1995 as cited in Grognet, 1996)) and Payton and Crandall (1995 as cited in Grognet, 1996) state that example types of exercises used in a learner-centered environment include question and answer, matching, identification, interview, creating role-plays and simulation, etc.

The last important step is designing the assessment process including the formative and summative basis. Testing is seen as part of learning. It means that any performance made in and outside of class can indicate what and how much the learners have reached the goals. It also points out what needs to be done in order to remedy the educational barriers if the progress has not gone as expected. Two types of assessment, formative and summative, have always been used (Spolsky, 1992,

Alamprese, 1994; Lynch, 1990). The difference between these two types is that the formative assessment is the one that performs while a learning program is in operation whereas the summative one is conducted at the end.

A number of assessment instruments can be used:

1. Checklists. This instrument is used when the objectives are clearly identified and as the lesson goes along, both the teacher and the learner(s) can check the progress and keep checking how far he/she has reached the objectives.

2. Learner-generated learning logs. In a notebook, a learner can write down what he/she has learned, the problems encountered and the success gained.

3. Portfolios including written class work, learner-self analysis, tests. In an individual folder, a learner keeps samples of works which can be the pre-test and the post test, the self analysis and assessment instruments. This portfolio should reveal to the learner how much he/she has grown in their language fluency and accuracy. (Grognet, 1996)

For this research, the researcher followed the following steps:

1. Needs analysis including the input from both business managers and the needs of the participants

2. The selection of the genres sample and the development of the learning materials, as well as the formation of the course goals and objectives

3. The Implementation of the course

4. The course assessment of both formative and summative criteria

2.8 Special Features of the Integrative Model for Effective EBP Writing Program

Even though the expectations of learners in a workplace can be varied, the language course designed for them should primarily be based on the learning context. Besides, since time is a valuable commodity, its use has to be maximized to cope with various learners' needs and strategies. Thus, the following specific features of the EBP course should be taken into consideration. Firstly, it should be rather short and intensive. Secondly, each session should be well paced, with continuous momentum and clear objectives (Dudley-Evans & St John, 1998). Thirdly, when the course are funded by the company, the high standards of quality to optimize the value for money, as well as the business relevancy are highly crucial. Lastly, the learning strategies will need to be adapted to meet the groups' and/or the individual's needs.

As earlier discussed, prior to the curriculum design, a thorough analysis of the two selected business genres namely business e-mail and business presentation materials must be analyzed to set forward a framework for theoretical pedagogy guideline. An in-depth understand of the learners' needs and their managers' expectations shall be explored and analyzed in order to obtain participants' involvement, commitment, as well as to raise their motivation level to learn and take further steps to improve their business writing proficiency in their real life situations.

In terms of the program content design, for business professionals, a task-based, problem-solving, deep-end approach is often appropriate as it mirrors their work style and they learn experientially through involvement (Dudley-Evans & St John, 1998). To create the learners' involvement, specific techniques such as facilitated group discussion and empowerment education are required.

2.8.1 Facilitated group discussion: Special Technique used in EBP Program

One technique commonly used with adult participants to fulfill required tasks and to initiate learner-centeredness in a training program is “facilitated group discussion” (Abusabha, Peacock, Achterberg, 1999) or “empowerment group education” (Adolfsson, et al, 2004). Abusabha, Peacock and Achterberg (1999) define that the facilitated group discussion is an innovative a client-centered interactive technique which learners generate the specific topics to be addressed and share them with the group members through discussion. In a different term-empowerment group education, Adolfsson et al (2004) define it as a patient-centered approach used in medical science that individual group members identify their problems or needs, strength and barriers and set their goals as well as plans for reaching the goals to solve their own problems through discussion and ,of course, with the help of the providers.

The steps used in implementing facilitated group discussion and empowerment group education are quite similar. Abusabha, Peacock and Achterberg (1999) describe 12 steps which can be summarized as getting to know each others, setting ground rules to work together as a group, identifying problems or needs, clarify misunderstanding or misconception if any, clarify the solution to the problems.. Similarly, Adolfsson et al (2004) describe the following steps comprising of stimulating the diabetes regimen using the focus group interviews prior the workshop, at the beginning of the workshop, receiving theoretical knowledge about the empowerment approach, and during the three day workshop, practicing using it by problem-solving, feasible changes, strength and barriers to make the changes, setting

short and long term goals and making a plan to reach the goals. Even if the above techniques have been used in medical science, they can be applicable to ESP.

2.9 Summary

In this chapter, three main topics pertinent to this current study have been reviewed. That is, 1) what the Integrated English for Business Purposes Course is, 2) how employees at work such as those working in a multinational company situated in Thailand can have benefits from this kind of English training as regards to their job responsibilities, and 3) the development of EBP theoretical framework from the three perspectives of genre analysis, writing process, and task-based approach. The next is genre-based EFL writing instructions with the emphasis on electronic mails and presentation materials or aids. Needs, interests and learners' areas of interests in relation to English writing at work are in the focus for foreign/second language learning. The review ends with foreign/second language learning and the Network/Internet applications, their motivation, research on writing performance, and writing analysis.

From the literature review, there is a growing number of studies on ESP writing and foreign/second language learning Dudley-Evans & St John (1998), few focus on how employees in a workplace develop their writing proficiency in writing specific genres related to their job. The researcher has demonstrated possibilities of benefiting from learners' writing development by means of workshop participation on weekends. Current published research has not examined learners' development and their perceptions of their writing behaviors and performance while they are at work. The study has, therefore, attempted to fill the gap in the literature as mentioned above.

CHAPTER 3

RESEARCH METHODOLOGY

The previous chapter discussed the theories relating to a task-based approach, the genre analysis method and previous research about business English. These theories and research were used as the basis for developing the Integrated English Writing Course (EBP) for adult learners working in multinational companies in Thailand. The major purposes of the study were to investigate the needs of business English and to develop a learning model to train adult learners to write proficiently the two selected business genres: namely, business e-mail and business presentation. To prove the efficiency of the EBP model, an English writing course was implemented as a quasi-experimental study.

This chapter reports the methodology of how this study was conducted. The procedures, samples, methods of analysis, and data descriptions are identified. Doing so ultimately reveals results that provide conclusions and suggestions for practices regarding the efficiency of teaching business English writing, especially business e-mails and presentations via the Integrated English for Business Purposes Model.

3.1 The Experimental Procedure

The study was based on the case study method, defined as the study of a single case leading to understanding its unique and complex activities (Stake, 1995). Similarly, Wallace (1998) defines a case study as a kind of systematic investigation of

a single case. Creswell (1998) describes how to explore a case study by presenting the problem, context, issues and by using multiple sources of data collection and detailed description of context. The case study is advantageous when the subject of the study is a contemporary issue and its design can allow the treatment of data both qualitatively and quantitatively. In order to ensure the validity and the generalization of the findings obtained from any case study, multiple sources of data collection should be used. Multiple sites or single site are possible for the study. But the multi-sites provide more credibility in generalizing the findings than the single one (Yin, 1995).

In order to thoroughly understand the complexity of the context believed to be the underlying context for the majority of the English-based multinational companies in Thailand, a single case study was employed for this present study. To obtain more confidence in the findings, the same experiments should be implemented in other companies with similar characteristics as described in the previous chapter. However, due to the limitation of time and the difficulty in carrying out an experiment in a private firm (unless there is already a successful research finding to support the experiment), an in-depth study employing both qualitative and quantitative design as used in this study would be considered appropriate to compensate for the multi-sites method.

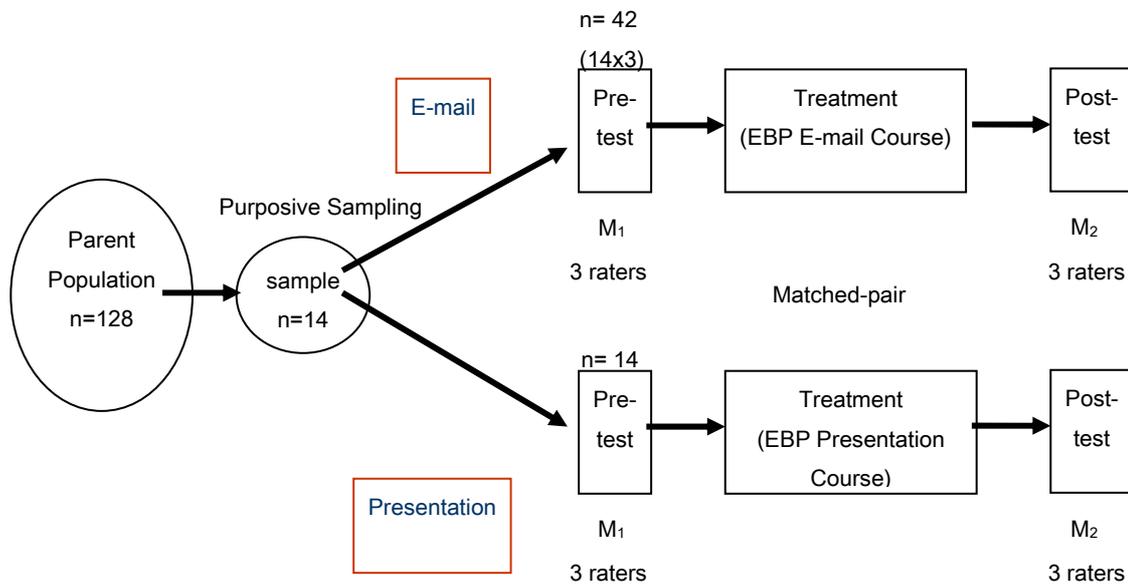
In this study, a triangulated means of data collection was emphasized. For the quantitative perspective, the researcher gathered the data to answer the research question of this study by using the test scores from the participants' pretest and the post test. To serve the qualitative perspective of this study, the researcher used two techniques of data collection: one was the rhetorical analysis of the participants'

business e-mail and presentation written tasks (the pretest and the posttest). Another was the individual participants' self –reflection and the overall course evaluation towards their writing improvement and EBP workshop activities.

The rhetorical analysis yielded comprehensive information concerning both quantity and quality of the participants' writing in terms of descriptive content and social functions of language use (Halliday, 1985). The self-reflection and the overall course evaluation reflected on what the participants had done. At the same time they could get insight of how to improve themselves. This self-reflection technique provided the researcher with rich information concerning weak and strong points of individual participants regarding their composing and their English language learning. While thinking back to what and how he/she had written their texts, each participant realized the parts they had done well; and others that they needed to improve. This kind of data elicitation was naturalistic which cannot be done by other means, except the case method (Johnson, 1992).

A conceptual framework of the quasi-experimental design is shown in Figure 3.1.

Figure 3.1
The Quasi-experimental Design



3.2 Participants

A general rule for research sampling is based on the assumption that the samples are genuinely representative of the population. A sample, as defined by Roscoe (1975), is a smaller group of objects, events, or individuals selected from the population for actual participation in the research. Therefore, randomized methods are normally applied for a research project to yield statistical inference or generalization from sample findings to population findings.

This present study, however, was based on the assumption that one of the successful factors of an adult learners' language course includes the voluntary involvement of a participant in order to create a conscious participation in the learning process (Dudley-Evans & St John, 1998). Therefore, the participants of the present study were selected on a purposive method with a systematic selection procedure to ensure that individuals representing each cluster of population equally had a chance for the course participation.

3.2.1 The Selection of Participants

This study focused on adult learners in a multinational business setting. The participants in this research came from all functions of a manufacturing and supply facility of a globalized American-based company located in Thailand.

To provide an overall perspective of the employment population of this particular company, Table 3.1 representing the distribution of employees by function is as follows.

Table 3.1

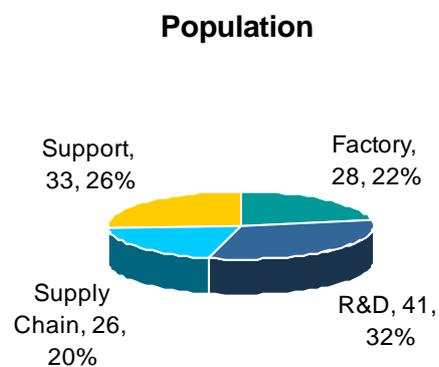
Distribution of Employees by Function of the Company

Business Function	Total	Office and above	Technician
1. Manufacturing	258	28	230
1.1 Engineering	18	11	7
1.2 IE	3	3	0
1.3 Dry Manufacturing	148	7	141
1.4 Pouch Manufacturing	89	7	82
2. Supply Chain	26	26	0
2.1 Affiliate Sales	4	4	0
2.2 Commercial	10	10	0
2.3 Logistics	12	12	0
3. Research & Development	41	41	0
3.1 Development	21	21	0
3.2 Quality Assurance	13	13	0
3.3 Lab	5	5	0
3.4 R&D Others	2	2	0
4. Support Functions	33	33	0
4.1 Personnel	12	12	0
4.2 IT	5	5	0
4.3 Finance	13	13	0
5. Others	3	3	0
Total	358	128	230

To consider only the office-base employees, the distribution of this group is provided in the following diagram.

Figure 3.2

Distribution of the Office-base Employees (Total 128 persons)



The process of participant selection started from an open invitation to all employees in the entry level and junior supervisory level in the company. Any employees who are interested in the course were welcome to apply. The researcher then tried to manage the distribution to synchronize with the population as much as possible.

The sample distribution is shown in Figure 3.3 with details provided in Table 3.2.

Figure 3.3

Distribution of the Sample (Total 14 persons)

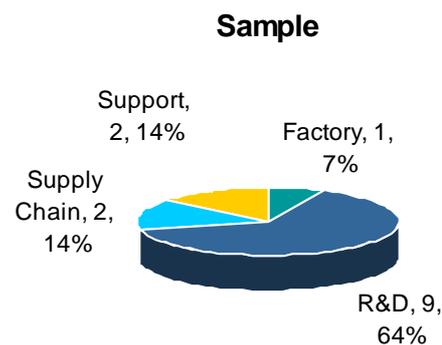


Table 3.2

EBP Workshop Participants' Demographical Data

Business Function	Department	Number of Participants	Position Level
Research & Development (64%)	Development	3	Entry: 1 Junior Supervisory: 2
	Quality Assurance	6	Entry: 2 Junior Supervisory: 2
	Lab	3	Entry: 3
Support (14%)	Finance/Costing	1	Junior Supervisory
	Accounting	1	Junior Supervisory

Supply Chain (14%)	Logistics	2	Entry: 1 Junior Supervisory: 1
Manufacturing (7%)	Dry Manufacturing	1	Junior Supervisory

Remarks: Distribution percentage is based on the actual number of people per course (14 persons), not the overall application (17 persons).

There were 17 persons enrolled to participate in the whole EBP writing course consisting of two sections: Business e-mail and business presentation. Eleven persons attended both business e-mail and business presentation sections. Three persons attended only business e-mail section, while the other three persons attended only the business presentation section.

Details of the participants and their attendance to the individual sections are shown in Table 3.3.

Table 3.3

Details of the Participants

Name	Business Function	Department	Position Level
1. Utaen (E)	R&D	Development	Entry Level
2. Supapen (E,P)	R&D	Development	Jr. Supervisory Level
3. Chanikan (P)	R&D	Development	Jr. Supervisory Level
4. Wipawee (E)	R&D	Quality Assurance	Entry Level
5. Wannaporn (E,P)	R&D	Quality Assurance	Entry Level
6. Linda (E,P)	R&D	Quality Assurance	Jr. Supervisory Level
7. Samitra (E, P)	R&D	Quality Assurance	Jr. Supervisory Level
8. Gunlayanee (P)	R&D	Quality Assurance	Entry Level
9. Numporn (E)	R&D	Quality Assurance	Entry Level
10. Somsaluay (E,P)	R&D	Lab	Entry Level
11. Thirajit (E,P)	R&D	Lab	Entry Level
12. Kasaporn (P)	R&D	Lab	Entry Level
13. Supawadee (E,P)	Support	Finance/Costing	Jr. Supervisory Level
14. Thitima (E,P)	Support	Finance/Accounting	Jr. Supervisory Level
15. Onjira (E,P)	Supply Chain	Logistics	Entry Level
16. Krongthong (E,P)	Supply Chain	Logistics	Jr. Supervisory Level
17. Sirinan (E,P)	Manufacturing	Dry Manufacturing	Jr. Supervisory Level

Remarks: E = Participant of business e-mail section, P = Participant of presentation section

In order to prepare the participants for the work during the course, the researcher requested each participant to fill-in a self-assessment form as a pre-work for the course. This self-assessment was later referred to as the learning expectations (or the participants' needs assessment).

3.2.2 The Participants' Course Attendance

The EBP Writing Workshop was divided into two distinctive sections. The first one was the business e-mail section conducted in 4 sessions from June 25th, 2005 to July 16th, 2005 (Saturday mornings from 9:00-12:00 hours). Eight (8) persons out of 17 (47%) never missed a class. Another 8 persons (47%) missed 1 class (equivalent to 75% course attendance). And, 1 person missed 2 classes (equivalent to 50% course attendance or disqualified). Unfortunately, two learners who missed only 1 class appeared to be those who missed the final class which the posttest took place. Therefore, only 14 learners were able to fully complete the business e-mail program requirements which included taking the pretest on the first class, attending at least 80% of the course, and taking the posttest in the final class.

The latter was the business presentation course conducted also in four (4) consecutive classes but was wrapped into only 3 days during the period of 2 weeks from July 30th, 2005 to August 7th, 2005 due to National holidays. The first 3 sessions were conducted in a 3-hours class duration. The final class, which was the actual delivery of the prepared presentation, was conducted in a 5-hours class (from 9:00 hours to 15:00 hours). It is worth noting that since the course length was shorter than

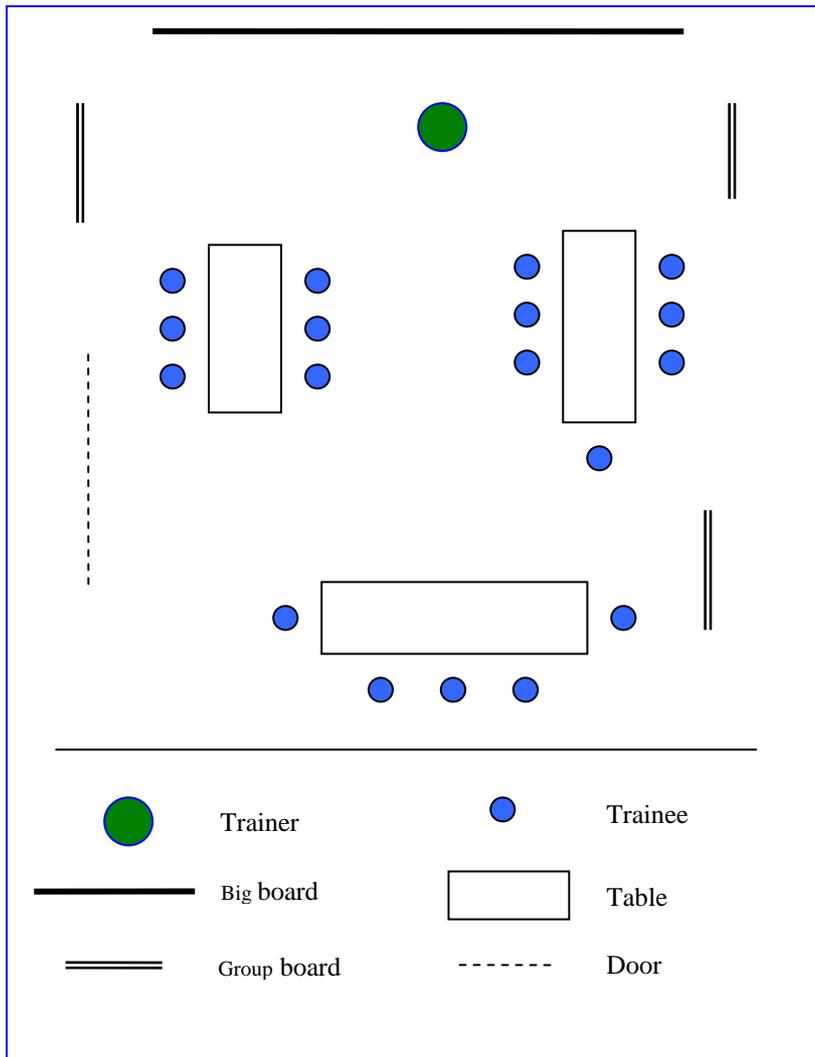
the business e-mail course, more participants were able to commit their attendance even though the course was provided in their personal time (weekends). Thirteen (13) out of 14 participants never missed a class, which was equivalent to 93% of the total class participants. One person missed 1 class (7%), and there were no disqualified persons (who missed more than 2 classes or equivalent to 50% course attendance) for the business presentation section.

3.3 Setting

The workshop was conducted on a veranda of a private home, set up specifically for this EBP workshop. The area contains a wall whiteboard, three small group whiteboards, three big working tables accommodating 4-6 persons, and a vast area for small group discussion and group work. The setting was flexible enough to be arranged to fit any required writing tasks. The diagram of the EBP workshop setting is shown in Figure 3.4.

Figure 3.4

Workshop Setting



3.4 The EBP Writing Workshop Preparation and Implementation

There were four steps in organizing the EBP Workshop as follows:

1. The needs analysis
2. The materials development
3. The pilot study, the course adjustment, and the course implementation
4. The assessment

3.4.1 The Needs Analysis

3.4.1.1 The Managers' Needs Analysis. The managers' needs and participants' needs analysis were conducted in preparation for the workshop by means of a survey research prior to the materials development stage.

The survey was carried out with business managers and the target participants separately. Its main objective was to obtain as much as possible the insightful understanding of business written genres as viewed by the EBP users. The manager's survey was done back in January 2004, under a topic "Needs of Communicative English in a Multinational Workplace". This survey aimed at understanding the managers' views towards English requirements in the workplace, as well as their expectations towards the English proficiency of their subordinates working in a multinational business setting.

From the managers' survey, 60% of the respondents believed that writing was the most crucial skill needed to be learned and mastered by multinational employees. The managers also reported that the business genres most frequently used in the workplace were business e-mail (100%), formal reporting documents subject to the concerns of each job function (66%), and the business presentation (40%). Finally, the managers' expectations towards a business written genre could be summarized as conciseness and clarity of the message (easy to understand), the proper content organization, the appropriateness of the wording, mood, tone, and grammar. In addition, an appropriate action had to be taken after the communication was done. The details of the manager's survey can be found in Appendix A.

The consequence of the managers' needs survey was, therefore, the related literature review focusing on the writing skill improvement for adult learners, the task-based approach and genre analysis theories. The two genres: namely,

business e-mail and business presentation, were also selected based on the findings obtained from the managers' needs analysis. Upon rich library research on the above topics, a research design was done and proposed to the committee for approval in December 2004. Finally, the EBP course was designed with specific learning objectives, activities and materials developed to serve the specific needs as obtained in such preliminary research.

3.4.1.2 The Learners' Needs Analysis. Apart from the managers' survey, the needs analysis of the target learners known as the learners' survey was also carried out 1 month prior to the workshop schedule. There were 2 parts of this learners' survey: the needs for business e-mail writing and the needs for business presentation writing respectively. The objectives of the survey were two-fold: to obtain a better understanding of the learners' needs towards the upcoming EBP course (their problems), and to allow the learners to pre-evaluate themselves in order to identify their specific needs for improvement. Individual participants were asked to identify the problems or challenges that they would like to focus on during the course in order to improve their writing skills at work. The outcome of the needs analysis was used to prepare for the course activities and the materials development described in the following section.

From the learners or participants' needs survey, it was concluded that the learners' problems were related to the content organization, the basic grammar points which they thought they were unsure of and their uncertainty of using appropriate vocabulary. Moreover, the learners also stated that they did not feel confident in using English for communication at work. Thus, they demonstrated high motivation to improve their writing proficiency so that they could gain confidence in

performing their work-related writing tasks in English. The details of the learners' output can be found in Appendix B.

The learners' needs analysis then led to a modification of the course objectives, the course content and the learning tasks to ensure that the learners' expectations from the course were well incorporated. The learning schedule was created to meet the refined elements. Gradually, all components of the EBP course were finalized in preparation for the trial course to be followed in the next phase.

3.4.2 Materials Development

Materials development for the EBP Workshop was conducted in three key steps as follows:

Step 1: The selection of writing samples. Selecting the samples of the target genres, the researcher performed the following tasks:

- collected the samples from the real business setting (90 threads of business e-mails and 53 pieces of business presentations were selected by a randomized method from a real business setting, where the research was expected to be carried out, during 2002-2004),

- categorized them into groups based on the writing purposes,

- collected the samples of business e-mails and presentation from the workshop participants to reconfirm whether or not the category most frequently used was also reflected in the participants' daily tasks,

- once it was confirmed that the categories chosen were most frequently used in the real setting, the top three categories for both business e-mail and presentation were chosen,
- selected the best five samples for each category in terms of grammar, vocabulary and the writing objectives,
- in total, there were five (5) samples for each category, three (3) categories were selected for each genre, two (2) genres were targeted: namely, business e-mail and business presentation

Table 3.4 and Table 3.5 show the details of the writing samples of business e-mail and presentation respectively.

Table 3.4
Business e-mail Samples Categorization

Category	Code	Sets of e-mail	Percentage	Ranking
Action Request	AR	33	37%	1
Information Request & Response	IRR	32	36%	2
Status Update	SU	16	18%	3
Discussion	D	5	6%	4
Scheduling Request & Response	SRR	2	2%	5
Reminder	R	2	2%	5
		90	100%	

Table 3.5
Presentation Samples Categorization

Category	Code	Sets of Presentation Materials	Percentage	Ranking
Informing Presentation	IP	36	68%	1
Persuading Presentation	PP	11	21%	2
Instructing Presentation	ISP	6	11%	3
		53	100%	

Step 2: The screening process by the expert readers. After the total amount of thirty (30) samples, or fifteen (15) samples for each genre, were selected, the

researcher had invited the expert readers to screen these samples. The objectives of the screening process were to confirm whether or not these samples followed the definition of their matching categories (definitions of each categories were provided), and to ask the experts to provide any additional comments as they saw appropriate.

The three expert readers were two university lecturers who were experts in English writing and one business manager with a doctorate degree earned from a recognized university in the United States of America. This manager was considered as an expert in the content and business setting but not necessary keen in the English writing skills from an academic point of view.

Step 3: The result of the samples screening process. Most samples were accepted as meeting the definition provided by the researcher. The two university lecturers had considered the content of the samples acceptable when compared to the definition provided. Their comments were, therefore, on the accuracy of the language used which the researcher has therefore used to edit the selected samples as appropriate.

The business manager, on the other hand, focused on the content of the written works. Comments were made that some samples contains multiple objectives which might cause confusion to the learners since the samples would be used as their writing models. The business manager also suggested that the three categories and their definitions were not clearly distinctive. This might create confusions for the learners in the future. For example, the original classifications of e-mails were Action Request (Type 1), Information Request & Response (Type 2), and Status Update (Type 3). However, in some e-mails, the writer requested for both action and information at the same time. This may create confusion as the e-mail cannot be clearly assigned to a

certain category. Therefore, the researcher had to modify the category names and the definitions after the screening process as appeared in Table 3.6 and Table 3.7.

Table 3.6

The Business e-mail Category Before the Screening Process

<p>E-mail Type 1 Category Name: Action Request (AR)</p>	<p>Definition: This type of business e-mail is used when the writer aims to request for actions related to tasks or project management or delegation of tasks to an individual or a group of individuals with specific responsibilities assigned.</p> <p>The output of this type of the business e-mail in the Action Request category is to get a task done according to specific advice provided.</p>
<p>E-mail Type 2 Category Name: Information Request & Response (IRR)</p>	<p>Definition: This type of business e-mail is used when the writer aims to exchange information or request for an individual or a group of individuals to provide information on specific subjects assigned. In this category of business e-mail, the writer either asks questions, requests for information, or to replies to requests</p> <p>The output of this type of the business e-mail in the Information Request & Response is to get a reply on the specific question(s) or to provide an answer to the question(s) being asked on the specific subjects.</p>
<p>E-mail Type 3 Category Name: Status Update (SU)</p>	<p>Definition: This type of business e-mail is used when the writer aims to provide information related to an interest of an individual or a group of individuals with specific subjects assigned.</p> <p>The output of this type of the business e-mail in the Status Update category is to share certain information for the reader's reference or to update information for the reader's knowledge.</p>

Table 3.7

The Business e-mail Category After the Screening Process

<p>E-mail Type 1 Category Name:</p>	<p>Definition: This type of business e-mail is used when the writer aims</p>
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Action/Information Request (AIR)	to request for actions/information related to tasks or project management or delegation of tasks to an individual or a group of individuals with specific responsibilities assigned.
	The output of this type of the business e-mail in the Action/Information Request category is to get a task done according to specific advice provided.
E-mail Type 2 Category Name: Information Response & Sharing (IRS)	<p>Definition: This type of business e-mail is used when the writer aims to exchange information or share the information to an individual or a group of individuals concerning specific topic(s). In this category of business e-mail, the write will provide information or replying on requests.</p> <p>The output of this type of the business e-mail in the Information Response & Sharing is respond on the specific question(s) or to provide information related to specific topic(s).</p>
E-mail Type 3 Category Name: Status Update (SU)	<p>Definition: This type of business e-mail is used when the writer aims to provide information related to an interest of an individual or a group of individuals with specific subjects assigned.</p> <p>The output of this type of the business e-mail in the Status Update category is to share certain information for the reader's reference or to update information for the reader's knowledge.</p>

Once the categories and definitions had been modified, the list of samples to be used as the learning materials was revised and adjusted as shown in Table 3.8 (for business e-mail) and Table 3.9 (for business presentation) respectively.

Table 3.8
Genre: Business E-mail

Category	5 samples selected before the screening process	3 samples selected after the screening process	Additional comments
Action/Inform-	AR-1	AR-1	2 samples (SU-11-5 and SU-9-4) were

action Request (AIR)	AR-3 AR-11 AR-15 AR-17	SU-11-5 SU-9-4	found to represent good characteristics of an Action/Information Request type rather than a Status Update type based on the revised definitions.
Information Response & Sharing (IRS)	IRR-13-3 IRR-23-5 IRR-16-7 IRR-26-10 IRR-27-11	IRR-13-3 IRR-23-5 IRR-27-11	None
Status Update (SU)	SU-1-1 SU-3-2 SU-9-4 SU-11-5 SU-12-6	SU-3-2 New document New document	Only 1 sample is found to be a good representative and suitable to be used as an example for the learners. The researcher, therefore, has created 2 new examples for this business e-mail type.

Table 3.9
Genre: Business Presentation

Category	5 samples selected before the screening process	3 samples selected after the screening process	Additional comments
Informing	1. CHRIS 2. PDP 3. WHS 4. V Day 5. GW Survey Summary	1. CHRIS 2. WHS 3. GW Survey Summary	None
Persuading	1. Perf Mgmt 2002 2. Induction 3. EB 4. Small Biz 5. Cat Ex Project	1. Induction 2. Small Biz 3. Cat Ex Project	None
Instructing	1. Pkg Strat 2. MEC 3. Leading Org Change 4. The global 2003 launch 5. Mktg setting the stage	1. The global 2003 launch 2. Basic food safety training (new)	<ul style="list-style-type: none"> ○ 1 sample was newly created to best represent the type of presentation as appeared in the real business setting (for training purpose) ○ only 2 samples were selected for this presentation type because of the length of the presentation by nature and because the researcher believed these were enough to represent the written work in this category

3.4.3 The Pilot Study of the EBP Model

The aim of the pilot study was two-fold. First, the researcher wanted to examine the research procedure of conducting the workshop. Secondly, the researcher wanted to try out the learning materials and adapted them to be ready for use in the workshop. In the pilot study, the researcher followed the planned research procedure and used the same learning materials intended to be used in the workshop. The description of the pilot course is as follows:

3.4.3.1 The Pilot Course. The researcher conducted a pilot course for both the business e-mail and business presentation program prior to the actual launch of the workshop in order to find the appropriateness of the course schedule, the program content, as well as the effectiveness of all materials and tools prepared for the workshop, which was scheduled to be carried out in July 2005.

3.4.3.2 Details of the Pilot Course. The pilot sessions were conducted for a full day on Sunday June 5th, 2005 for the business e-mail section and a full day on Sunday June 12th, 2005 for the business presentation section. The flow of the trial program was very similar to the actual course but it was shortened to suit the shorter timeline. During this pilot course, the primary objective was to test the tools to be used in the workshop and learning materials to be handed out. Therefore, the pretest and the posttest conducted for this pilot course were used as the course exercise rather than the actual tests for statistical results. The details of the pilot course schedule can be found in Appendix C.

3.4.3.3 Participants of the Pilot Course. Five participants were selected to attend this pilot program on a voluntary basis. The participants of this pilot course came from a support function: namely, the Personnel division and Finance

division respectively. Two participants were from an entry level employment group, while three other participants were from a supervisory level.

3.4.3.4 Learners' Reflection of the Pilot Course. All learners provided the feedback that even though the course duration was short, they had learned several key concepts that would later help them when they needed to compose business e-mails and presentations at work. The learners explained that they had a better understanding of several grammar points related to the business e-mail and business presentation compositions, key vocabularies, guidelines for content organization and effective formats for business e-mail and presentation compositions.

The learners responded that they were very satisfied with the learning activities during the pilot course even if the time was unfortunately too short. However, they believed that the materials provided and the knowledge obtained during the pilot program was very useful.

The activities of the pilot course for business e-mail and business presentation are shown in Table 3.10 and 3.11 respectively.

Table 3.10
Learning Schedule: Business E-mail Trial (Sunday: June 5th, 2005)

Date/ Time	Topic	Learners' Activities	Output
Sunday: 5/6/05 10:00 - 12:00 a.m.	<ul style="list-style-type: none"> Introduction to the Business e-mail course & distribute learner's folder and go through the materials (20 minutes) Explain the differences between each business e- 	<ul style="list-style-type: none"> Write business e-mail 	<ul style="list-style-type: none"> Pretest: individual

12:00 - 1:00 p.m. 1:00 - 3:00 noon	<p>mail type (20 minutes)</p> <ul style="list-style-type: none"> • Pretest of selected business e-mail type either 2 or 3: individuals (30 minutes) • Break into groups (x3), group discussion (15 minutes) • Review of common problems (35 minutes) • Lunch break 1 hour • Select Business e-mail Type 1, analysis demonstration (20 minutes) • Group analysis (30 minutes) • Group discussion (15 minutes) • Individual exercise: practice writing Business e-mail for the Type 1 individually (20 minutes) • Posttest of selected business e-mail type either 2 or 3: individual (30 minutes) • Individual reflection of Day 3 (5 minutes) 	<p>according to the provided task instruction</p> <ul style="list-style-type: none"> • Discuss & brainstorm about problems with business e-mail at work overall • Practice on Business e-mail Type 1 analysis (group) • Discuss & brainstorm about problems with Business e-mail Type 1 at work • Practice writing Business e-mail Type 1 according to provided instructions (individual) • Write Business E-mail for the Type 2 or 3 related to work function (individual) • Write self reflection from Day 2 learning experience on provided sheets 	<p>written tasks before taking a course (for 1 type of business e-mail)</p> <ul style="list-style-type: none"> • Summary of current problems with business e-mail at work (flipchart) • Summary of problems with Business e-mail Type 1 at work • Individual written task (E-mail Type 1) • Posttest: individual written tasks after taking a course • Learners' reflection for Business E-mail
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Table 3.11
Learning Schedule: Business Presentation Trial (Sunday: June 12th, 2005)

Date/ Time	Topic	Learners' Activities	Output
Sunday: 12/6/05 10:00 -	<ul style="list-style-type: none"> • Introduction to Presentation course & distribute learner's folder, go through the 		

<p>12:00 a.m.</p> <p>12:00 - 1:00 p.m.</p> <p>1:00 - 3:00 noon</p>	<p>materials, explain the differences in presentation type (20 minutes)</p> <ul style="list-style-type: none"> • Explain the differences between each presentation types (20 min) • Pretest of selected presentation type either 2 or 3 individuals (30 min) • Break into groups (x3), group discussion (15 minutes) • Review of common problems (35 minutes) • Lunch break 1 hour • Select presentation Type 1, analysis demonstration (20 min.) • Group analysis (30 minutes) • Group discussion (15 minutes) • Individual exercise: practice writing presentation for the Type 1 individually (20 minutes) • Posttest of selected presentation type either 2 or 3: individuals (30 minutes) • Individual reflection of day (5 minutes) 	<ul style="list-style-type: none"> • Write business presentation according to the provided task instruction • Discuss & brainstorm about problems with presentation at work overall • Practice on Presentation Type 1 analysis • Discuss & brainstorm about problems with Presentation Type 1 at work • Practice writing presentation Type 1 according to provided instructions • Write Business Presentation for the Type 2 or 3 related to work function • Write self reflection from learning experience on provided sheets 	<ul style="list-style-type: none"> • Pretest: individual written tasks before taking a course (for 1 type of presentation) • Summary of current problems with presentation at work (flipchart) • Summary of problems with Presentation Type 1 at work • Individual written task (Presentation Type 1) • Posttest: individual written tasks after taking a course • Learners' reflection for Business Presentation
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The outcome of the pilot course led to the revision of the learning schedule, the discussion topics, the tasks, the scoring rubric and the adjustment of the pre- and posttest to ensure the content validity and the feasibility of the tools.

3.4.5 Implementing an Integrated EBP Writing Workshop

After the details of the course were adjusted upon the results obtained from the pilot course, a workshop focusing on the development of the business English writing proficiency was organized to allow the participants to have ample and hands-on opportunities to practice business writing skills.

The workshop was scheduled on Saturdays for a continuous period of seven weeks, as the participants were required to work full time on weekdays and this project was not expected to interfere with the individual work commitments and calendars. Over this 7-week period, the researcher had developed a 21-hour writing curriculum to serve the mentioned course objectives.

3.4.5.1 An Empowerment Method in the Writing Workshop. Prior to conducting the first workshop, using the empowerment method, the employees were requested to participate in a 1-hour discussion and brainstorming session concerning the current difficulties and expectations towards their learning achievements. The learning activities were geared to achieve both the expected results as discussed above, as well as meeting the overall learning objectives of the workshop as described in Table 3.12

Table 3.12
Learning Objectives for the Employees' Integrated EBP Writing Workshop

(a) Learning Objectives: Writing Business E-mail

Learning Objectives	Specific Learning Tasks
1. To analyse specific genre of business e-mail and its functions from models	<ul style="list-style-type: none"> ➤ Indicate specific sections of business e-mail ➤ Clarify its individual specific functions ➤ Describe how ideas in each section are organised
2. To practice writing business e-mail according to its specific sections and functions	<ul style="list-style-type: none"> ➤ Write one's own business e-mail similar to the ones at work ➤ Analyse its sections and its individual functions of the sections ➤ Give feedback to others regarding to ideas in each sections
3. To practice writing business e-mail with grammatical accuracy	<ul style="list-style-type: none"> ➤ Identify one's improvement areas in writing business e-mail in terms of grammar accuracy ➤ Analyse the difficulties of language use in specific sections of business e-mail ➤ Seek help in writing certain grammar points (simple sentences and embedded sentence structures - noun clause, relative clause, and adverbial clause including its transformations) ➤ Co-operate in helping others to organise ideas in each section of business e-mail ➤ Co-operate in helping others regarding certain grammar points, specifically the ones mentioned above

(b) Learning Objectives: Preparing for a Business Presentation

Learning Objectives	Specific Learning Tasks
1. To analyse specific genre of a presentation and its functions from models	<ul style="list-style-type: none"> ➤ Indicate specific sections of a presentation ➤ Clarify its individual specific functions ➤ Describe its organization
2. To practice planning a presentation according to its specific sections and functions.	<ul style="list-style-type: none"> ➤ Plan a presentation similar to ones at work ➤ Analyse its sections and its individual functions of the individual sections ➤ Give feedback to others regarding to ideas in each section. ➤ Write the plan of presentation using the PowerPoint software
3. To practice writing the presentation with grammatical accuracy.	<ul style="list-style-type: none"> ➤ Identify one's improvement areas in writing the presentation terms of grammar accuracy ➤ Analyse the difficulties of language use in specific sections of the presentation ➤ Clarify certain grammar points (simple sentences and how embedded sentence structures - noun clause, relative clause, and adverbial clause, are formed including its transformations.) ➤ Co-operate in helping others in organising ideas in each sections of the presentation, in the PowerPoint program ➤ Co-operate in helping others regarding certain grammar points specifically the ones mentioned above
4. To practice and demonstrate the acquired knowledge, as to conduct a presentation in a simulated situation.	<ul style="list-style-type: none"> ➤ Individually present one's work ➤ Offer peer comments ➤ Reflect on one's performance of the content and the actions by describing planning, presenting, and evaluating

3.4.5.2 The EBP Workshop Schedule. The participants required sufficient time to clarify profession-specific language and to agree on content priorities within the time frame of 21 hours across the seven Saturdays, as outlined in the course schedule (see Table 3.14). Meetings or classes were scheduled on Saturdays, for seven weeks but in eight sessions, to ensure sufficient opportunity to hear each other's language, interests, goals, content priorities, and learning environment preferences.

Table 3.13
The Integrated EBP Writing Curriculum

The Integrated English for Business Purposes (EBP) Writing Workshop				
Skills: Business E-mail and Presentation Writing				
Date: June 25 th – August 7 th , 2005				
Date	Time	Hour 1	Hour 2	Hour 3
June 25 th , 2005 (business e-mail)	9-12:00 hours	<ul style="list-style-type: none"> • Setting expectations • Content: Writing concept • Pretest 	<ul style="list-style-type: none"> • Group discussion (Problems with Business e-mail at Work) • Content: Grammar in business e-mail writing (Obj.3) 	<ul style="list-style-type: none"> • Content: Grammar in business e-mail writing (Obj.3) • Reflection
July 2 nd , 2005 (business e-mail)	9-12:00 hours	Content: Business e-mail in the workplace	<ul style="list-style-type: none"> • Content: Business e-mail Genre (Obj.1) • Exercise: Business e-mail analysis (Obj.1,2) 	<ul style="list-style-type: none"> • Practice: Write business e-mail in pairs (Obj.2,3) • Exercise: Comments & Feedback (Obj.3) • Reflection • Grammar homework assignment
July 9 th , 2005 (business e-mail)	9-12:00 hours	<ul style="list-style-type: none"> • Exercise: Homework review (Obj.3) • Exercise: Review of last week class exercise (Obj.2,3) 	<ul style="list-style-type: none"> • Group discussion • Exercise: Business e-mail analysis (Obj.1,2) 	<ul style="list-style-type: none"> • Practice: Write business e-mail in pairs (Obj.2,3) • Exercise: Comments & Feedback (Obj.3) • Reflection
July 16 th , 2005 (business e-mail)	9-12:00 hours	<ul style="list-style-type: none"> • Exercise: Feedback on last weeks' tasks (peer response and teacher feedback) 	<ul style="list-style-type: none"> • Exercise: Business e-mail analysis (Obj.1,2) • Practice: Write business e-mail in pairs (Obj.2,3) 	<ul style="list-style-type: none"> • Group discussion (How to Deal with Business e-mail Problems at Work) • Posttest

				<ul style="list-style-type: none"> • Reflection
July 30 th ,2005 (presentation)	9-12:00 hours	<ul style="list-style-type: none"> • Setting expectations • Content: Importance of Presentations, Differences of Business e-mails and Presentations • Pretest 	<ul style="list-style-type: none"> • Group discussion (Problems with Presentation at Work) • Exercise: Presentation analysis (Obj.1,2) 	<ul style="list-style-type: none"> • Practice: Write business e-mail in pairs (Obj.2,3) • Exercise: Comments & Feedback (Obj.3) • Reflection
Aug. 6 th ,2005 (presentation)	9-12:00 hours	<ul style="list-style-type: none"> • Exercise: Review of last week class exercise (Obj.2,3) + peer responses 	<ul style="list-style-type: none"> • Exercise: Presentation analysis (Obj.1,2) 	<ul style="list-style-type: none"> • Practice: Write a presentation in pairs (Obj.2,3) • Exercise: Comments & Feedback (Obj.3) • Reflection
Aug. 6 th , 2005 (presentation)	13- 16:00 hours	<ul style="list-style-type: none"> • Group discussion (How to deal with Presentation Problems at Work) • Practice: Write a presentation in pair (Obj.2,3) 	<ul style="list-style-type: none"> • Practice: Make a Presentation (Obj.4) 	<ul style="list-style-type: none"> • Practice: Make a Presentation (Obj.4) • Reflection
Aug. 7 th , 2005 (presentation)	9- 15:00 hours	<ul style="list-style-type: none"> • Individual Presentation (Obj 4), Teacher Feedback, Peer Response • Overall Evaluation 		

A brief summary of the workshop was circulated to the potential participants a few weeks earlier to ensure all participants were well informed and could prepare to attend the workshop with full commitment.

Table 3.14 provides the details of the course elements and their proportions.

Table 3.14
Course Elements

Element	Details	Proportion
1. Learning expectations	The teacher invites the learners to set the learning expectations together at the beginning of the course.	2%
2. Lecture	Lecture topics include writing concepts, differences between writing in school and writing at work, importance of business e-	10%

	mail and presentation at work, related grammar points, etc.	
3. Group discussions	The teacher asks the learners to form a group to discuss problems with business e-mail and presentation at work, and potential ways to solve these problems.	8%
4. Analysis of the selected genres	Genres analysis concepts were explained with extensive examples provided for each genre type.	10%
5. Task-based activities	Throughout the course, learners were assigned with specific task objectives related to genre composition. Tasks are to be done in individual-, pair- and group-work based on the knowledge obtained in the lecture and genre analysis topics.	50%
6. Peer response and teacher response	Learners' work is reviewed regularly to help the learner evaluate their written tasks supported by both peer and teacher's comments. This activity aims to help the learners obtain critical views of the genre composition both as the originator and the receiver of the message.	10%
7. Review and revise the written tasks	The learners get a second chance to review and revise the tasks after they learn how good composition should be consisted of. This activity helps the learners to identify their mistakes in order to make corrections and avoid them from happening again in the future.	10%

3.4.5.3 The Preparation for the Workshop. The workshop activities were conducted in an informal, round-table atmosphere that simulated the real group discussion or the meeting environment at work. As the workshop was conducted outside of the work environment, on the weekends, the researcher could prepare the workshop venue with specific areas assigned for both group activities as well as a more private space for breakout sessions or smaller group discussion.

Prior to the workshop, the participants were provided with a manual containing the following information:

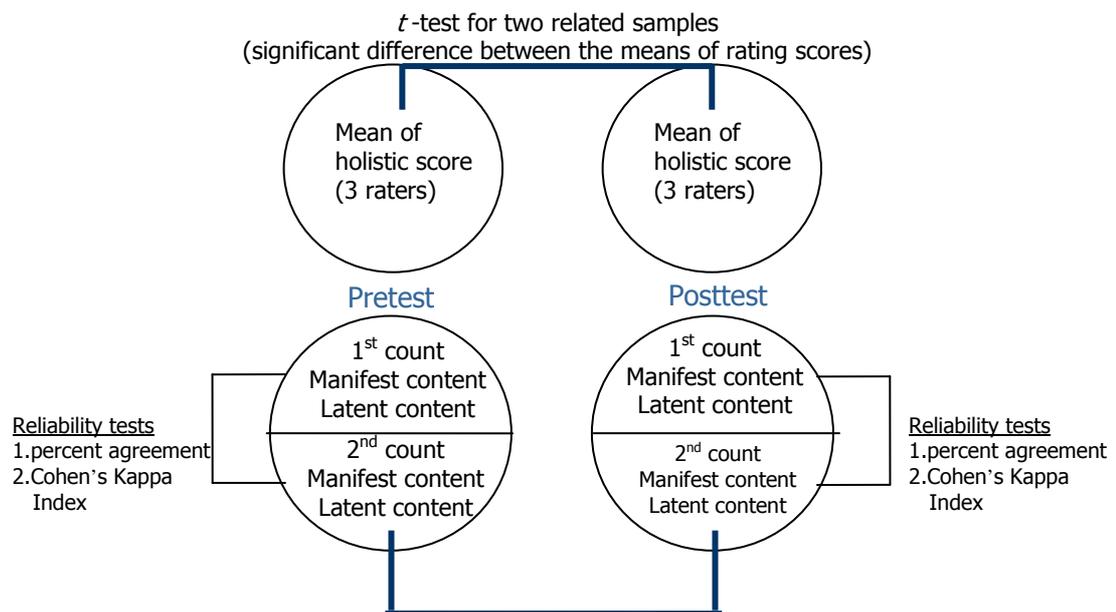
1. the training project,
2. participants' information,
3. models of business e-mail and business presentation,
4. writing tasks, and
5. grammar references.

Pre-tasks were included to give the employees some common background, as well as to set the individual agreement and expectations for specific improvement during the workshop sessions.

3.5 Assessment

The assessment of the writing proficiency improvement was comprised of three kinds: 1) the comparison of the rating scores from the pretest and posttest, 2) the quality of the writing obtained from the rhetorical analysis of the pretest and posttest for both business e-mails and presentation, 3) the individual formative evaluation and the summative evaluation obtained from the individual participants' reflection at the end of each class and the overall evaluation survey respectively. The first and the second assessments were quantitative in nature, while the third one was qualitative. Figure 3.5 demonstrates the concept of the quantitative assessment used in this study.

Figure 3.5
A Summary of Quantitative Assessments



As shown in Figure 3.5, the researcher hypothesized that the employees participated in the Integrated EBP Writing workshop would result in (1) their gains in knowledge of business e-mail and business presentation genres, and (2) an enhanced professional writing skills in both of them. Therefore, the assessment methods in evaluating the effectiveness of the curriculum to be obtained directly from the participants were:

1. the quantitative assessment of the pretest and the posttest of business e-mail and business presentation as shown in the participant's demonstration of writing tasks collected before and during the workshop, and
2. an open-ended questionnaire, prepared for self-reflection and an overall evaluation of the course aiming at evaluating the learning process and the learning content across the timeline of seven weeks

3.5.1 The Pretest and Posttest.

To systematically evaluate the learning outcome, the pretest was administered at the beginning of the first workshop session, while the posttest was carried out at the conclusion of the seventh session. A measure of the above tests was piloted with five junior employees to determine the feasibility and content validity of the test. The test asked the learners to compose three (3) business e-mails and one (1) business presentation. The learners were assigned with specific objective(s) for each type of business e-mail and the presentation. To perform the tasks, the learners were given 45 minutes for each genre (45 minutes for 3 business e-mails and 45 minutes for 1 presentation).

3.5.2 The Learners' Self-reflection and Overall Evaluation

3.5.2.1 A Learner's Self-reflection. The learners were requested to complete a self-reflection sheet at the end of each learning session. The self-reflection was designed to collect a formative evaluation of the learning experience reflected by each learner towards their satisfaction at the end of each session. The self-reflection sheet consisted of four (4) open-ended questions asking the learners to reflect on what they learned, to evaluate what they believed to be their strength(s) and weakness(s) after completing each session, to evaluate their satisfaction towards each learning session, and to give feedback on the materials being sufficient for their learning needs.

3.5.2.2 An Overall Evaluation. In addition to the self reflection, the learners were also requested to complete an overall evaluation survey at the end of the 8-sessions course. The overall evaluation was designed to obtain formative feedback regarding the methodology (tasks and course activities), content, materials, as well as

the learner's satisfaction and suggestions for improvement. This evaluation form, consisted of seven (7) parts, each part focused on a different perspective of the course.

To obtain the above information, a Likert-scale questionnaire was used in combination with open-ended questions. Learners were asked to reflect on their satisfaction towards each component of the program. The questionnaire took about 15 minutes to complete and was administered to the workshop participants at the end of the course.

3.6 Data Collection Procedures

The main research question of this study was whether or not the participants of a multinational company in Thailand improved their writing business e-mails and presentation after attending the Integrated EBP workshop. To find the answer to this question, the data obtained from the pretest and the posttest were treated to quantitative analysis using descriptive statistical procedures-percentages, means and standard deviations. The business e-mails and presentations written as the pretest and as the posttest were scored independently by three raters using the rubric adapted from Jacobs et al. (1981) (see Appendix D). Two raters were university lecturers, one of whom was a native speaker of English teaching at a local university. The third rater was a section manager of the same company where the research was carried out. The inter-rater reliability was measured using the Cronbach Alpha index . Percentages, means, and standard deviations were computed for each of the individual pairs of the pretest and the post test. Finally, the data from the three sets of business e-mails and one set of the presentation in the pretest and in the posttest were compared using statistical analysis (*t*-test) to calculate for the significant level of

difference between them. It should be noted that this study has extremely limited generalization due to the limited number of population samples. The results could be generalized to employees in multinational companies similar to those selected in this study.

3.7 The Instrumentation

3.7.1 Data Collection

Three major types of data were decided to be used in order to answer the research questions of this study.

The first data were sets of scores from the pretest (administered at the beginning of the first workshop session) and from the immediate posttest (administered at the end of the last session). The difference between them was used to infer the participants' writing improvement.

The second data were 84 business e-mails written for the pretest and for the posttest, 42 each, and 26 sets of presentation, 13 each. The rhetorical analyses of these data made it possible to obtain an insight into the writing quality that the participants possessed before and after participating in the EBP workshop.

The third data were 7 sets of the employees' self-reflection involving the process, content and format as well as their benefits and suggestions for improvement. These data were used as the formative feedback at the end of each session during the implementation of the EBP workshop. Analyzing these data could provide a better insight into the participants' thinking about their writing improvement they had achieved from the EBP workshop and their opinions towards the teaching and learning methods that were employed.

Apart from the 3 sets of the data previously described, there were also learning materials comprised of:

1. instructional documents including lesson plans on three types of business e-mail and three types of presentation materials and the learner's manual,
2. worksheets, and
3. the grading rubric modified from Jacobs et al. (1981), one of the classics in the ESL composition field, for evaluating the written-business e-mails and the business presentation.

3.8 Data Analyses

In this research project, there were both quantitative and qualitative data analyses. A total response of the quantitative approach was performed using SPSS software, while the qualitative counterpart was provided in a descriptive summary.

3.8.1 The Participants' Pretest and Posttest: Quantitative Data Analysis

To find out whether or not the participants improved their writing proficiency for business e-mails and business presentation after attending the EBP workshop, the participants were required to write three types of business e-mail messages (Information/Action Request, Information Response/Sharing, and Status Update) and one type of the presentation material (Informing) that they were trained to write. To analyze the pretest and the posttest, the following procedures were performed.

3.8.1.1 Holistic Assessment of Participant's Pretest and Post test. To determine the writing quality, the participants' pretest and posttest e-mails were scored holistically by three raters: two university English instructors, one of whom a native speaker of English and the other a Thai lecturer teaching English. The third rater was a business manager familiar with these types of e-mail and presentation writing of this study. The first rater had been teaching English in various places, both in Thailand and other countries. He had been teaching writing to different groups of people, both academic and business alike. This rater earned his master degree in ESL and had been teaching in Thailand for over ten years. This rater had experience with holistic scoring of writing. The second rater was also a university lecturer teaching various courses both at undergraduate and graduate levels and being well familiarized in various types of grading including the holistic one. Besides, this rater was an expert in discourse analysis. The third rater is a Thai R&D manager with a Ph.D. in Food Science from an ivy league university in U.S.A.. She had been using the three types of e-mail messages and presentations in her work as well as observing and monitoring others to use them. In her work place, she always evaluated others' work holistically.

3.8.1.2 The Rating Procedures of the Pretest and Posttest Business e-mail and Presentations. To minimize the subjectivity of the holistic scoring and to maintain the consistency of the rating, the scoring rubric with the samples of business e-mail messages and business presentation writings (representing these scales) were provided for the raters as the reference. The rubric consisted of 1- 4 ranking scales, 1 means "Poor" while 4 means "Excellent". There were five scoring aspects: namely, content, organization, vocabulary, language use, and mechanics. The minimum total

possible score for an individual was equal to five (5), while the maximum possible score was equal to twenty (20). After the researcher had explained how to do the rating, the raters rated the business e-mails and the presentation independently. It was recommended that the rater finished rating each type of business e-mail one at a time before continuing rating the second and third type.

To avoid the raters' bias towards the participants' handwriting, the business e-mails and the presentations were typed up and identified by numbers (from 1-14). Once the raters finished their rating, the researcher collected all of the e-mails and the presentations. The Cronbach Alpha coefficient was performed to find their internal reliability of 0.863 which was considered acceptable. The rating scores of each participant's piece of writing from the three raters were then averaged to obtain the single holistic score.

For the pretest and the posttest, student *t*-tests were conducted with a match paired approach, to compare each participant's pre- and posttest scores. All information was summarized and presented in a descriptive statistics table as well as graphic reports.

Besides this holistic scoring, the e-mails and the presentations were qualitatively analyzed based on Swales' analysis (1990). The details of this qualitative analysis are presented in the following section.

3.8.2 Data Coding of Business E-mails

3.8.2.1 Unit of Analysis. To analyze the discourse data, it is essential to divide the discourse into units of analysis based on the purpose of individual studies. There are, however, many ways to divide up the discourse as discussed in Chapter 2.

In this study, from a language teaching perspective, each type of business e-mail, as a genre, is considered as consisting of a series of moves indicating a particular purpose within a text (Swales, 1981; 1990). The move (s) or “elements” of texts can be either obligatory and some optional (Hasan, 1989).

3.8.2.2 Move analysis. The corpus of 84 business e-mails and 26 presentation writings (in Microsoft PowerPoint) was analyzed to identify the rhetorical moves used in these two genres. The reliability of the move analyses was assessed through intra-coder reliability (with one month apart) using a combination of percent agreement index and Cohen’ s Kappa index (van der Meij and Boersma, 2002). For perfect agreement of data coding, the researcher had close consultation with an expert in discourse analysis.

3.8.2.3 Move identification. According to Swales, (1990) a text can be analyzed based on a rhetorical move, a unit of analysis. To identify the rhetorical moves in this study, the researcher used three signs: its function (e.g. to offer information, to express gratitude), meta-discourse markers (e.g. however, therefore), and contextual meaning as related to others in the same text.

3.8.2.4 Coding Scheme. The coding scheme was developed specifically for this research purpose so that variations of coding and reliability assessment could be controlled. To develop the form, the researcher drew from Swales (1990) for content analysis, and Shea, (2004) for the formal features of the business e-mail messages and netiquette. With this coding scheme, the rhetorical moves in all business e-mail messages were classified into 5 major moves: 1) providing background or reference, 2) expressing a communicative purpose, 3) expressing concerns, 4) expressing gratitude, 5) offering extra information.

The coding scheme was considered essential in that it could provide consistent coding. Thus, before this coding scheme was implemented, it was validated by piloting a number of times until it was stable. That is, it was tested with 10 pretest and posttest business e-mail messages and 3 presentation materials (or approximately 10% of the full sample of each genre) using the technique of coder stability or intra-coding reliability meaning that one coder agrees with her/himself over time (De Wever *et al.*, 2005). This size of the sample was considered adequate for piloting the instrument to achieve the reliability level (Lombard *et al.*, 2002). After that their percent agreement was calculated achieving 84 %. After the coding scheme was refined, it was ready to be used in coding the business e-mails and the presentation materials in this study.

This coding scheme had been used in various phases. At first, the researcher used it to diagnose types of business e-mails and presentation writings in the preparation for the materials used in the EBP workshop. Next, during the workshop training, the coding scheme was adapted in order for the trainees to analyze the sample business e-mails and presentation materials so that they could use them as the guides in composing their own business e-mails and presentation materials. Finally, the coding scheme was used to analyze the business e-mails and presentation materials written as the pretest and the post test so that the comparison of the participant's writing improvement both quantitatively and qualitatively could be conducted.

3.8.2.5 Coding Training. To establish a coding scheme for move analysis used in this research, the researcher was first trained for three hours to analyze moves in authentic corporate business e-mails and presentation materials in

Microsoft PowerPoint gathered from various sections of a real business setting. This training was conducted by an expert in genre analysis who had done previous work based on Swales' move as the unit of analysis. It was meant to differentiate types of existing business e-mails and PowerPoint presentation being used commonly everyday at work. The results of that coding training came three types of business e-mails and one of presentation. These materials then were validated by the three university lecturers mentioned earlier. After some changes were made according to their advice, these materials were later used as the appropriate ones for the EBP writing workshop. The complete coding scheme used in the analysis is illustrated with examples in Appendix E.

3.8.2.6 Intra-coder reliability. Conducting move analysis is always questioned for being subjective because of its being fuzzy (Bachman and Palmer, 1996; McNamara, 1996). To lessen this criticism, the researcher performed intra-coder reliability procedures by 1) having a reliable coding scheme, 2) coding training, 3) independent coding over time, and 4) the assessment of intra-coding agreement. Since, in this study, the researcher had to perform the coding, the procedure used was coding stability of the same materials one month apart. This procedure is considered efficient if the reliability is around or greater than 8 (Lombard *et al.*, 2002).

To handle coding disagreement, the researcher consulted the genre analysis expert for discussion, negotiation and clarification repeatedly in order to come to the perfect agreement for all of the moves in this study. This consultation was a necessary part of the coding practice because the perfect agreement was essential.

3.8.2.7 The Coding Action. In coding business e-mail messages of the pretest and the posttest, the following steps were taken. The similar procedure was also used to code the moves in the presentation materials.

The preparation for coding:

1. The business e-mails written as the pretest and posttest were separated.
2. The written business e-mails were categorized according to Type 1, Type 2, and Type3.
3. Each learner's business e-mails for each Type were typed and filed in one folder with specific label (e.g. PreT1Wan = pretest of Type 1 e-mail and the pseudo-name of the participant.)
4. Each business e-mail was listed according to their name list in the coding scheme.
5. The number of words per message of each business e-mail was computerized counted and recorded in the coding scheme.

First Coding

1. One by one, the researcher read each business e-mail in each file at least twice before deciding on the rhetorical moves.
2. The researcher decided on each move and its function (e.g. providing background information, giving reference, etc.) of each business e-mail in each file using different colours for different moves.
3. Once the researcher had finished assigning the moves of one type of business e-mail in the pretest, the researcher continued with the same type in the posttest repeating the same procedure of assigning moves.

4. The researcher recorded moves of each individual business e-mail in the coding scheme (see Appendix F).

5. The researcher placed all coding schemes of one set of business e-mail together (e.g. *PreT1E-mail*, meaning Pretest of Type 1 E-mail, *PostT2E-mail*, meaning posttest of Type 2 E-mail).

6. Finally, the researcher counted the same moves of all the business e-mails of each type and recorded them in the summative coding scheme.

Second Coding. The same steps were repeated after one month from the first coding. This technique is used in conducting content analysis (Lombard et al. 2002). In this study, two means of reliability were used to assess the coding moves of the business e-mails and the presentation materials. One was the percent agreement and the other was Cohen's Kappa index. These two indices of intra-coding reliability are recommended (De Wever, 2005) so that the values obtained can be cross-checked. Besides, both techniques can be calculated manually. Most importantly, they provide good estimation on the inter-rater reliability. The percent agreement takes values of .00 (no agreement) to 1.00 (perfect agreement). The percent agreement for the pretest and the posttest e-mails was calculated by summing all agreements in coding between the 1st coding and the second coding multiplied by 100 and divided by the number of units coded.

Cohen's Kappa index is a variation on the percent agreement index. It takes into account the number of categories as well as the distribution of values across them. The example data illustration of Cohen's Kappa taken from Lombard et al. (2002) is shown in Table 3.15.

Table 3.15

Example Data Illustrating Cohen's Kappa Index

Coder 1	Coder 2		
	Yes	No	Total
Yes	81	9	90
No	9	1	10
Total	90	10	100

The index in Table 3.15 would be 1.00 meaning that both raters have perfect agreement. It is commonly accepted that Cohen's Kappa index between 0.41-0.60 and below is low; the index between 0.61-0.80 and beyond is high (Lombard *et al*, 2002)

3.8.2.8 Results of Intra-Coding Reliability. The degree of agreement of coding moves was essential to the reliability of this research since it revealed a well-defined constructs with operation definitions of the rhetorical moves used in the business e-mail and in the presentation materials. The correlations between the first coding and the second coding of the rhetorical moves in business e-mail messages, the body of business e-mails, are presented in Table 3.16 and Table 3.17 respectively.

Table 3.16

Summary Table of Intra-coding Reliability of Moves in All Business E-mail Messages in the Pretest

Pretest Business e-mail	Coded units	Agreement	Disagreement	Percent	Kappa
Type 1	14	11	3	78.5	.628
Type 2	14	13	1	92.8	.596
Type 3	14	12	2	85.7	.696
Total	42	36	6	85.7	.643

Table 3.17

Summary Table of Intra-Coding Reliability of Moves in All Business e-mail Messages in the Posttest

Posttest Business e-mail	Coded units	Agreement	Disagreement	Percent	Kappa
Type 1	14	12	2	85.71	.788
Type 2	14	9	5	64.28	NA
Type 3	14	11	3	78.57	.611
Total	42	32	10	76.19	NA

It is worth noting that any concrete parts called “manifest content” such as subject in subject line, closing salutation, etc. in business e-mails and concrete parts in the presentation materials such as the number of slides, the title of a slide, etc. can be manually counted with great care to get perfect results. Unlike the latent content denoting functions as in functional moves in the body of business e-mails which needs to be certified by the inter-coding or the intra-coding reliability (Potter and Levine-Donnerstein, 1999).

These findings indicated that, in terms of reliability, identifying moves twice one month apart was acceptable because its intra-coder reliability was quite high (the range was from .596 to .788). Its validity, however, could not be ensured unless triangulated data were performed (Shohamy *et al.*, 1992).

3.8.3 The Analysis of the Participants’ Self Reflection and Overall Evaluation

In this study, three means of assessing the participants’ writing improvement were used. The first one was the comparison of the pretest and the posttest scores of business e-mails and presentations. The second one was the move analysis of business e-mails and the presentations written as the pretest and the

posttest to examine specifically the numbers of moves, the logical thinking as appeared in the organizational patterns of text, appropriateness and politeness. The third one was the analysis of the participant's self-reflection during the workshop sessions. These triangulated data were necessary to ensure the validity of the Integrated EBP writing model constructed for this research.

In the previous section, the move analysis and its procedure were described. The next section presents the analysis of the participants' self-reflection and overall evaluation towards their writing improvements and the workshop activities.

3.8.4 The Analysis of the Participants' Self Reflection and Overall Evaluation: Qualitative Analysis

To find out the participants' perception towards their learning improvement and the satisfaction towards the course activities, the participants were required to complete the open-ended questions as a form of self-reflection at the end of each session. The participants were asked to respond on the following four topics:

1. What have you learned in today's session?
2. What are your strengths and weaknesses?
3. Are you satisfied with today's learning outcome?
4. Are you satisfied with the material provided in today's session? If not, what else do you need?

Each week, the trainer read this evaluation sheet and responded to the missing needs as identified by the learners to ensure that appropriate actions were taken up in the following session. At the end of the program, the reflection comments were summarized as a formative evaluation of the course.

Apart from the learners' self-reflection evaluation, the participants were also required to complete an overall evaluation at the end of the course. This overall evaluation or the summative evaluation aimed at accumulating the learners' overall perception towards the EBP course. The evaluation form consisted of both open-ended questions and ranking-scale topics. It was organized under six parts as described in Table 3.18.

Table 3.18
Content of the Summative Evaluation of the EBP Course

Part	Topic	Type of data collection procedure
A	Satisfaction towards the course content Part A-1: Evaluation of the General Concept and Business E-mail Sections Part A-2: Evaluation of the Business Presentation Section	<ul style="list-style-type: none"> • Data collection procedure: rating scale 1-5 (1 = Least Satisfied, 5 = Most Satisfied) • 5 sub-topics; 1) Lecture with real life examples and class room discussions, 2) Students group activities and class room discussions, 3) Lecture topics, 4) Class exercise and homework, 5) Teacher and/or peer responses • Data analysis: descriptive statistics (percentage)
B	Satisfaction towards the course activities	<ul style="list-style-type: none"> • Data collection procedure: ranking by order with open-ended description • Data analysis: qualitative, descriptive text
C	Satisfaction towards the practicality of the course	<ul style="list-style-type: none"> • Data collection procedure: ranking by order (from most appreciated to least appreciated), close-ended • Data analysis: ranking order
D	Satisfaction towards the learning materials	<ul style="list-style-type: none"> • Data collection procedure: ranking by order with open-ended description • Data analysis: qualitative, descriptive text
E	Comments about usefulness of the EBP course towards adult learners	<ul style="list-style-type: none"> • Data collection procedure: open-ended description • Data analysis: qualitative, descriptive text
F	Suggestions to further improve the course to serve adult learners' needs	<ul style="list-style-type: none"> • Data collection procedure: open-ended description • Data analysis: qualitative, descriptive text

Each participant was required to complete the overall evaluation as a summation of their learning experience. Extensive qualitative analysis of the evaluation input was then conducted and summarized in the next Chapter. The details of the formative and summative evaluation as described above are also provided in Appendix M and L respectively.

3.9 Summary

While testing the effectiveness of the Integrated English Writing Course for Business Purposes (EBP) employing the case study research method in training employees in a multinational company situated in Thailand, the researcher had used the following specific research methods. For the subject selection, the researcher used various criteria such as their functional areas of work, working position level, educational background, educational level, number of working years, and willingness to participate in EBP training. For developing the EBP workshop, the researcher employed three phases: The first phase comprised of needs assessment, materials preparation, pilot study of the EBP model, and the outcome of the pilot study. The second phase was the implementation of the EBP model employing the integrated methods of writing process, genre analysis and task-based approach. The third phase was the assessment comprising of the formative and summative. To find the improvement in the participants' writing, the researcher used three types of assessment: The quantitative comparison of the rating scores from the pretest and the posttest, the rhetorical analysis of the business e-mails and the presentation materials

written as the pretest and the posttest, and the thematic analysis of the participants' self-reflection.

The data collection procedures and the data analyses are summarized as follows:

1. The scores from the participants writing three types of business e-mail and one type of presentation as the pretest and the posttest were analyzed using *t*-tests.

2. Rhetorical analyzing of 84 business e-mails and 26 presentations was performed using Swales' move, as the unit of analysis, depicting generic features, rhetorical functions, appropriateness and politeness. For reliability, three means were used: a coding scheme, coding training, and a combination of percent agreement and Cohen's Kappa index.

For validity, three types of measurement were performed: 1) word counts with statistical validation, 2) move counts with statistical validation, and qualitative description of functional moves, organizational patterns of discourse, appropriateness and politeness.

3. Analyzing seven sets of the participants' self-reflections towards their writing improvement and workshop activities was performed using thematic analysis and qualitative description.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter summarizes the results for the research questions. The main objective of the study is whether or not the business writing model called “Integrated English for Business Purposes (EBP), encompassing the two genres of writing skills: namely, e-mail and presentation writing, was effective in assisting the employees to improve their business writing to perform their jobs with more proficiency. To achieve this objective, three research questions and three sub-questions were derived. The three main research questions were: 1) What were the needs of the employees working for a multinational company in Thailand concerning English communication in the workplace? 2) How could a practical learning model be developed to help adult learners working for a multinational company in Thailand learn to write in English? 3) Was the business writing model called “Integrated English for Business Purposes (EBP) effective for improving the participants’ writing in the selected genres? Under this third question, there were three sub-questions: 3.1) Did the participants in the Integrated English for Business Purposes (EBP) course improve their business e-mail writing? 3.2) Did the participants in the Integrated English for Business Purposes (EBP) course improve their business presentation writing? 3.3) What perceptions towards the English for Business Purposes (EBP) course did the participants have?

Results of all of these questions are reported through the following text, tables, and figures.

4.1 Results of Research Question 1

Research Question 1: What were the needs of the employees working for a multinational company in Thailand concerning English communication in the workplace?

From the preliminary survey conducted with the managers of the sample company using an open-ended questionnaire as a data collection tool, it was found that the most needed English language skill for the employees in the company was the writing skill. This finding supported the findings obtained from the previous research done in the area of business English in other non-English speaking countries such as in Japan and in Brazil (Someya, 1999; Gimenez, 2000). The top three reasons why these managers believed that English writing skill was needed were 1) writing was needed for all internal communication via electronic mails; 2) writing was needed for general reporting and documenting purposes since English (not Thai) was the operational communicative language in this multinational company; and 3) writing was needed for external communication with suppliers, customers, and all overseas counterparts around the world. The managers also stated that the learning method most frequently used and the most preferred way to learn English in the workplace was learning by doing (100% of responses).

These findings led to the next step which was a practical English learning model which was developed focusing on two written business genres: namely, business e-mail and business presentation. The model aimed at delivering a practical learning method as preferred by the target learners (based on the findings obtained from the managers' needs survey) and as suggested by the researchers carrying out the previous studies in the area of adult learners as described in Chapter 2.

4.2 Results of Research Question 2

Research Question 2: How could a practical learning model be developed to help adult learners working for a multinational company in Thailand learn to write in English?

From the findings of the needs analysis described in the previous section, the learning model was then derived. The creation of this learning model involved the following elements:

1. the learning methods,
2. the learning environment,
3. the instruction materials,
4. the techniques used to stimulate the learning activities and learners'

involvement.

In order to obtain successful learning results in teaching adult learners to write business genres in English to meet the requirements at work, a thoughtful combination of the above factors was embraced for the course.

Firstly, the course activities were based on real life tasks. In these task-based activities, learners learned how to actually cope with writing problems that they encountered at work through examples, and systematically practiced writing utilizing the writing process of three cyclical steps (pre-writing, writing and revision/editing). The genre analysis was the foundation of the writing concept as it was used in analyzing the real business genres to come up with the model texts demonstrating how acceptable genres should be composed.

Secondly, an informal learning environment in which the learners and the teacher could openly exchange knowledge and comments was established and

maintained throughout the course. This kind of learning environment created high involvement throughout the learning process. As a consequence, it helped to create successful learning

outcomes for the adult learners. This is a major difference from a typical classroom setting where the teacher is the sender and the learners are the receiver of the communication message (or knowledge).

Thirdly, the materials provided in class included as follows:

- Overview of Business Communication (Writing) – concept
- Useful Grammar Notes for Business Writing
- Concepts of E-mail in the Workplace
- Guideline/Tips about Composing Effective E-mails
- Additional Useful E-mail Elements (useful phrases, modern e-mail abbreviations, differentiation of good e-mails and poor e-mails)
- Concepts of Presentation in the Workplace
- Guideline/Tips about Composing Effective Presentations
- Additional Useful Presentation Elements (differentiation of good presentations and poor presentations, tips for delivering your presentation)
- Types of e-mail, analysis of e-mail structure and text (based on genre analysis theory) and e-mail examples
- Types of presentation, analysis of presentation structure and text (based on genre analysis theory) and presentation examples

Some examples of the learning materials are provided in the Appendix N.

Lastly, the teacher and peer response technique was employed consistently throughout the learning process to stimulate the learners' involvement which led to high active learning and learning satisfaction respectively.

4.3 Results of Research Question 3

The main research question was whether or not the business writing model called "Integrated English for Business Purposes (EBP) was effective for improving the participants' writing in the selected genres. There were three sub-questions under this question.

4.3.1 Sub-question 1: Did the participants in the Integrated English for Business Purposes (EBP) course improve their business e-mail writing?

Two main sources of data were used to find the answer to this question:

1) the scores of the three types of e-mail that the participants wrote as the pretest and the posttest , 2) the rhetorical analysis of 84 e-mail messages, 42 each from the pretest and the posttest.

The three types of e-mail were: E-mail Type 1-Action/Information Request, E-mail Type 2-Information Response/Sharing, and E-mail Type 3-Status Update.

4.3.1.1 Holistic Comparison of Pretest and the Posttest Scores. The scores of the pretest and the posttest were tested for a significant difference between

them using the t -test. Before the t -test was calculated, the mean score of each e-mail type between the three raters were collected as shown in Table 4.1.

Table 4.1
Pretest and Posttest Mean Score Comparison

Student	E-mail Type 1			E-mail Type 2			E-mail Type 3		
	Pretest	Posttest	Variance	Pretest	Posttest	Variance	Pretest	Posttest	Variance
1 Wi	3	3.2	0.2	2.5	3.3	0.8	2.6	3.2	0.6
2 Su	2.4	3.4	1	2.7	3.3	0.6	2.8	3	0.2
3 Th	2.5	2.8	0.3	3	2.7	-0.3	2.8	2.9	0.1
4 Som	3.2	2.9	-0.3	3	3.3	0.3	2.9	3.4	0.5
5 Wan	3	2.9	-0.1	2.5	2.8	0.3	2.8	3.4	0.6
6 Num	2.6	2.8	0.2	2.7	2.9	0.2	3	3.1	0.1
7 Krong	2.4	3	0.6	2.6	2.8	0.2	2.5	3	0.5
8 Lin	2.6	3.3	0.7	3.1	3.3	0.2	3.1	2.9	-0.2
9 On	2.5	3.2	0.7	2.1	3.1	1	2.7	3.2	0.5
10 Thi	1.8	3.3	1.5	2.4	3.1	0.7	2.5	3.1	0.6
11 Siri	2.6	3	0.4	2.9	3	0.1	3.1	3.2	0.1
12 Sami	2.6	3.3	0.7	3	2.9	-0.1	2.9	3.1	0.2
13 U	2.9	3	0.1	2.65	3	0.35	2.9	3	0.1
14 Supa	2.4	3.1	0.7	2.2	3.1	0.9	3	3	0
Total	36.5	43.2	6.7	37.35	42.6	5.25	39.6	43.5	3.9

Then the relationship between the scores of these two tests for overall e-mail messages was calculated as shown in Table 4.2.

Table 4.2
Data Analysis Showing Significant Improvement in All E-mail Writing from Pretest to Posttest after Attending EBP Course

	N	\bar{y}	S	\bar{d}	S_d	t	Df	P
Pretest	14	116.86	9.494	21.79	11.088	7.351	13	.000
Posttest	14	138.64	5.839					

As demonstrated in Table 4.2, the overall result of writing three types of e-mail shows significant difference ($t = 7.351$, $p = .000$). The mean difference is significant at the .05 level. It is apparent that the participants attending the EBP workshop had improved their writing of all three types of e-mail.

We can observe the relationship between the scores of the pretest and the posttest of each type of e-mail in Table 4.3.

Table 4.3
Data Analysis Showing Significant Improvement in Writing the Individual Types of E-mail from Pretest to Posttest after Attending EBP Course

	T	df	MEAN DIFFERENCE
E-mail Type 1	4.853	13	8.71
E-mail Type 2	5.443	13	6.93
E-mail Type 3	7.704	13	6.14

P < .05

As shown in Table 4.3, a summary of result of the t-tests to analyze the differences between the pretest and posttest scores on writing three individual types of e-mail, E-mail Type 1-Action/Information Request, E-mail Type 2-Information Response/Sharing, and E-mail Type 3-Status Update, the results reveal that there is a significant difference between the pretest and the posttest scores of Type 1, Type2, and Type 3 e-mail, $t = 4.853, 5.443$ and 7.704 respectively , $p = .000$. In other words, the tests show that after attending the EBP workshop, the participants gained improvement in writing these three types of business e-mail.

4.3.1.2 Rhetorical Analysis of E-mail: Quantitative Analysis. To supplement the answer to the first sub-question, whether or not the participants improved their e-mail writing after attending the Integrated EBP workshop, 84 e-mail messages were further analyzed based on the rhetorical functions (Swales, 1990). The results were in both quantitative and qualitative terms. The results from this analysis would help to broaden our understanding on the participants' e-mail writing

improvement in at least three important ways: 1) the participants' English language fluency via the number of words per message, 2) the appropriateness of e-mail usage, and 3) the politeness expressed in the e-mail. All of these qualities can be seen clearly only from the results from the rhetorical analysis. Each of these findings is presented accordingly.

a) Number of Words. The quantitative analysis of all three types of e-mail yielded the number of words. The average scores of all words per message (wpm) of all e-mail messages in the pretest and the ones in the posttest were compared in order to find the difference. The results obtained from this comparison are presented in Table 4.4

Table 4.4

Numbers of Words in the Participants' Three Types of E-mail in the Pretest and the Posttests

Participant	Pretest				Posttest			
	Type 1	Type 2	Type 3	total	Type 1	Type 2	Type 3	total
1. Wi	69	48	30	147	163	162	77	402
2. Su	65	77	61	203	80	97	74	251
3. Thi	67	38	51	156	76	86	93	255
4. Som	79	71	55	205	75	64	93	232
5. Wan	75	39	33	147	81	89	63	233
6 Num	79	71	69	219	93	100	85	278
7. Krong	57	74	48	179	72	74	82	228
8. Lin	60	65	48	173	106	98	92	296
9. On	40	30	48	118	70	88	87	245
10. Thira	37	44	40	121	98	83	82	263
11. Siri	57	46	43	146	83	80	106	269
12 Sami	78	91	51	220	174	61	58	293
13. U	61	43	44	148	68	33	50	151

14 Supa	60	104	87	251	99	93	102	294
Total	884	841	708	2433	1338	1208	1144	3690
Average	63.14	60.07	50.57	173.78	95.57	86.29	81.71	263.57

As shown in Table 4.4, the average number of words in the e-mail messages in the posttest (263.57 wpm) was higher than the one in the pretest (173.78 wpm).

b) **Types and Frequency of E-mail Generic Features.** As another supplement for the answer to the first sub-question besides the average of words per message showing fluency and to further provide a more vivid description of the participants' e-mail writing improvement, the researcher analyzed all 84 e-mail messages written as the pretest and the posttest at two levels: macro and micro level. At the macro-level, all e-mail messages were analyzed in terms of generic features (see coding on Appendix E). These features are commonly required for appropriateness of e-mail usage.

The generic features of an e-mail are composed of the header consisting of four sub-headings (that is, *From*, *Date*, *To*, and *Subject*), opening salutations, body or content, closing salutation and signature (Shea, 2004). The generic features of 84 e-mail messages were identified and quantified as presented in Table 4.5.

Table 4.5

Type and Frequency of E-mail Generic Features of E-mail Written as the Pretest and the Posttest

E-mail Feature	Frequency of occurrence	
	Pretest (n=42)	Posttest (n=42)
Header		
From	None	17
Date	None	26
To	38	39
Subject	32	39
Opening Salutation		

Recipient's name and title	33	41
Dear	27	41
hi (hello)	1	None
Punctuation	19	32
Body		
Move 1 Providing Background or reference	27	32
Move 2 Expressing a purpose	41	41
Move 3 expressing concerns	20	30
Move 4 expressing gratitude	9	11
Move 5 offering extra information	15	22
Closing salutation		
Complimentary Close	29	34
Signature	17	33
Total	308	438
	41.28%	58.71%

As shown in Table 4.5, in the overall perspective, the generic features in the e-mail which demonstrated the clarity of the move functions was more complete in the posttest (58.71%) than in the pretest (41.28%).

The result of the analysis using Cronbach Alpha, performed to measure the difference between the number of generic features of e-mail in the pretest and the posttest, showed that the participants included a greater number of generic features of e-mail in the posttest than in the pretest significantly, at the level of .05. This result is shown in Table 4.6.

Table 4.6
Data Analysis Showing Improvement in the Use of Generic Features of Business E-mail After Attending EBP Workshop

	n	\bar{y}	S	\bar{d}	S_d	t	df	P
Pretest	14	20.53	13.54	8.67	7.69	4.361	13	.001
Posttest	14	29.20	11.76					

At the micro-level, 84 e-mail messages were analyzed in terms of communicative purposes using moves as the unit of analysis (see coding on Appendix I). The results from this micro-level will highlight the appropriateness of e-mail usage and politeness expressed in e-mail. These qualities cannot be comprehensively detected by other means, except by the rhetorical analysis. It should be also noted that accuracy of language use has been exempted since it has been evaluated by the raters using the rating criteria or rubric (see Appendix J).

The coding of these moves was systematically performed twice approximately one month apart. To determine the intra-rater reliability, the researcher used the combination of two measures appropriate for content analyses to cross check one another: the percent of agreement and Cohen's Kappa index (Rourke, et al., 2001; Lombard, et al., 2002). The result of the percent agreement revealed that there were four sets in the pretest and six sets in the posttest of all the e-mail messages which did not receive 100 percent agreement or perfect agreement. All of these sets were then brought to discuss with the expert and made the consensus. The results from Cohen's Kappa calculating the repeated rating for all types of e-mails both in the pretest and the posttest was in the range of 0.59-0.78. This range is considered as having rather high agreement. Thus, it is clear from the results of these two measures that some of the moves in some e-mails which were not in perfect agreement needed further discussion to reach perfect agreement before other analyses could proceed.

All three types of e-mail messages were analyzed resulting in a total of 248 moves comprising of five major categories: 1) providing background information or references, 2) stating the writing purpose, 3) expressing concerns, 4) expressing

gratitude, and 5) offering extra information. The summary of the analysis is shown in Table 4.7 (the definitions and their corresponding examples are shown in Appendix F).

Table 4.7
Type and Frequency of Rhetorical Moves of All Types of E-mail Messages in the Pretest and in the Posttest

Type of move/	Frequency of Occurrence	
	Pretest (N=42)	Posttest (N=42)
<i>Body</i>		
Move 1 Providing Background or references	10.88% (27)	12.90 % (32)
Move 2 Expressing a purpose	16.53 % (41)	16.53 % (41)
Move 3 expressing concerns	8.06 % (20)	12.09 % (30)
Move 4 expressing gratitude	3.62% (9)	4.43 % (11)
Move 5 offering extra information	6.04% (15)	52.4 % (22)
Total	45.16% (112)	54.84 % (136)
Grand total		100%(248)

To examine any possible differences in rhetorical moves in relation to the type of e-mail that the participants wrote in the pretest and in the posttest, the categories for specific moves used in the individual type of e-mail were examined independently. Results are shown in Table 4.8.

Table 4.8
Type and Frequency of Rhetorical Moves of Individual Types of E-mail Messages in the Pretest and in the Posttest

Type/	Pretest						Posttest					
	Frequency of Occurrence						Frequency of Occurrence					
	T1	%	T2	%	T3	%	T1	%	T2	%	T3	%
Move 1: Providing Background info. or Ref.	10	71.4	11	78.6	6	42.9	13	92.9	12	85.7	7	50

Move 2: Stating communicative purpose	14	100	13	92.9	14	100	14	100	13	92.9	14	100
Move 3 : Expressing concerns	6	42.9	7	50	7	50	7	50	11	78.6	12	85.7
Move 4: Expressing gratitude	8	57.1	0	0	1	7.1	9	64.3	1	7.1	1	7.1
Move 5: Offering extra information	7	50	4	28.6	4	28.6	5	35.7	9	64.3	8	57.1

As shown in Table 4.8, the participants used a similar number of Move 2 (expressing the communicative purpose) in all types of e-mail. Also, the same number of this move was used in the pretest and in the posttest e-mails. Since this move was used to state the purpose of the e-mail, it is clearly seen that all participants were successful in stating the purpose of their e-mail writing.

In e-mail Type 1, Action/Information Request, the typical moves were Move 2 (Stating the communicative purpose), Move 1 (Providing Background info. or References) and Move 4 (Expressing gratitude). The frequency of occurrence of these typical moves in the e-mail Type 1 was higher in the posttest (64.3%) than the pretest (57.1%).

In e-mail Type 2, Information Response/Sharing, the typical moves were Move 2 (Stating the communicative purpose), Move 1 (Providing Background info. or References) and Move 3 (Expressing concerns). The frequency of occurrence of these typical moves in the e-mail Type 2 was higher in the posttest (78.6%) than in the pretest (50%). It should also be noticed that Move 4 was least used in e-mail Type 2.

Finally, in e-mail Type 3, Status Update, the typical moves were Move 2 (Stating the communicative purpose), Move 3 (Expressing concerns) and Move 5 (Offering extra information). Similarly, the posttest yielded more frequency (85.7%) than in the pretest (50%).

The examples of these major moves were as follows:

To provide further exemplification of the e-mail quality showing the participants' writing improvement, the researcher examined specific parts of the e-mails in terms of appropriateness and politeness as demonstrated in the next section.

4.3.1.3 E-mail Appropriateness: Qualitative Analysis. Business e-mail and presentation have their own conventions including certain levels of appropriateness and politeness known by corporate users. In e-mail, in general, there are certain rules or “netiquette” that users have to abide by (Shea, 2004). People in business also have to follow these rules. However, since business e-mail has more specific purposes as exemplified in the three types of e-mail being studied, the generic features and specific purposes have to be made very precisely in the message. Thus, it is necessary to see how these participants improve their writing by putting the appropriateness into practice.

The appropriateness in an e-mail can be determined by 1) the inclusion of required specific features, 2) the specific subject line stating explicit purpose, 3) appropriate use of specific moves in individual types of e-mail 4) appropriate use of opening salutation, and 5) closing salutation.

a) Generic Features of E-mail. The types and frequency of generic features of e-mail written as the pretest and posttest analyzed manifestly. The results are shown in Table 4.9.

Table 4.9

Type and Frequency of E-mail Generic Features of all Three Types of E-mail (T1,T2,T3) in the Pretest and the Posttest

E-mail Feature	Frequency of occurrence							
	Pretest (n=42)				Posttest (n=42)			
	T1 %	T2 %	T3 %	Total %	T1 %	T2 %	T3 %	Total %
Header								
From					2.3%(1)	19.4%(8)	19.4%(8)	40.4%(17)
Date					21.4%(9)	19.4%(8)	21.4%(9)	61.9(26)
To	28.5%(12)	30.9%(13)	30.9%(13)	90.4%(38)	33.3%(14)	30.9%(13)	28.5%(12)	92.8%(39)
Subject	23.8%(10)	26.1%(11)	26.1%(11)	76.1%(32)	30.9%(13)	30.9%(13)	30.9%(13)	92.8%(39)
Opening Salutation								
Recipient's name and title	21.4%(9)	28.5%(12)	28.5%(12)	78.5(33)	30.9%(13)	33.3%(14)	33.3%(14)	97.6%(41)
Dear	16.6%(7)	21.4%(9)	26.1%(11)	64.2(27)	30.9%(13)	33.3%(14)	33.3%(14)	97.6%(41)
hi (hello)	2.3%(1)	-	-	2.3(1)	-	-	-	-
Punctuation	11.9%(5)	19.4%(8)	14.2%(6)	45.2(19)	21.4%(9)	28.5%(12)	26.1%(11)	76.1%(32)
Body								
Move 1 Providing Background or reference	23.8%(10)	26.1%(11)	14.2%(6)	64.2(27)	30.9%(13)	28.5%(12)	16.6%(7)	76.1(32)
Move 2 Expressing a purpose	33.3%(14)	30.9%(13)	33.3%(14)	97.6(41)	33.3%(14)	30.9%(13)	33.3%(14)	97.6%(41)
Move 3 expressing concerns	14.2%(6)	16.6%(7)	16.6%(7)	47.6(20)	16.6%(7)	26.1%(11)	28.5%(12)	71.4(30)
Move 4 expressing gratitude	19.4%(8)		2.3%(1)	21.4(9)	21.4%(9)	2.3%(1)	2.3%(1)	26.1(11)
Move 5 offering extra information	16.6%(7)	9.5%(4)	9.5%(4)	35.7(15)	11.9%(5)	21.4%(9)	19.4%(8)	52.3(22)
Closing salutation								
Complimentary Close	21.4%(9)	23.8%(10)	23.8%(10)	69.0(29)	19.4%(8)	33.3%(14)	28.5%(12)	80.9(34)
Signature	9.5%(4)	16.6%(7)	14.2%(6)	40.7(17)	16.6%(7)	33.3%(14)	28.5%(12)	78.5(33)
Total	102	105	101	308	135	156	147	438
				308				438
				41.28%				58.71%

As shown in Table 4.9, the participants included a greater number of features in the posttest than in the pretest. In the e-mail header section, the majority of the participants included all four sub-sections in the posttest whereas only two-*To* and *Subject*, were included in the pretest. Besides, the frequency of usage of these two

sub-sections was higher in the posttest than in the pretest. In the Opening Salutation section, even if all sub-sections were included; the frequencies of usage in the posttest were higher than the ones in the pretest. In the body section yielding the e-mail content, categorized using moves, not only were all sub-sections included in both the pretest and in the posttest, but also the frequencies of usage were the same or higher in the posttest than in the pretest. In the last section of e-mail, closing salutation, again the frequency of its usage in the posttest was higher than in the pretest. As a whole, the participants included a greater number of these e-mail generic features in the posttest (58.71%) than in the pretest (41.28%). These generic features are required for appropriateness of e-mail.

b) The Appropriate Subject in the Subject Line. One particular manifestation of a netiquette e-mail is the use of appropriate subject in the subject line in the e-mail header section. It is worth noticing that the subject is the only part that appears when a receiver receives an e-mail, besides the name of the sender. Thus, it is important for the sender not only to include it in the e-mail but also it has to be written as clearly as possible to achieve the communicative purpose.

The subject in the e-mail header summarizes the first rhetorical purpose of the e-mail in one phrase which is , in this research, requesting (E-mail Type1), responding or sharing information (E-mail Type 2) , or updating about one's related work (E-mail Type 3). Thus, the phrase used as the subject has to be written to make such a particular purpose.

To analyze the appropriateness of the subject, the researcher categorized all subjects into four groups: 1) *no subject (no)*, 2) *not clear (NC)*, 3) *less appropriate*

(*LA*) and 4) *appropriate (A)*. The operational definitions and examples can be seen in Appendix L.

The results of the analysis of the subjects that the participants wrote in the pretest and the posttest revealed a difference in terms of appropriateness of the subjects as seen in Table 4.10.

Table 4.10
Number of Subjects and Their Levels of Appropriateness in the Subject Line of All Three Types of E-mail

	Pretest				Posttest			
	No subject	Not clear	Less appropriate	Appropriate	No subject	Not clear	Less appropriate	Appropriate
Type 1	3	3	2	6	1	-	2	11
Type2	3	3	1	7	1	-	2	11
Type3	4	2	3	5	1	-	2	11
Total	10	8	6	18	3	-	6	33
Percentage	23.8%	19 %	14.3%	42.8%	7.1%	-	14.3%	78.6%

From Table 4.10, 78.6% of all subjects in all three types of e-mail in the posttest were *appropriate*, whereas in the pretest, it was 42.8%. The same number of the *less appropriate* subject (14.3 %) was in the pretest and the posttest. The difference for the *not clear* one, which was 19% in the pretest was none in the posttest. Furthermore, there was only 7.1 % of *no subject* for the subject in the posttest, whereas it was 23.8% in the pretest.

c) Appropriate Use of Moves. The term “appropriateness” as related to language education can be varied. For example, it can be used to refer to texts, to literary forms chosen by a language educator for a language proficiency level, to communicate objectives or purposes such as the use of author’s evidence to support claims and assertions as in critique, and so on (California Department of Education,

1999). In this study, the term appropriateness was used to refer to appropriateness in relation to the objective or purpose of a text shown through expressions. An example of the appropriateness in relation to the objective or purpose of a text is that in requesting something from someone (the purpose), a sign of appropriateness is shown through an expression of gratitude such as “thank you”, “I appreciate it.”, etc.

E-mail messages in this study were divided into three types based on their specific purposes. Type 1, Action/Information Request had its main function as a sender made a request from a recipient for either some action or for certain information. Type 2, Information Responses/Sharing had its main purpose for a sender to provide a response that had been asked for or to share some information with the recipient. Type 3, Status Update had its main function of reporting what one had done or what was being done, and possibly what was planning to be done in the future. To find whether the participants had differentiated these different specific purposes in these three types of e-mail and if they did, how they arranged them, the researcher analyzed all 84 e-mail messages. The results are presented in Table 4.11.

Table 4.11
Types and Frequency of Moves Used in Individual Types of E-mail in the Pretest and the Posttest

Type of move	Frequency of Occurrence %					
	T1Pre N=14	T1Post N=14	T2Pre N=14	T2Post N=14	T3Pre N=14	T3Post N=14
Move 1: Providing Background info.or Ref.	71.4	92.9	78.6	85.7	42.9	50
Move 2: Stating communicative purpose	100	100	92.9	92.9	100	100
Move 3: Expressing concerns	42.9	50	50	78.6	50	85.7
Move 4: Expressing gratitude	57.1	64.3	0	7.1	7.1	7.1
Move 5: Offering extra information	50	35.7	28.6	64.3	28.6	57.1

As illustrated in Table 4.11, from an overall perspective, Move 2 was used most frequently in all types of e-mail both in the pretest and the posttest. This was the only move that was almost 100% used. This move indicated that the participants informed the e-mail's recipient the purpose of their writing. The other moves, however, were used differently in terms of frequency of occurrence in the pretest and in the posttest. To elaborate, a higher number of these five corresponding moves was used in the posttest than in the pretest. Such a difference revealed that the majority of the participants included more moves in their e-mails after attending the course. The inclusion of the typical moves in a specific type of e-mail is the sign of appropriateness demonstration (Ford, 2002).

In conclusion, there are two main points described in this section. Firstly, there were typical moves used uniquely in each type of e-mail, and secondly, there were a greater higher number of these typical moves used in the posttest than in the pretest. The first point referred to the appropriateness of the use of e-mail. The second point, on the other hand, indicated that the posttest e-mails were more appropriately used than the pretest of the same type.

d) Appropriate Use of Opening and Closing Salutation. The opening salutation in an e-mail refers to the way the e-mail sender addresses the recipient. From the manifest rhetorical analysis of the opening salutation, the researcher found that the participants had used a wide range of the opening salutation as shown in Table 4.12.

The appropriate opening salutation for people in the same rank commonly used should be “dear + recipient name”. The results of the analysis of the

varieties of opening salutation used in all 84 e-mail messages can be seen in Table 4.12.

Table 4.12
Varieties and Ranking of Opening Salutation in 3 Types of E-mail

Type of Opening Salutation in E-mail	Pretest				Posttest			
	T1 N=14	T2 N=14	T3 N=14	Total N= 42	T1 N=14	T2 N=14	T3 N=14	Total N= 42
1. Dear + Recipient's name,	7	3	2	28.4% (12)	6	4	6	38% (16)
2. Dear + Generic name(e.g. all, team)	1	2	7	23.8 % (10)	0	6	5	26.1 % (11)
3. To + Recipient's title,	1	7	2	23.8 % (10)	0	3	3	14.2% (6)
4. Dear + Recipient's title,	2	0	0	4.7% (2)	2	0	0	4.7% (2)
5. To + Generic name,	0	0	1	2.3% (1)	5	0	0	11.9 % (5)
6. To + Recipient's name,	1	0	0	2.3% (1)	0	1	0	2.3% (1)
7. Hi + recipient's name	1	0	0	2.3% (1)	1	0	0	2.3% (1)
8. Recipient's title,	0	1	0	2.3% (1)	0	0	0	0
9. None	1	1	1	7.5 % (3)	0	0	0	0

As shown in Table 4.12, ranking the opening salutation from the most to the least popular of all eight ways of using the opening salutation, we can see that the first four most popular ones used in both the pretest and the posttest were as follows:

1. "Dear + Recipient's name", 28.4% in the pretest and 38% in the posttest.
2. "Dear + generic name (e.g. all, team)", 23.6% in the pretest and 26.1% in the posttest.
3. "To + Recipient's title," 23.8 % in the pretest and 14.2% in the posttest.
4. "Dear + Recipient's title (e.g. Manager, Outbound Team), 4.7 % in both tests.

Table 4.12 also shows that the frequencies of use in the post test were higher than the ones in the pretest.

4.3.1.4 Politeness in E-mail: Qualitative

Politeness encompasses more than the mannered etiquette of an e-mail. It is relative to the central role of self-image or the notion of *face* (Brown and Levinson, 1987 cited in Felix-Brasdefer, 2005) in interaction since we are social "actors". In everyday life, when we perform our duty, we always want to present our

positive relationship with others at work and in the meantime we seek to create certain impressions in others to appear competent in our own responsibilities and our performances. In addition, we want to be perceived to be helpful and supportive of others' performances.

In writing business e-mail, the politeness can be seen clearly from the opening salutation and in the closing salutation. In the opening salutation, politeness can be seen in the inclusion of the word, “*dear*” followed by the name or title of the recipient. And in the closing salutation, politeness can be seen in the inclusion of such word as “*regards*”, “*best regards*”. Analyzing individual types of e-mail , E-mail Type 1, Action/Information Request, E-mail Type 2, Information Response/Sharing, and E-mail Type 3, Status Update, the researcher found that the participants expressed their politeness by including such words and/or the phrases in their opening salutation and their closing salutation as shown in Table 4.13, and 4.14 respectively.

Table 4.13
Number and Types of Politeness Features Illustrated in Opening Salutation of Individual Type of E-mail in Pretest and Posttest

Type of Opening Salutation in E-mail	Pretest				Posttest			
	T1 N=14	T2 N=14	T3 N= 14	Total N= 42	T1 N= 14	T2 N= 14	T3 N= 14	Total N= 42
<i>Dear + Recipient's name,</i>	7	3	2	28.4% (12)	6	4	6	38% (16)
Dear + Generic name(e.g. all, team),	1	2	7	23.8 % (10)	0	6	5	26.1 % (11)
Dear + Recipient's title,	2	0	0	4.7% (2)	2	0	0	4.7% (2)
to + Recipient's title,	1	7	2	23.8 % (10)	0	3	3	14.2% (6)
To + Generic name,	0	0	1	2.3% (1)	5	0	0	11.9 % (5)
To + Recipient's name,	1	0	0	2.3% (1)	0	1	0	2.3% (1)
Hi + recipient's name	1	0	0	2.3% (1)	1	0	0	2.3% (1)
Recipient's title,	0	1	0	2.3% (1)	0	0	0	0
None	1	1	1	7.5 % (3)	0	0	0	0

Table 4.13 shows the participants expressed their politeness through the opening salutation in their e-mail writing both in the pretest and in the posttest. However, the number of their use in these tests was not the same. The majority number of features of politeness was “Dear + Recipient’s name”. It was 28.4 % in the pretest and 38 % in the posttest. The second most was “Dear + generic name (such as all, team)”. It was 23.8% in the pre-test and 26.1 % in the posttest. And the last one was “Dear + recipient’s title or position (e.g. Operation team, Shift S&T)”. It was 4.7% in both tests.

The politeness feature expressed in the closing salutation is shown in Table 4.14.

Table 4.14

Number and Types of Politeness Features Illustrated in Closing Salutation of Individual Type of E-mail

Subject/ Type of Opening- Closing Salutation	Pretest				Posttest			
	T1 N= 14	T2 N= 14	T3 N= 14	Total N= 42	T1 N= 14	T2 N= 14	T3 N= 14	Total N= 42
Best Regard (s),	8	7	9	57.1% (24)	8	12	12	76.1% (32)
Regards,	1	1	1	7.1% (3)	4	2	0	14.2% (6)
Warm regard-	0	1	1	4.7% (2)	0	0	0	0
None	5	6	3	33.3% (14)	2	0	2	9.5% (4)

As shown in Table 4.14, in business e-mail, the most commonly used phrase showing politeness in the closing salutation is “best regards”. However, the number of e-mails that included this phrase in the pretest (57.19%) was less than in the posttest (76.1%). Table 4.14 also shows that 33.3% of the e-mails in the pretest did not include

any closing salutation, whereas in the posttest only 9.5% was found. The information indicates that the participants wrote their e-mail more appropriately after attending the course.

4.3.2 Sub-question 2: Did the participants in the Integrated English for Business Purposes (EBP) course improve their business presentation writing?

Before the participants started the first presentation session, they did the pretest by writing a set of presentation slides explaining a work-related context, as if they were using a Microsoft PowerPoint. This presentation with a specific purpose of “informing someone of something” was chosen based on the participants’ preference as the most frequently performed in their current job responsibilities.

The first main source of data to respond to this second sub-question was the comparison between the scores from the pretest and the post test rated by three raters. The reliability among them was calculated using Cronbach Alpha. The mean difference was significant at the .05 level. The reliability index was .6940 indicating acceptable consistency of rating. T-test was then used to analyze the relationship between the pretest and posttest. The obtained result is shown in Table 4.15.

Table 4.15

Data Analysis Showing Significant Improvement in Presentation Writing from the Pretest and the Post test

	N	\bar{y}	S	\bar{d}	S_d	t	df	p
Pretest	14	34.00	4.082	8.62	3.969	7.826	13	.000
Posttest	14	42.60	3.070					

As shown in Table 4.15, there was a significant difference ($t=7.826$, $p = .000$) between the pretest and the post test of the presentation writing. It is apparent that the participants attending the EBP workshop had improved in their presentation writing significantly at the statistical level of .05.

4.3.2.1 Rhetorical Analysis of the Presentation Slides. To supplement the answer to the second sub-question, whether or not the participants had improved in their presentation writing after attending the EBP workshop, the data from the participants' presentation slides written as the pretest and the post -test were further analyzed based on the rhetorical functions (Swales, 1990). The results were in quantitative and qualitative terms. The data from this analysis would help to broaden our understanding of the participants' presentation writing improvement in at least four distinctive ways. First, the data would reveal how fluent the participants could write their presentation via the numbers of slides per presentation within the designated time. Secondly, they would reflect how the participants exercised their logical thinking as appearing in the organization of their presentation. Furthermore, they would exemplify appropriateness of language use shown in the title of the slides. Finally, they would show their politeness expressed at the ending of the slides.

a) Number of the Presentation Slides: Quantitative Analysis. The quantitative analysis of the presentation slides revealed the number of slides written as the pretest and the posttest.

A total of 169 slides resulted from the manual counts of all the participants' presentation slides. This count was easy because of the concreteness of the slides resembling Microsoft PowerPoint ones. This count yielded the number of

the slides per presentation as shown in Table 4.16. There were 13 participants who were able to do both the pretest and the post test.

Table 4.16

Number of the Presentation Slides Written as the Pretest and the Posttest

# of slide/ name	1 wan	2 th	3 thi	4 su	5 Si	6 sam	7 sup	8 on	9 lin	10 kr	11 gus	12 gal	13 ch	total	%	Mode	\bar{x}
Pretest	5	6	5	6	6	11	4	4	4	5	4	6	4	70	41.4	4	5.38
Posttest	8	10	8	5	6	8	8	7	7	9	6	10	7	99	58.6	8	7.76
														169			

Table 4.16 shows different numbers of the presentation slides in the pretest and in the posttest. This difference in number of the presentation slides revealed their different format. The total number of the slides was 169. The number of the slides in the post- test (58.6%) was higher than the one in the pretest (41.4%). The mode of the presentation slides in the pretest was 4 (meaning that the majority of the participants included only 4 slides), whereas the ones in the posttest were 8. The range of the presentation slides in the pretest (from 4-11) was wider than in the post test (5-10). And, the average number of the presentation slides in the posttest (7.76) was higher than the ones in the pretest (5.38%). The results showing the different numbers of the presentation slides that the participants wrote in the pretest and the posttest indicated the improvement in their presentation writing.

b) The Appropriateness and Politeness in Presentation: Qualitative Analysis. The appropriateness of the presentation materials can be shown in at least three main features: 1) The title of the presentation, 2) the organization of the

presentation slides showing the introduction, the body and the conclusion, and 3) the appropriate information in the individual parts of the presentation.

• **Appropriateness of the Title of the Presentation.** In the participants' presentation slides written as the pretest and the posttest, there were different levels of appropriateness shown in the titles of their presentations as shown in Table 4.17.

Table 4.17

Number of the Level of Appropriateness Shown in the Title of the Presentation Slides in the Pretest and in the Posttest

Pretest	Level of appropriateness			Posttest	Level of appropriateness		
	Not Clear	Less Appropriate	Appropriate		Not Clear	Less Appropriate	Appropriate
1. Wan	/			1. Wan			/
2. Th	/			2. Th			/
3. Thi	/			3. Thi			/
4. Su			/	4. Su			/
5. Siri			/	5. Siri			/
6. Som			/	6. Som			/
7. Supa	/			7. Supa			/
8. On		/		8. On			/
9. Lin		/		9. Lin			/
10. Kr		/		10. Kr	/		
11. Gus			/	11. Gus	/		
12. Gal			/	12. Gal			/
13. Cha			/	13. Cha			/
Total	7.6 (1)	46. 1% (6)	46. 1% (6)	Total	0	15.3% (2)	84.6% (11)

As seen in Table 4.17, more appropriate titles (84.6% or 11 counts) were in the posttest presentations than the ones in the pretest (46.1% or 6 counts). Indeed, in the pretest, there were almost the same number of the appropriate and the less appropriate titles. In the posttest, however, there were only 2 or 15.3% of the less appropriate ones. This less appropriate title referred to the ones that needed a slight

change in order to become appropriate ones. Besides, in the pretest presentations, there were almost half of the less appropriate ones, and a “not clear” one. The latter was the one that needed a major revision in order to become appropriate.

Some examples of the titles with different levels of appropriateness are shown as follows:

Unclear title:	WORD PET	(pre7Supa)
Less appropriate titles:	Supply Meeting P8W4	(pre10Kr)
	Update Database Project	(Pre1Wan)
	Purchasing process	(Pre2Th)
	Supply Performance P7	(Post10Kr)
Appropriate titles:	Mycotoxin Testing Update	(Post1Wan)
	Intercompany Billing Process	(Post2Th)
	Summary Dry Plant Performance Quarter 2	(Post6Som)
	Laboratory Safety Audit August, 2005	(Post3Thi)

- **Appropriateness in the Organization of the Presentation**

Slides. The specific information in each slide of the presentation reveals the formal structure of the presentation. Analyzing the presentation slides written as the pretest and the post test of these participants yielded at least three interesting points: 1) the information in individual slides, 2) the organization of the presentation and 3) the appropriateness of the presentation structure inclusive of introduction, body and the conclusion. The findings are demonstrated in the following section.

Table 4.18

Information in Individual Presentation Slides of the Pretest

# of slide/ name	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	total
1. Wan	title	C1	C2	C3	C4							5
2. Th	title	C1	C2	C3	C4	C5						6
3. Thi	title	C1	C2	C3	C4							5
4. Su	title	What about? =agenda	C1	C2	C3	Q						6
5. Siri	title	agenda	C	C	C	concl						6
6. Som	title	C1	C1.2	C2	C2.2	C2.3	C3	C4	C5	Next step	Support needed	11
7. Supa	title	C1	C2	C3								4
8. On	title	C1	C2	C3								4
9. Lin	title	C1	C2	sum								4
10. Kr	title	agenda	C1	C2	C3							5
11. Gus	title	C1	C2	sum								4
12. Gal	title	C1	C2	C3	C4	QA						6
13. Cha	title	C1	C2	C3								4
TOTAL	13	13	13	13	8	5	1	1	1	1	1	

From Table 4.18, all of the participants included the title of the presentation in the first slide. In the second slide, only three of the participants included “agenda”, even though one used a different term, “*What we are talking about*”. The rest of them (61.53 % (8)) did not include the agenda or outline of the presentation.

It should be noticed that none of them included the purpose or the objective of the presentation. In the rest of the slides, there was all the content of the presentation. Also, almost half of the presentation ended with no ending slides. Only six presentations had the ending slide(s). The information in these ending slides included *question and answer session* (Pre4Su, Pre12Gal), *conclusion* (Pre5Siri), *summary* (Pre9Lin, Pre11Gus), and *next step and support* (Pre6Sam) referring to the future work plan and support needed.

However, the information from the presentation slides in the post test showed different results from the ones in the pretest, as illustrated in Table 4.19

Table 4.19

Information in Individual Presentation Slides of the Posttest

# of slide/	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	Total
-------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	------------------	-------

name											
1. Wan	title	agenda	C1	C2	C3	update	QA	thank			8
2. Th	title	C1	C2	C3	C3.1	C3.2	C3.3	C4	concl	thank	10
3. Thi	title	agenda	C1	C2	C3	C4	C5	timeline			8
4. Su	title	agenda	C1	C2	sum						5
5. Siri	title	agenda	C1	C2	C3	C4	Concl.	Next step			8
6. Som	title	agenda	C1	C2	C3	Concl.					6
7. Supa	title	agenda	C1	C2	C3	C4	C5	QA/ thank			8
8. On	title	C1	C2	C3	C4	C5	Sum/ thank				7
9. Lin	title	agenda	C1	C2	C3	action	Next step				7
10. Kr	title	agenda	C1	C2	C3	C4	C5	C6	Sum/ action steps		9
11. Gus	title	agenda	C1	C2	C3	Status update					6
12. Gal	title	agenda	C1	C2	C3	C4	C5	C6	action	Info/ thank	10
13. Cha	title	agenda	C1	C1.1	C2	C2.2	C3				7

In Table 4.19, the first slide of all of the presentation (100%) was the *title*. 84.61% of the second slide was the *agenda*. The rest of the middle slides then became the content or the body of the presentation described below. As for the ending slide, only one of the presentations did not include it. The rest of them contained the ending slide(s) of some kinds as listing from the most popularity to the least: *future action* (Post3Thira, Post5Siri, Post9Lin, Post10Kr, Post12Gal), *summary* (Post4Su, Post8On, Post10Hr) or *conclusion* (Post2Th), *question and answer session* (Post1Wan, Post7Supa), and *status update* (Post1Wan, Post12Gal). In addition, the majority of the participants showed politeness by adding *thanking* at the end of the presentation (Post1Wan, Post2Th, Post7Supa, Post8On, Post12Gal).

Comparing the organization of slides in the participants' pretest and post test, it is clear that the organization of the presentations was not the same. In the pretest, the introductory part usually included only the title and went straight to the main content and ended without having any ending slide(s). In contrast, the presentation slides in the posttest were quite complete in having the appropriate number of slides.

For example, in the introduction, the majority of them had the title, and the agenda. As for the content, almost all of them had at least three main points. And all of them ended with some kind of ending. It is quite clear that the presentation slides in the posttest were better organized than the pretest counterpart. Thus, all these features in the presentation slides showed that the participants had improved their presentation writing.

- **Politeness Shown in the Ending Section of the Presentation**

Slides. Apart from the appropriateness described above, another feature worth mentioning which can be either considered as part of the appropriateness or as the politeness can be seen in the “thanking” slide in the ending part. Presenters commonly thank the audience for their attentiveness in the presentation. Interestingly, none of the pretest included this slide in the ending part, whereas almost half of them did in the posttest as shown in Table 4.19.

4.3.3 Sub-question 3: What perceptions towards the English for Business

Purposes (EBP) course did the participants have?

The third and the final part of the findings of this study deals with the participants’ self reflection towards the EBP course. In particular, this qualitative component fleshed out the participants’ experience in richer detail, thereby helping us to understand the course experiences that increased their capacity in business writing.

The data from the participants’ self-reflection, both qualitative and quantitative ones, were collected and analyzed concurrently throughout the study as referred by Creswell (1994) as “simultaneous triangulation” (p.182). During the four sessions, three hours each of business e-mail and three sessions of business presentation, again with three hours each, the participants were requested to complete

a self-reflection sheet at the end of each session. They were asked to provide feedback/input regarding the knowledge they had obtained during each class, what they believed to be their strengths and weaknesses, whether or not they were satisfied with the class including reasons, and whether or not they believed the materials provided were sufficient to their needs. This reflection sheet was designed not only to help the participants digest what they had learned and reminded themselves what else they needed to learn in order to achieve their learning objectives, it was also meant to provide formative feedback very fruitful for the researcher as it was an important tool to reflect whether or not the tasks carried out during the classes, and the materials provided were effective to the participant's expectations.

The researcher gained enormously from the participants' self-reflection for the EBP course improvement. Baring in mind that providing the participants with the chance to express 'feedback' and 'ask' for what was insufficient, the researcher examined the participants' self-reflection sheets very carefully at the end of each session, and determined what needed to be done in order to fulfill the expectations of the participants. Besides, if there were any points unclear, she clarified them with the participants any time she had the opportunity to do so. Inquiries and concerns which the participants expressed through the self-reflection sheets provide the researcher with a better understanding of what had been unsatisfied or what could be done better. Thus, the careful analysis of the self-reflection sheets gave the researcher a second chance to improve in the following class. For example, when the researcher found out that the participants would like more chance to practice and learn from peers as well as to have more examples of real e-mails, the following class began with a review of last week's class exercise with explanations from the trainer where the participants

went wrong and how to make corrections. The individual participants received a copy of all the classmates' work with correction notes from the trainer so that they can keep for their own personal references as additional examples, as well as the examples of good e-mails provided in the original course materials. Thus the self-reflection, indeed, gave the researcher better ideas for revising the lesson plan so that the participants felt very satisfied with the workshop activities and felt encouraged to participate in doing them attentively.

4.3.3.1 The Participants' Satisfaction towards the Overall EBP Course. At this point, it is worth noting that all the participants had replied that they were fully satisfied with their learning outcomes. Each participant described the reason for their satisfaction at the end of the course differently. Some participants had actually described that they believed now they could write better than they used to. Some participants reflected that they had many good examples of writing that they could use for future references.

4.3.3.2 The Participants' Evaluation of Writing Concept and Business

E-mail Session. This section describes how the participants reflected on the business e-mail part of the course. These reflections were divided into six parts: 1) the course evaluation comprising of five topics, 2) the participant's most favorite class activities, 3) the application of knowledge learned in class to the participants' responsibilities at work, 4) the most useful class materials, 5) the appropriateness of the course for adult learners at work, and 6) the participants' suggestions for the course improvement. These responses were received from all fourteen participants. The results from the

thematic analysis of the participants' reflection on the business e-mail section are shown as follows:

Topic 1: Lecture followed by real life examples and class room discussions

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
1.1 Writing in school vs writing at work concepts, and writing steps guideline.			2 (14%)	10 (72%)	2 (14%)
1.2 Concept of e-mail in the workplace (purposes of e-mail, composing an effective e-mail) with implication to real life situations and examples.				5 (36%)	9 (64%)

The participants commented that attending the EBP workshop made them finally understand the differences between the two writing styles: writing in school and writing at work. They understood more about the business genres which took place at work and believed that they could write more effectively and confidently.

Topic 2: Participants group activities & class discussions

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
2. Beginning with a discussion and brainstorming session about problems with your e-mail at work on the first class, and concluding with a discussion and brainstorming session about the solutions to those problems on the previous class.				8 (57%)	6 (43%)

The activities conducted in class and the discussion sessions helped the participant to be aware of the e-mail problems that they were facing in the workplace and allowed them chances to provide input on how they believed the problems could be solved. This also gave them an opportunity to learn from others, be more involved and be more convinced how others have used certain techniques previously in dealing with their writing problems. Thus, they ascertained that what they had learned would eventually help them to become more confident in managing their writing difficulties in the future. The details of participants' comments can be found in the Appendix L.

Topic 3: Lecture topics

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
3.1 Grammar lessons related to business communications in general (for example verb chart, active vs passive voice, phrasal verb, verbs with auxiliary, sentence structures, etc.)				10 (72%)	4 (28%)	
3.2 Types of business e-mail with analysis on e-mail structures and moves (e-mail type 1-2-3), examples for each type are provided.				7 (50%)	6 (43%)	1 (7%)

The participants liked the way that grammar points were transformed into charts that were easy to understand and remember. The verb chart, in particular, was highly appreciated because it was applicable to all kinds of writing tasks. It also helped them see the overall picture of how grammar works. When the genre analysis was applied to teach participants to write business e-mails, a number of samples were

selected to demonstrate how e-mails should be composed in appropriate ways. These e-mail samples were highly appreciated by the participants as they not only helped them better understand the e-mail genre (the structures, purposes, moves, etc.) but it also provided clarity of how each category of e-mail differed from each other. This was helpful to the participants because they could see the benefits of the gained knowledge in their real work situations.

Topic 4: Class Exercises and Homework

Activities	1 least satisfied	2 some-what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
4.1 Homework about grammar and class exercises about sentences & fragments analysis			3 (21%)	8 (58%)	3 (21%)	
4.2 Doing short exercises in pairs on “clarify the purpose of e-mail” and “writing with your audience in mind”.			1 (7%)	6 (43%)	7 (50%)	
4.3 In pairs or groups of three, practice writing one own e-mails for each type.				7 (50%)	6 (43%)	1 (7%)

The class exercises and homework helped the participants review what they had learned in class and helped them practice using the skills they had learned in the real context. The participants appreciated these exercises because they helped them understand how to write better, including diagnosing their mistakes from ‘learning by doing’ activities.

Topic 5: Trainer and/or Peer Responses

Activities	1	2	3	4	5	n/a
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	least satisfied	somewhat satisfied	moderately satisfied	very satisfied	most satisfied	
5.1 In a following class, a trainer provided a follow-up session to explain and make corrections to the tasks performed in the previous class exercises and assignments. Each participant received a revised version of everyone's work as a set of examples. Corrections are highlighted for participants to learn what and how they went wrong. Participants are allowed to ask questions to clarify where they do not fully understand.				8 (57%)	5 (40%)	1 (7%)
5.2 Throughout the whole course, a trainer provided an opportunity for the participants to ask questions, clarify concerns, etc. while the trainer help by providing answers or emphasize on related key points. Topics of discussions are, for example, differences between each type of e-mails, grammar, appropriateness of words and phrases, reapplication of the knowledge into real work situations.				6 (43%)	7 (50%)	1 (7%)

The discussion sessions were appreciated because it provided the trainer and participants with chances to clarify particular concerns in an interactive and informal style during question and answer sessions. The clear explanations with examples

helped clarify the majority of queries of the participants. They stated that they understood the explanations well.

In summary, the participants were fully satisfied with the course activities particularly the group activities and class discussions, the lecture topics and the trainer and/or peer responses where learners have rated these activities as either very satisfied or most satisfied.

4.3.3.3 The Participants' Evaluation of the Business Presentation Session.

This section describes how the participants reflected on the business presentation section, which was the second part of the course. Similar to the business e-mail section, the reflections involving the business presentation were divided into six parts as follows: the course evaluation comprising of five topics, the participant's most favorite class activities, the application of knowledge learned in class to the participant's responsibilities at work, the most useful class materials, the appropriateness of the course for adult learners at work, and the participant's suggestions for the course improvement. All fourteen participants responded to the evaluation of the business presentation session. The results from the thematic analysis of the participants' reflection on the business presentation section are shown as follows:

Topic 1 - Lecture Followed by Real Life Examples and Class Discussions

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
1.1 Concept of presentation in the workplace (importance of presentation at work, composing				6 (43%)	8 (57%)

an effective presentation) with implications to real life situations and examples					
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The participants stated that they believed that the lecture session on business presentation helped them understand the concept of doing the presentation better. They also became more insightful about various purposes of doing presentation. They also added that these concepts and understanding could be applied to their work so that they could do their job more effectively.

Topic 2 – Participants’ Group Activities and Class Discussions

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
2.1 Discussing and brainstorming about writing problems encountered at work (for the selected genre) on the first class, and discussing and brainstorming on solutions to the problems on the last class.				7 (50%)	7 (50%)

The participants liked the discussion and brainstorming sessions as they helped them become aware of the problems, and equipped them with knowledge to solve linguistic problems which they might encounter in the future.

Topic 3: Lecture Topics

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
3.1 Going through types of business presentation with analysis of their structure and moves (Type 1-2-3) with examples.				8 (57%)	6 (43%)

The genre analysis of the presentation was appreciated as the participants could use them as guidelines for their own preparation. They could also refer to them frequently as examples of effective presentations in the future.

Topic 4: Class Exercises and Homework

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
4.1 Individually, participants were requested to practice preparing their presentations before they learn about presentation structures and moves, and revise them afterward.			3 (20%)	7 (50%)	4 (30%)
4.2 In pairs or groups of three, participants were requested to practice writing/preparing each type of presentation.				5 (35%)	9 (65%)

In general, participants liked the fact that they could compare their performance before and after they learned how to write because they got a chance to really understand their weaknesses and see how they could be resolved. They also preferred working collaboratively in small groups. However, for some participants, they felt that they needed more help from the trainer to write effectively. Above all, the majority of the participants highly appreciated the writing practice during the course because they thought they could apply what they had learned to do presentations more efficiently.

Topic 5: Trainer and/or Peer Responses

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
5.1 Throughout the whole course, the trainer provided opportunities for the participants to ask questions, clarify concerns, etc. and at the same time they received help from the trainer by providing			1 (7%)	5 (36%)	8 (57%)

answers or emphasizing on related key points.					
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The consistent explanations from the trainer helped the participants obtain clarity in any aspects where they were in doubt. The interaction approach allowed the participants to raise any points they were unsure of. They felt satisfied with the explanations provided by the trainer as well as from their peers.

4.3.3.4 The participants' Preferences of the EBP Activities. Participants were asked which activity(s) they liked the most during the course. The ranking of class activities was openly chosen. The result obtained was illustrated as follows:

Class Exercises & Homework, and Trainer & Peer Responses	11 comments
Lecture Topics with examples	3 comments
Participants Group Activities & Class Discussions	3 comments

The above result demonstrates that the learners appreciated the task-based assignments performed both during classes as class exercises and after classes as homework. They enjoyed it particularly when combined with the technique which the trainer and peer response provided.

4.3.3.5 The Participants' Evaluation of the Usefulness of the EBP Activities. Participants were asked to rank the activity(s) in terms of its usefulness to their real life situations in the workplace. The results obtained are illustrated as follows:

1. e. Practice writing your own e-mails and presentations (average rank of 2.64)
2. a. Concept of writing e-mail and presentation (average rank of 2.93)
3. c. Types of e-mail and presentation with an analysis of its structure and move (average rank of 3)
4. d. Examples of e-mail in different types (average rank of 3.21)
5. b. Related grammar points (average rank of 4.21)
6. f. Brainstorming session on problems & solutions with e-mail and presentation at work (average rank of 5)

Again, the task-based activities in which learners were asked to practice writing their own e-mails and presentations were most appreciated.

4.3.3.6 The Participants' Assessment of the Usefulness of the EBP

Materials. Participants were asked to rank the top three most useful supported materials as provided during the course. The ranking was listed as follows:

E-mail examples	10 comments
Presentation examples	9 comments
Useful grammar notes for business writing	5 comments
All other support documents	4 comments
Types of e-mail	4 comments
Types of presentation	4 comments
Class exercises with answer key	2 comments
How to compose an effective e-mail and effective presentation lecture note	1 comment

Similar to the above results, the examples of the analyzed genres, both e-mails and presentations were most appreciated by the learners when they were asked to openly choose their favorite material(s).

4.3.3.7 The participant's Judgment of the Practicality of the EBP

Workshop for Adult Learners at Work. Participants were asked whether or not they believed the course was useful for adult learners learning English in the workplace. All participants replied that the course was highly beneficial for them as employees. The course allowed them to learn from the real life examples, and therefore they could apply the skills and knowledge obtained from the course to the work setting with specific actions they knew would work well in certain circumstances.

4.3.3.8 The Participant's Suggestions for the EBP Improvement.

Participants were asked for suggestions to improve the course in order to make it fit with the requirements of the English in the workplace. Most of the participants

suggested that the course duration should have been extended because they had just started to really improve their writing skills. They further commented that receiving feedback and comments from both the trainer (expert writer) and their friends (peers) help them learn. Therefore, this portion should be encouraged. The details of the summative evaluation done by the participants are provided in the Appendix L.

4.4 Summary

In conclusion, the data analyzed in this study is representative in that they are the work of the participants' done as the pretest and as the posttest comprising 84 pieces of e-mail, 48 pieces from the pretest and 48 from the post test, and 26 sets of presentation slides, 13 sets from the pretest and another 13 sets from the posttest. The analyses provide different perspectives in writing effective and appropriate e-mails and presentations.

The knowledge gained from this study contributes to the understanding of how employees in a business company can improve their writing related to their job responsibilities while they are still at work and with the integrated methods of teaching as proposed by this study.

To conclude, before the EBP workshop, the participants were pretested in writing three types of e-mail and one type of presentation, Status Update since it was considered the most frequently used. After the 21- hour EBP workshop in E-mail and presentation writing, they took the posttest. The results of the participant's tests indicated some significant differences between the pretest and the posttest. Therefore, it was concluded that the participants attending EBP workshop had gained improvement in e-mail and presentation writing.

However, to supplement this finding, the rhetorical analyses of the participants' e-mails and the presentations written as the pretest and posttest were conducted. The results confirmed that the participants had improved their writing in terms of their writing fluency from the number of words per message and the organizational patterns of texts as shown in the placing of moves in e-mail and the organization of slides in the presentation. The results also showed their improvement in the appropriateness of e-mail and presentation writing as clearly seen from the e-mail features and the organization of the presentation slides. Finally, from the rhetorical analysis, the participants showed their improvement in using politeness strategies revealed from certain opening and closing salutation and certain moves in e-mail and the opening and closing slides of the presentation.

In addition to the pre- and posttests, the rhetorical analysis of the e-mails and the presentation slides, the researcher conducted thematic analysis on the participant's seven sets of self-reflection written at the end of every session of the EBP course. The results revealed support for the above two types of assessment of their writing improvement. The participants were very satisfied with the course in various ways including their own writing improvement, the methods of teaching, the materials used, as well as their motivation to further their own English language learning. Thus, the EBP course demonstrated its significant value and importance in improving business e-mail and presentation writing. Because of its practicality, this EBP course holds great potential for improving writing, especially for those learners who are at work.

CHAPTER 5

SUMMARY, DISCUSSION, AND IMPLICATIONS

This chapter presents the overall summary, discussion of significant findings, and implications of the study based on the analysis and interpretation of data gathered from 14 junior employees in a multi-national company situated in Pakchong, Nakhon Rachasima, Thailand. This chapter is divided into 7 parts: 1) the overview including the statement of the problem, the purpose of the study, and the research methodology, 2) the summary of the major findings of the study based on the research questions, 3) the discussion, 4) the implications for pedagogical practices, 5) the limitation, 6) the recommendations for future research, and 7) the conclusion.

5.1 Overview of the Study

5.1.1 Statement of the problem

The purposes of this research were mainly a) to develop an integrated business writing course, using various methods and strategies, to assist junior employees to enhance their writing skills, specifically in writing business e-mails and business presentations so as to increase their work performance satisfaction; and b) to obtain a result from the implementation of this integrated instructional model in order to prove its

effectiveness. This business writing workshop was outcome-based and aimed at directly supporting the individual job expectations.

5.1.2 Research Questions

1. What were the needs of the employees working for a multi-national company in Thailand concerning English communication in the workplace?
2. How could a practical learning model be developed to help adult learners working for a multi-national company in Thailand learn to write in English?
3. Was the business writing model called “Integrated English for Business Purposes (EBP) effective in improving the participants’ writing in the selected genres?
 - Sub-question 1: Did the participants attending the Integrated English for Business Purposes (EBP) course improve their business e-mail writing?
 - Sub-question 2: Did the participants attending the Integrated English for Business Purposes (EBP) course improve their business presentation writing?
 - Sub-question 3: What perceptions towards the Integrated English for Business Purposes (EBP) course did the participants have?

5.1.3 Research Design and Methodology

5.1.3.1 The sample. The participants of the study were 14 junior employees working in a multi-national company in Thailand. They were adult learners with needs to improve their business English writing skills, who enrolled to participate in the course on a voluntary basis. However, the researcher tried to reflect the distribution of the participants' work function, in comparison to the population, as much as possible as shown in Table 3.3, and Diagram 3.1.

5.1.3.2 Instrumentation. Two main legitimate sources of information indicating the effectiveness of this EBP course were the tests and the participants' self-reflections at the end of each session and at the end of the course.

5.1.3.3 Data Collection and Data Analysis.. The pretest and the posttest were given to the participants before and after each session of the individual types of e-mail and the presentation. The three types of e-mail were Type 1, Action/Information Request, Type 2, Information Response/Sharing, and Type 3, Status Update. The type of presentation was Status Update.

These tests were evaluated by three raters using the rubric applied from Jacobs et al. (1981). The reliability was performed using Cronbach Alpha index. Also, the relationship between the two tests was analyzed using the *t*-test.

2. Altogether, the participants wrote 84 e-mail messages, 28 each for both the pretest and the posttest, and 26 sets of presentation slides for both the pretest and the posttest. Rhetorical analyses (Swales, 1990) were conducted on both the e-mail messages and the presentation slides. The specific coding scheme for the rhetorical

analyses of the e-mails was developed because of its latent nature. The combination of Percent Agreement index and Cohen's Kappa index was also performed for the intra-rating reliability.

3. A thematic analysis was used for the analysis of the participants' self-reflection.

5.2 Summary of Findings

5.2.1 Significant Findings Related to Business E-mail Writing

5.2.1.1 Quantitative Analysis. Data analysis shows gains in the scores in the posttest after the participants' attendance at the EBP workshop. Utilizing a *t*-test to measure the difference between the scores of the pretest and the post test of all three types of e-mail: Type 1, Action/Information Request, Type 2, Information Response/Sharing, and Type 3, Status Response, it was found that the scores from the posttest were significantly higher than the ones from the pretest at the level of 05. In addition, it was found that the average number of words that the participants wrote in the posttest was higher than the ones in the pretest. This result showed that the participants had gained fluency in their writing so that they could include more information in their business e-mails.

5.2.1.2 Qualitative Analysis. The results from the qualitative analysis fully confirmed the results from the quantitative one in a number of ways.

1. After attending the EBP workshop, the participants included more acceptable generic features of a business e-mail as required by e-mail netiquettes (Shea, 2004).

2. The participants showed their improvement in writing clearer and more appropriate subjects in the subject line. This is an important point for the senders to do since the subject is the only information that the recipient sees and upon which the recipient decides whether to open or delete the e-mail. The subject of an e-mail has to be clear enough for the reader to immediately take action on it. Besides, it has to be written appropriately for the purpose to be clearly conveyed.

3. The participants had a better understanding of how to use appropriate moves in the business e-mail messages to indicate the main purpose of the e-mail as illustrated in the posttest. For example, if the main purpose of the e-mail was to make a request, they used the move expressing purpose clearly. At the same time, they added the “thank” move to show their gratitude. Similarly, in the other two types of business e-mail that they learned in the EBP workshop, they also used the moves such as the ones showing concerns and offering further information. These two moves were appropriate for the business e-mail that provides responses to others, and the e-mail that reports what one has done.

4. The participants showed more consistency in using an appropriate opening and closing salutation after attending the EBP workshop. This can be seen from the posttest that there were a greater number of such appropriate opening salutation as “Dear + recipient’s name” in their e-mails. For the closing salutation, the

participants used “Best regards” more commonly too. The use of these forms also implied politeness since appropriateness and politeness are usually tied together.

5.2.2 Significant Findings Related to Presentation Writing

Similarly, the findings from the quantitative and qualitative data analyses of the presentation writing supported each other. The indicators illustrating that the participants attending the EBP workshop improved their presentation writing are summarized as follows:

5.2.2.1 Quantitative Analysis.

1. The result from the quantitative analysis of the pretest and the posttest scores showed that the participants significantly gained higher scores in the posttest at the level of .05. This is one of the proofs ensuring that the participants improved their presentation writing.

2. The participants wrote more slides in the posttest than in the pretest.

3. What was worth mentioning from the number of the presentation slides was the range of slides written in the pretest and in the posttest. The range of the pretest (from 4-11) was wider than the posttest counterpart (from 5-10).

5.2.2.2 Qualitative Analysis.

1. The participants learned how to make their writing clear and direct as shown in their posttest writing. They were able to double the number of the appropriate titles in the posttest.

2. The participants improved in the organization of their presentation slides. They included appropriate introductory slides, an appropriate amount of information presented in the body, and appropriate ending slides. This organization was shown clearly in their posttest. In the introductory slides, after the title, they showed the agenda informing the audience what the presentation would cover. In the body section, they covered approximately three points which made it suitable for the given time. In the closing section of the slides, they included the summary or conclusion and ended with the “thanking” slide. This last slide, not only showed appropriateness, but also politeness.

5.2.3 Significant Findings Related the Participants’ Self-reflection

The results from the thematic analysis of the participants’ formative and summative evaluation can be summarized as follows:

5.2.3.1 The Participants’ Perception towards the EBP Course. As a whole, the participants were fully satisfied with the EBP course because of its being practical, having the course materials which were simple to understand, having sufficient examples for their needs, providing opportunities to practice writing, and having a friendly and knowledgeable trainer.

5.2.3.2 The Participants’ Perception towards Business e-mail Writing. Regarding business e-mail writing, the participants expressed their perception as follows:

1. The majority of them could differentiate between writing at work and writing in school; and they felt more confident in writing since they could differentiate the types of business e-mail.

2. The participants realized more of their problems from the group discussions and felt quite positive in solving them.

3. The participants were satisfied with the ways the grammar points were taught to them. They gained a better understanding of English grammar and again felt more positive in learning how to use it with confidence.

4. The participants expressed their appreciation towards the genre analysis method employed in teaching them how to analyze the business e-mail models. They indicated that they could apply this method not only to the business e-mails they were writing, but also they could use them with other genres.

5. The participants perceived that the exercises helped to reinforce what they had learned in class.

6. They perceived the class discussions to be worthwhile since they gave them the opportunities to learn from each others and in the meantime learned how to help each other to learn too.

5.2.3.3 The Participant's Perception towards Presentation Writing. As for the presentation writing, the reflection from the participants is summarized as follows:

1. The participants perceived the lecture on the presentation concepts as helpful since it clarified their understanding.

2. The participants appreciated the group discussions and brainstorming sessions as these helped them to understand their writing problems better.

3. The participants were satisfied with the method of genre analysis since they could apply it to other types of writing at work.

4. The participants appreciated the exercises in that they could compare their first and revised drafts. Besides, they found comments about their mistakes from the trainer helpful.

5. The participants fully appreciated the trainer's understanding the writing problems at work which were appropriately translated into the pedagogical content and learners' consultations during the EBP workshop.

5.3 The Discussion

The results of this study confirmed that the success of the implementation of the EBP course was dependent on a number of related factors. The most important ones were the characteristics of the learners, and the components of the Integrated English Writing Course. The details are discussed as follows:

5.3.1 The Characteristics of the Learners

The first important one was the characteristics of the learners. Since the participants attended the EBP workshop on a voluntary basis, they contributed greatly to the success of this EBP course. As Warschauer (1996) finds, learning efficacy cannot be achieved without learners' motivation to encourage them and to make them engage in learning. In this EBP writing course, it was found that the participants were highly

motivated to learn so that they quickly improved both kinds of writing: business e-mails and business presentation. Moreover, because the content was highly relevant to the daily language use in their workplace, the participants proficiently made use of their English, the knowledge in their specific fields of work and their frequent exposure to English with regards to these two specific genres.

5.3.2 The Components of the Integrated English Writing Course

The components of the Integrated English Writing Course for Business Purposes (EBP) course made this workshop successful. The components were:

5.3.2.1 The Integrated methods employed in this EBP workshop were comprised three major ones: the writing process composed of three cyclical steps of pre-writing, writing, and revising including editing; the task-based approach focusing on only one specific task at a time; and the genre analysis emphasizing the analysis of model texts as well as their own writing.

The writing process considered the ideal for this study was designed based on the task-based approach, which is well known for its specific task assigned for learners to do. Having a manageable task, one at a time, created high motivation and a sense of achievement for the participants. To illustrate how the methods were used in the EBP workshop, the researcher classified the activities into the pre-task, task, and post-task stages.

In the pre-task stage, the participants learned how to write three types of business e-mail and the business presentations, the participants had ample time to think

and plan before they started to write the first draft. Peer conferencing or trainer - participant conferencing were useful.

During the writing stage, or when the task was performed, the participants wrote as assigned. The trainer could intervene in the participants' writing process by clarifying certain difficult points that the participants were struggling with. In addition, the trainer took time to encourage them, provide them with some possible probe, give them suggestions, and ask them questions. With the process of writing, the participants had the opportunity to develop expression, revision strategies and skills in writing.

In the post-task stage, the participants did their revision for a better idea and organization of content. Before they submitted their writing, they also had time to review, discuss some grammar points, or sometimes clarify whether or not they had delivered the task as instructed.

Once the participants had been taught using the method of genre analysis in writing their business e-mails, they were very delighted because they could apply this method in examining the business e-mail models, and their own business e-mails. Besides, they saw the benefits of using the genre analysis in other texts that they were required to read and write. In fact, the certain method of genre analysis has been used widely and successfully for academic purposes (Swales, 1990; Bazeman, 1998; Dudley-Evan, 1998; Johns, 2001; Paltridge, 1996, 1997, 2001). Thus, this method, which was used to teach the participants to write the business e-mails in this EBP workshop, proved to be quite successful.

5.3.2.2 The Informal Setting. A friendly relationship between the trainer and the participants added another factor for the EBP course to become successful. Unlike a formal traditional class with a teacher lecturing in front of the classroom and the students sitting rather solemnly in rows, the environment set up for the EBP workshop on a veranda of a private house surrounded with shaded trees made the participants feel at ease and relaxed. During a lecture, the class was relatively formal since the participants concentrated on the lecture. In contrast, during questioning, planning, and non-instruction time, it was very informal and mutual. While the trainer was imparting important content, instruction was often direct so that the participants could be attentive, engaged in listening, taking notes and asking questions. At other times, the trainer could also turn into a friendly peer, having an informal interactive relationship. Having questioning sessions and non-threatening instructions is considered appropriate as to mutuality (Heath, 1997). In addition, questioning that first starts as formal and then progresses towards conversations with comments is considered to be ideal for creating a high cognitive level type of question. A number of educators support the concept of an effective teacher as one who reveals personal information to individual students in informal classroom discussions (Carper, 2002; Heath, 1997, Silverman, 1995). This mutuality was the main characteristic of the interchange in the EBP workshop.

5.3.2.3 The Instruction Materials. The authentic instructional materials consisting of business e-mail and business presentation were the most appropriate since they were the ones required for the participants' job responsibilities. These three types of business e-mail (Type1, Information/action Request, Type 2, Information

Response/sharing, and Type 3, Status Update), and this type of presentation (Status Update) were the ones the participants found most commonly used in their own job responsibilities. In the workplace, they recognized that there were different types of business e-mail with different purposes. What they had never figured out precisely was the individual uniqueness that each type of business e-mail had. For example, they had never realized that moves in a text could be separated based on their individual linguistic functions as defining, giving an example, offering help, and so on.

5.3.2.4 The Trainer and Peers' Responses. Having immediate feedback on their homework and group discussion about their work as parts of the instruction created the student-centered atmosphere. The participants in this EBP workshop brought up their own problems. In addition, they pointed out fuzzy grammar, and ambiguous meanings that they all had in common. Many of these concerns were addressed in the groups discussions held every session. Some of them could be immediately clarified; however, those that were not made clear on that day became the homework for everyone, including the trainer. The participants themselves were quite willing to find out so that they could share with others in the following class.

5.4 Implications for Pedagogical Practices

This study provides several significant implications for English writing in the environment in the EFL context focusing on English for employees in the workplace.

1. Instructional materials should be authentic as they represent the types of materials the participants are using at work. They should also be appropriate for the employees' level of English language proficiency.

2. The workshop environment should be used since it can create both formal lecture and intensive practice and in the meantime a friendly and relaxed atmosphere for group discussion and collaboration in group working.

3. The trainer should be a person who is familiar with the types of work the participants are doing and is knowledgeable in the integrated methods: writing process, task-based approach and genre analysis such as the ones used in this study.

4. The participants still need to review certain grammar points periodically. They then should be included as mini lessons throughout the workshop whenever the needs arise.

5.5 The Limitation of the Study

One main limitation of the study is its generalization. Since the main focus of this research was to understand the employees' writing improvement for pedagogical purposes, it was then restricted to small groups of subjects and used their work products as part of the course evaluation. For example, in analyzing their work products in terms of their writing quality, 84 pieces of e-mail and 26 sets of slides were analyzed in great detail. Thus, in order to make it feasible for this research, a small group was appropriate. However, if many other small groups similar to this one were involved, the problem of generalization would be solved.

5.6 Recommendations for Future Research

In addition to the focus of this study, there are several other interesting points that might be considered for future research.

1. Continue implementing the EBP course with employees in other multi-national companies in Thailand. It is recommended that the same format in terms of setting and time should be repeated since the employees in other company might have similar restrictions as the ones in this workshop. Also, a similar EBP course should be utilized in order to obtain its effectiveness.

2. Continue data analyses to determine what makes e-mail messages and presentation slides more acceptable and see if there are certain formal and content pragmatic features that make e-mail messages and presentation slides more acceptable, especially if the future study is going to deal with those lower levels of English language proficiency.

5.7 Conclusion

To conclude, this chapter addresses three main critical points of research: the summary of the findings described in detail in the previous chapter, the analytical discussions regarding the factors embedded in the studies which had resulted in the success of the course and lastly the implications for pedagogical practices since this study focuses on teaching business English, specifically e-mail and presentation to employees

in the work place. There are implications for future research because, as in any other research, this study is limited in certain ways.

It is hoped that this case study will serve as an important source of information for developing and implementing other business genre for employees in multi-national companies similar to the one being studied. The EBP framework would be helpful as the starting point for other course developers and trainers to implement in their own settings. Finally, the researcher hopes that the results of this case study should contribute to the body of research regarding business genre teaching and learning in multi-national companies.

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APPENDICES

Appendix A

Preliminary Survey (Manager's Opinion Survey) Summary November 3-7, 2003 Effem Foods (Thailand) Co.,Ltd. Pakchong, Nakhon Ratchasima, Thailand

รายละเอียดแบบสอบถาม

หัวข้อ	ความต้องการภาษาอังกฤษในองค์กร
สถานที่เก็บข้อมูล	บ.เอฟเฟ่ม ฟู้ดส์ ประเทศไทย สำนักงานกรุงเทพฯ และ โรงงานปากช่อง
ประเภทขององค์กร	บริษัทผู้ผลิตและจำหน่ายสินค้าอุปโภคบริโภคข้ามชาติ จากประเทศสหรัฐอเมริกา
ช่วงเวลา	ระหว่างวันที่ 3-7 พฤศจิกายน พ.ศ.2546
ผู้เก็บข้อมูล	นางพาสุข อินทรประวัตติ, นักศึกษาระดับปริญญาเอก สาขาภาษาอังกฤษศึกษา มหาวิทยาลัยเทคโนโลยีสุรนารี จ.นครราชสีมา
จำนวนแบบสอบถามที่แจก	20 ฉบับ
จำนวนแบบสอบถามที่ได้กลับคืน	12 ฉบับ (คิดเป็นร้อยละ 60)
กลุ่มผู้ตอบแบบสอบถาม	หัวหน้างานระดับต้นและกลาง

Survey Results Summary

- The respondents were asked to rate the important of English writing skills, by comparing with the other language skills namely reading, speaking, and listening.

Topic	Survey Results
Ranking number 1 <ul style="list-style-type: none"> ▪ English writing skill is most needed & has the highest priority for development 	7 from 12 people agree with this statement. (60%)
Ranking number 2 <ul style="list-style-type: none"> ▪ English writing skill is needed, but there is more important skills needed for development. 	4 from 12 people agree with this statement. (33%) The more important skills indicated are; <ul style="list-style-type: none"> ▪ Speaking (2 people)

	<ul style="list-style-type: none"> ▪ Reading (1 person) ▪ Listening (1 person)
<p>Ranking number 3</p> <ul style="list-style-type: none"> ▪ English writing skill is less needed, there are two other skills more important than writing. 	<p>1 from 12 people agrees with this statement. (7%)</p> <p>The more important skills indicated are;</p> <p>1.) Listening, 2.) Speaking</p>
<p>Ranking number 4</p> <ul style="list-style-type: none"> ▪ English writing skill is least important, no need for development focus. 	<p>No one agrees with this statement.</p>

2. The respondents were asked for reasons why they believe that the written competency in English language is important for employees working in the respective company.

Reasons provided, ranking by number of frequency;

- 1.) To communicate with others on a regular basis by the internal e-mail system (Lotus Notes)
- 2.) English language is used as the basic, operational, universal language for daily communication within the company
- 3.) To understand the business documents (text, manual, etc.) as most of these are in English
- 4.) To use the internal database/document systems effectively
- 5.) To make presentation, for reporting purpose
- 6.) Employee normally contact each other in the global context
- 7.) To communicate with global suppliers and customers
- 8.) To communicate/report to boss, management level, and company shareholder who needs all reporting forms to be in English
- 9.) The tool provided for internal communication (internal e-mail) is in English
- 10.) We are US based company
- 11.) To record the information and summarize the report as a reference for future use
- 12.) Writing skills is believed to imply the professionalism of that person.
- 13.) The writing form of communication is needed for a formal agreement, where verbal communication is not acceptable.
- 14.) To communicate with expatriate working in the company

3. The respondents were asked to list the written tasks most frequently performed and considered most important for job accomplishment in the company.

A. Tasks most frequently performed on a daily basis, ranking by frequency;

- 1.) Internal & external e-mail for various purposes (12 of 12 people)

- | | |
|---|------------------|
| 2.) Formal documentation | (8 of 12 people) |
| <i>(letter, fax, benchmarking summary, project summary, memorandum)</i> | |
| 3.) Presentation | (5 of 12 people) |
| 4.) Job specific Report | (3 of 12 people) |
| <i>(product specification, scientific report, contract, procedures, policy)</i> | |

B. Tasks most frequently performed on a monthly/quarterly/yearly basis;

- | | |
|--|-------------------|
| 1.) General Report (Monthly/Quarterly Report) | (10 of 12 people) |
| 2.) Business update (report, presentation) | (6 of 12 people) |
| 3.) Meeting Minutes | (2 of 12 people) |
| 4.) Job specific documentation | (2 of 12 people) |
| 5.) Performance Management documents | (2 of 12 people) |
| 6.) Formal business report (i.e. Operating Plan) | (1 of 12 people) |

4. Respondents were asked how they normally evaluate one's performance on their written ability.

Criteria listing by frequency;

- | | |
|--|------------------|
| 1.) Conciseness, clarity, easy to understand, be specific | (9 of 12 people) |
| 2.) Grammatically correct (any error) | (8 of 12 people) |
| 3.) Use of proper vocabulary, simple words | (8 of 12 people) |
| 4.) Well structure of the whole content, proper sequence | (6 of 12 people) |
| 5.) Key message is clearly communicated | (4 of 12 people) |
| 6.) Appropriate message for specific audience, proper tone | (3 of 12 people) |
| 7.) Appropriate time of the communicated message | |
| 8.) Appropriate action taken after the communication | |

5. Respondents were asked about the learning methods most frequently take at present.

1. Most frequent learning method used: Learning by doing (12 of 12)

- Watch TV programs in English

- Reading English newspaper
- Ask others to make correction, and ask for information
- Watching movies, listening to English radio station
- Attend meeting that conducted in English
- Learn from communicating with others

2. Second most frequent learning methods used (5-6 of 12):

2.1 Take general English courses at an external institute

- Direct English
- Inlingua

2.2 Take specific English course at an external institute

- Thammasat University (Writing Skills for Business)
- SASIN
- Direct English (Business Writing)
- Chulalongkorn University (IELT)
- British-American, AUA, British Council

2.3 Learn from books, CD-ROM, VDO, cassette tape, etc.

- English for You
- Read books including comic & novel
- Learn from CD-ROM, VDO
- Read any English materials

2.4 Copying from a role model

- Observe from others, copy from others
- Copying from boss, e-mail from others
- Copying from senior managers, boss

3. Less frequent learning methods used (less than 2 of 12):

3.1 Hire English teacher to teach at the company

3.2 Learn from program on-line, by internet, electronic program, etc.

6. Respondents were asked what learning methods they would prefer in the ideal situation.

List of preferred learning methods by frequency;

1. Most preferred methods;

Learning by doing (12 of 12 people)

- Practice/use a lot
- Get feedback from peer
- Read a lot of English books/materials, English newspaper, listen to English radio, watch movies
- Used English as the key communication language at work in all skills
- Speak with the foreigner

II. Second most preferred methods;

- Forced to be in a situation where English is needed for a certain period of time (4 of 12 people)
- Specific English course to meet the specific needs of the individual i.e. use real tasks from work, group people by similar jobs and train them, etc. (3 of 12)
- Have clear measurement & expectations to achieve it (3 of 12)
- Take specific course on a frequent basis ie. daily (2 of 12)
- Practical sessions in English course at work (2 of 12)
- Regular feedback by boss in specific improvement areas (2 of 12)
- Have on-line materials to teach grammar, techniques, frequent mistakes (2 of 12)

III. Less chosen, but still preferred methods;

- One-to-one interactive course
- Have an English consultant to consult when having trouble
- Teach basic grammar

Appendix B

Learners' Input

Topic: **Preparing for a Business Presentation (A)**
What is your problem or challenge in making a business presentation?

Objective: Each participant is to identify the problem or challenge that he/she would like to address. In other words, this is what he/she would like to focus to improve one's presentation skills at work.

1. what problem do you think you have when you need to do a presentation at work?

S1	I have a problem in putting my presentation together, spelling, and grammar.
S2	I have problems communicating what I want my audience to understand, as well as be precise, easy to understand, and interesting.
S3	I always have a problem with my grammar, and don't have good focus in preparing my presentation materials.
S4	I have problems choosing the vocabularies and how to use to function of the powerpoint program.
S5	I don't know how to get started, how to make it precise, easy to explain and easy to understand, what kind of verbs and sentences should I use.
S6	I have problems with the language and how to make my presentation attractive.
S7	Whenever I have to prepare a presentation, I always have problems because my grammar is not good and I could make my presentation delivers wrong messages. I don't know how to scope out my content (should be more or less), whether I should only highlight topics or should give more details. Then I can deliver the message when it's time to present because I would afraid that I will do it wrong.
S8	How can I choose appropriate and precise language that is easy to understand.
S9	I have problems using English language.
S10	I have a problem finding the right words to use in my presentation, the kind of words that are easy to understand and grammatically correct. I want to use appropriate vocabulary, have good emphasis, and able to organize the content to make my presentation interesting.
S11	I have problem choosing topic or content to make my presentation interesting, using the language, and to present in English.
S12	I have problems with the English language, it makes me feel lack of confidence when I need to use it to prepare my presentation. I afraid that when I speak or explain, I cannot make it clear.
S13	What information should I put into my presentation so it's not too much or too few? How to arrange my content so it's precise, easy to understand, and interesting.
S14	I don't have the skills to do the presentation, and know how to choose the right kind of sentences to deliver my message.
S15	I have problems with choosing sentences and the content for my presentation in

	English. I don't know about the format of presentations.
S16	I'm not sure whether my content is too detailed or too broad. I afraid that my presentation will not be interesting for my audience.
S17	I want to be able to use English correctly and clearly, able to make my presentation easy to understand (precisely address what I want to communicate), able to make my presentation interesting, and clearly communicate to my audience.
S18	I have problems with choosing the word that is not appropriate, so it makes people misunderstood, and with too much content so my audience loose interest in my presentation.
S19	I'm not sure whether the content I put into my presentation is suitable for others to understand or not, and I take a long time to prepare my presentation.

2. How do you know that is your problem?

S1	When I send my presentation material to someone, he/she usually calls me back for more details?
S2	I take a long time to prepare my presentation materials, lack of confidence when I have to actually present it, and the audience would comment about my presentation.
S3	I always failed grammar tests in school so I don't have confidence in my writing skills.
S4	My boss tells me, and sometimes if I'm not sure I will ask my boss.
S5	I have been working for so many years and not good at it yet. Every time I prepare my presentation, I'm not sure whether I have covered everything I should or not or whether it will be too much or not.
S6	I take a long time to prepare my presentation.
S7	I can't think what to write especially in English, then I can't speak in English.
S8	I take long time to think, find examples to use as a model, and cannot come up with my own content immediately.
S9	When I have to prepare a presentation in English, I don't know how to start, how to write in order to deliver the message I want my audience to understand. I feel a good presentation is understandable by itself, no need to be supported by presenters.
S10	My audience can't understand, don't know the key points, and difficult to follow.
S11	I always feel really stressed when I have to prepare a presentation and always make a lot of corrections because I think it's not good enough, and some times I have others comments about my presentation as well.
S12	I always feel lack of confidence to share my opinion or to speak up.
S13	I take a long time to prepare for one, and feel lack of confidence when I have to present my topics.
S14	I don't know how to select the right words so that it's to the point. I don't know about the format to use, how to arrange the orders so that the audience can understand.
S15	My sentences are too long, I put in too much content because I cannot find the word/phrase that is meaningful to describe what I want better than this.
S16	I always think of these problems when I have to prepare a presentation.
S17	I face these problems whenever I make presentation.
S18	There are always misunderstanding for example I wanted to explain what went

	wrong so others can make appropriate correction but people thought that I was making them loose faces. People always take note from my presentation and not really listen to what I have to say.
S19	The audience has no response to my presentation so I don't really understand whether they understand or not.
3. How do you feel about the problem you have?	
S1	I feel bad/guilty about myself.
S2	I feel worried and lack of confidence.
S3	Sometimes I don't want to do a presentation due to lacking of confidence.
S4	I feel lack of confidence when having to make a presentation or when I have to report something in English language.
S5	I feel frustrated, not confidence when I have to make a presentation.
S6	I feel that I should find the right methods to improve my skills in order to solve my problems.
S7	I'm stressed for why I still can't do it, and feel pressured if there is a timeline assigned. I feel tired when I want to finish it but I can't, sometimes I want to quit it. I feel pressured when I have to present in public in English especially when my audience are good in English.
S8	I feel stressed and get bored every time I have to prepare a presentation.
S9	I want to find a solution for myself because I waste a lot of time preparing my presentation.
S10	I want to quickly improve my problems in using correct words so my presentation will look good, to the point, and use minimal time to do it.
S11	I feel stressed and want to make it better so I don't have to re-do again and again.
S12	I want to improve and fix these problems.
S13	It's one of my work difficulties, waste my time which makes me less effective in my work.
S14	I'm not confidence in making the presentation, and afraid that the audience will not understand what I want to present.
S15	I feel pressured, lack of confidence in making presentation.
S16	I just need to do my best and get feedback from a lot of people for my own confidence.
S17	I afraid that it will not turn out successfully so I don't dare to go too much into details.
S18	I feel lack of confidence to do any presentation, sometimes I feel that my audience do not get anything much out of my presentation.
S19	I feel that it will lead to an ineffective presentation.
4. Why does the problem exist?	
S1	I don't have enough understanding of English language in general.
S2	I don't understand how to present and how to prepare my information.
S3	Lack of practice.
S4	I'm not sure whether the language concept that I know and I am using is right or wrong because there is no clear rule. For example sometimes it is used differently but both are correct but sometimes not, so I don't know how to use it properly.
S5	I don't really know how to do it, and my previous work experience does not allow me to do much presentation.

S6	Maybe I don't have enough experience to do a presentation, or I don't have chance to see others' examples.
S7	I don't have good fundamentals, so I can't write and can't speak. I don't know how to organize my content e.g. how to arrange topics and then followed by details.
S8	I have very limited English knowledge and I only have basic skills of powerpoint program. I also have limited chance to prepare a presentation.
S9	I have very poor English skills.
S10	I am not experienced in using English grammar, vocabulary, find key points in order to precisely identify what I would like to present.
S11	I don't have the skills, both for powerpoint program and English language (I can use it but not skillful).
S12	I cannot use English good enough, always feel excited and discourage.
S13	I don't have a concept/guideline in making a presentation.
S14	I don't have much chance to do presentation in my work, and I don't have the confidence to present to the public.
S15	I don't have the chance to practice on my presentation skills.
S16	From my experience, plus from comments I got from others.
S17	I have limitations on English vocabulary and grammar, don't know what to say and how to say it.
S18	I believe the cause of my problem should come from inappropriate and incorrect use of English, cannot summarize the content so that it is appropriate for each presentation.
S19	There are limited time for preparation and the objectives & content is not clear.
5. What are the consequences of the problem?	
S1	I usually have to re-do my presentation materials over again.
S2	I don't want to make presentation.
S3	I don't do presentation as much as I should.
S4	I don't have confidence in choosing words when I need to prepare my presentation.
S5	I don't want to present and when I have to present I'm never satisfied with its result.
S6	Sometimes I make my audience misunderstand or achieve only some of my objectives but not all.
S7	I take a long time to prepare my presentation, the quality of my presentation is not as good as it should, sometimes deliver wrong messages or not covered suitable content so it makes my audience confuse.
S8	I feel tired of having to do a presentation, I don't want to do it, and feel like it is an additional work for me apart from my routine.
S9	I don't have the confidence, I afraid that what I write or speak will come out wrong and do not dare to speak.
S10	I am not confidence in doing presentation, and take a long time to prepare for one.
S11	It wastes my time to prepare it, I'm told my presentation is not good enough, and I feel stressed.
S12	I do not express myself very well, both to share my thoughts and take actions.
S13	The result of the presentation is not satisfying. I cannot communicate as effective as I wanted to.

S14	I do not present, or may try to use other ways to deliver the message rather than using presentation. Preparing for a presentation takes too long, longer than it should be.
S15	My work is not effective as it should be, and I have to re-do it many times.
S16	I don't have confidence in doing my work, always feel that my job is never finished and always have to go back and re-do it.
S17	My audience does not understand. I work slowly even though there are only a few pages. My work seems lack of details because I don't know how to describe it.
S18	My audience does not understand what I would like to communicate to them.
S19	A waste of time to redo it over.
6. How would you like to change?	
S1	I need to have better English language skills.
S2	I want to have more confidence, have positive outcome when making presentation, and everyone understand what I want to tell them.
S3	I want to practice making presentation using appropriate language and have good logical arrangement for smooth presentation.
S4	I want to have good fundamentals, guidelines that are not misleading and easy to follow so when I have to write I know immediately how to do it.
S5	I want to have a positive experience in doing presentation.
S6	I'd like to be able to spend a reasonable time preparing my presentation and able to make others understand the objective of my presentations.
S7	I want to be able to present fluently, having good skills in delivering my presentation and do it properly. I want to be able to write correctly, know how to send the right messages for the audience to understand same messages as me.
S8	I want to be able to prepare good presentation in minimal time, and when I need to do one I can come up with something quickly.
S9	I want to be fluent in English and able to use it to prepare my presentations. I want to be able to prepare an interesting presentation. I don't mind the format but give more priority to the content because I believe an interesting presentation will come from good content. I want to learn relevant techniques and how can I improve my English skills because I have been learning English since Pratom 5 until now it's 17 years already but I'm still not good at it.
S10	I want to improve my knowledge in doing presentation suitable for various topics, being skilled in presenting what I want, and minimize my errors (or not have it at all).
S11	I would like to make a better presentation, an interesting presentation, and won't create problems for me when it's time to really present it.
S12	I want to improve my courage in doing presentations, I want to be able to use better English in doing presentation.
S13	I don't have the ability to make a presentation that is precise and interesting.
S14	I would like to be more confident in presenting my information, and able to present my information that is easier to understand.
S15	I want to be able to prepare my presentation more precisely and easy to understand.
S16	I want to be able to do a presentation that is interesting, and cover all topics needed.
S17	I want to be able to work better and faster.

S18	I want to know polite vocabularies, and able to summarize my content appropriately.
S19	I want to be able to use the smallest amount of time to prepare a complete and accurate content.
7. What do you need to learn in order to better understand the identified problem or to solve the problem you have?	
S1	I need to learn more for example do more self study.
S2	I need to be trained and have to practice a lot.
S3	I need to know how to do it, how to select a good topic, and how to write precisely.
S4	I want to have a good and correct understanding of English language in all skills.
S5	I want to know the steps in preparing a presentation material, how to emphasize key messages, how to select appropriate language, and how to make it interesting.
S6	I want to learn the guideline or a way to prepare a presentation that can be used to communicate with others (to variety of audiences) and make them understand the same message.
S7	I want to learn the writing skills to prepare my presentation that is grammatically correct and easy to understand.
S8	I need to learn vocabulary, grammar, writing techniques, speaking techniques, and about the powerpoint program.
S9	I want the concept in preparing a presentation, the English language skills required, and relevant techniques.
S10	I need to learn how to use English grammar, the format, and concept of presentation so that I really understand. This includes building up my courage to do it.
S11	I need to learn more about English language, and the powerpoint program.
S12	I want learn how to make presentation using English language, and can deal with upcoming problems during the presentation.
S13	I want to have the correct ways in preparing a presentation, and know how to use correct English in the presentation.
S14	I need to learn about appropriate conversation skills to communicate so others can understand, how to arrange my words/sentences which is suitable for a presentation so it covers the content and not too wordy.
S15	I want to learn about the type of sentences, phrases, and tenses.
S16	I want to understand the concept of making presentation to support my work, and how to use English to do my presentation.
S17	I want to know more vocabulary and how to properly use it, and grammar.
S18	Vocabulary and content summarization.
S19	I want to have examples of a good and reliable presentation (accurate ones).
8. What resources do you already have that could help you deal with the problem?	
S1	Use a dictionary, ask others with expertise.
S2	I use examples from others as a model for my presentation.
S3	I observe others, and use others as an example.
S4	I use my background knowledge as well as consult my boss and my peer.
S5	none

S6	I ask others, my boss to comment what I should improve or make correction.
S7	When I have to speak, I try by myself, but don't know whether its right or wrong. When I have to write, I tried to find examples from the previous work but there is not many.
S8	Attend an English training course (at Direct English), and learn from the internet.
S9	I take examples from others (peers and those with more experience) in my department and learn how they do it, and what words they use.
S10	I have books about how to write in formal English languages, and ask those with more experiences.
S11	I consult my boss, and read from books.
S12	I try to prepare myself well in term of content to reduce my excitement, to practice on some questions & answers, and try to ask from others who's better with regards to using the English language.
S13	I look at examples from the previous presentations that I have been provided.
S14	I read from books, look at others' presentations, and use the dictionary to check the vocabulary that I don't understand.
S15	Searching from the dictionary, textbooks, or ask those with more experiences.
S16	I ask my boss for feedback and corrections, and ask comments from my peers.
S17	I use talking-dictionary, ask my peers, and ask my boss.
S18	I'm already taking further writing classes.
S19	I ask from my peers and my boss.

9. What other resources or sources of information you might need?

S1	attending a presentation training course
S2	I would like to understand a concept of presentation and how to use appropriate language that is easy to understand for others.
S3	I normally feel uncertain whether my presentation will come out right or not, so I want someone to help me review and comment my presentation.
S4	I want to have good materials to read, an exercise so I can have a good practice, and practice how to deliver my messages in English language.
S5	I want to know how to write precisely and interestingly, and how to select appropriate language.
S6	Probably I need to use many different types of dictionary such as thesaurus, English-English dictionary (usually have examples), and phrase dictionary to help me prepare a presentation.
S7	I want to have better English skills so I can do my job better or speak better in public.
S8	I want to understand the fundamentals of preparing a presentation and how to present it.
S9	I want someone to guide me, and to recommend how I can improve.
S10	I want to learn from those who really knows and various examples. I want to be trained in a systematic structure.
S11	I want to have some role models, and learn from taking a course.
S12	I want to practice more, and want to improve my English language skills.
S13	I want to know techniques in making my presentation interesting.
S14	I want an advice about how to write a presentation correctly, and precisely. I want to know how to present the information in a logical order.
S15	I want recommendations about how to do it, have some guideline materials so I

S16	can use as an example when I have to do my job. I want training on how to deliver my presentation and English training for making my presentation.
S17	I want to learn more about the language (how to use it correctly) and how to deliver it.
S18	I would like more practices/exercises or real examples.
S19	none
10. What questions do you have regarding the presentation skills?	
S1	none
S2	presentation concept and the language use
S3	What is a good presentation material looks like? And what should it be consisted of?
S4	What is the appropriate language for presentation? How should the presentation's detail look like?
S5	The steps in preparing a presentation material, how to emphasize key messages, how to select appropriate language, and how to make it interesting.
S6	I don't know how to get a new format to do presentation, I want some tools that help me prepare an attractive presentation format.
S7	How to define the presentation scope that is easy for the audience to understand.
S8	I barely understand how to do it.
S9	I want to have good concept, and the steps to make my presentation interesting.
S10	I want to understand about the format, how to deliver key messages, and how to use the language.
S11	I want to know more tricks.
S12	How can I make my presentation interesting, and not to bore my audience?
S13	None
S14	How should the animations (sound effects, other effects) be used in the presentation? How to compose precise sentences? How to use idiom or additional phrases in the sentences?
S15	I want to know different techniques in the presentation formats, how to use animations in my presentation.
S16	I want to understand the difference opinion towards presentation from the management and general employees; how it is different, what is expected. So I can understand how to make my presentation that is suitable for the different audience.
S17	I want to be able to make an interesting presentation and easy for my audience to understand.
S18	None
S19	What are the consequences in preparing the presentation, and how can I use the language right.
11. What other related questions do you think you need to know? Why?	
S1	Have some more technical knowledge about making presentations
S2	How can I increase my self confidence?
S3	Can someone write good English without having to be a grammar expert? (I am sick of trying to improve my grammar)
S4	none
S5	All of the described above because if I really understand how to do it or at least

	have a better understanding I will have more confidence in making my presentation interesting.
S6	I want to know more about the using pictures or know tricks to prepare my presentation well.
S7	I want to be able to use the kind of vocabulary that is professional but simple to understand.
S8	I want to understand all of its elements, everything that is important as fundamentals or concept of doing a presentation.
S9	I want to understand how to present different contents e.g. using tables, graphs, etc.
S10	How to prepare for a presentation, and how to answer questions during presentations.
S11	Everything that is relevant both about English language and the powerpoint program that will have an impact on my work.
S12	I want to know about the presentation format, and how to prepare a presentation.
S13	What are the Dos and Don'ts in doing presentation?
S14	How to communicate from the presentation materials to spoken language? I want to be able to know when my content is grammatically wrong and able to correct it.
S15	I want to know various formats in doing presentations so there is some variety.
S16	How can I make my presentation interesting because it will increase the impact of my presentation?
S17	How can I deliver my presentation so it is interesting for my audience?
S18	None
S19	None

12. What English language skills do you think you need to do presentations?

S1	I think English language skills in general are very important.
S2	I need to have skills in selecting simple and precise language.
S3	I need writing skills, and how to choose appropriate vocabularies for the context and for the audience.
S4	How can I arrange my wording, and how to compose a sentence?
S5	Choosing appropriate language, make it interesting and know how to emphasize key messages.
S6	I think English writing skill is important for me to do a presentation. For example, how to use right words. This will affect the understanding of my audience.
S7	I want to have good grammar and speaking skills.
S8	I need to have good vocabularies, know English grammar, and know how to compose a sentence or paragraph.
S9	English grammar.
S10	English grammar, vocabulary, presentation format, and logical orders.
S11	I need writing skills for making a presentation, and listening/speaking skills when I need to present it.
S12	I want to have the skills to explain in English and able to interact in a questions & answers session.
S13	I want to be able to use English language appropriately, know how to choose the wordings that are attractive and suitable for the content I want to present.

S14	I want the skills to deliver my message and communicate in a way that precise and easy to understand, and able to use precise and grammatically correct sentences.
S15	I want to have writing skills, ability to summarize key points, and how to write a good sentence.
S16	General business writing skills in English.
S17	Writing and speaking skills.
S18	More vocabulary and better reading skills.
S19	I want to be able to use the language accurately, and my presentation is not too difficult or too easy to understand.

Topic: Writing Business E-mail at Work (B)

What is your problem or challenge in writing a business e-mail?

Objective: Each participant is to identify the problem or challenge that he/she would like to address. In other words, this is what he/she would like to focus to improve one's communication skills via e-mail at work.

1. what problem do you think you have when you need to write a business e-mail?

S1	I have been writing business e-mails for a long time but I still have a lot of mistakes.
S2	How to choose the word or to organize my language. I don't know what to write, and I afraid my audience will not understand what I want to tell them.
S3	Sometimes I don't know how to write.
S4	Sometimes I need to send same e-mail to many people, so I don't know how to start, finish, and link my sentences within an e-mail.
S5	How to write formal language?
S6	The biggest problem for me is to find the right words that can represent what I want to communicate to others.
S7	I don't know how to get started. Sometimes I wanted to explain about the problems occurred but afraid that I cannot communicate properly and make my audience misunderstand. I don't know proper vocabularies, and I afraid that my e-mail is not grammatically correct and therefore my audience will not understand.
S8	I don't know how to start, how to actually write, and how to convey my message in English language.
S9	I have the problem with the language.
S10	How to use formal language in e-mails, and how to emphasize my messages.
S11	I have a problem with English usage (vocabulary, grammar, and the proper manner when using English).
S12	I don't know how to use English grammar properly, my e-mail is difficult to understand, and don't know how to get started.
S13	I can't organize my content to make it precise and direct to the point. Sometimes I don't know how to get started, as well as what word to use (both general vocabularies and conjunctions).
S14	I have problem with clear communication. I don't know how to ask for help or cooperation with politeness. Sometimes I wrong with incorrect grammar which can lead to unclear messages and misunderstanding.
S15	It takes me a long time to write just 1 e-mail. I don't know what word or kind of sentence to use. I always have to start from writing my e-mail in Thai first, and then translate back into English.
S16	I afraid that I will write something ridiculous (grammatically wrong).
S17	My problems are the vocabularies and how to use it, how to write formal language, and the English grammar.
S18	I want to know how to write e-mail that is appropriate and polite. I write very slowly, I don't know how to start.
S19	I can fully understand the e-mails sent to me, but I can't write back fully for what I wanted to communicate. Sometimes I can't provide 100% of the message/information, and I'm not sure whether some words or questions is appropriate to use or not.

2. How do you know that is your problem?

- S1 A lot of mistake.
- S2 It takes a long time to write, and always have returned mail to ask for more clarification.
- S3 My e-mail sometimes communicates different messages from the original purposes.
- S4 I can't finish my sentences.
- S5 I can't think of the right words when I need to use it or wanted to use it.
- S6 Some words I used do not have the proper meaning, so I make my recipient confused.
- S7 I face the problems above almost every time when I have to write something in addition to the attachment file.
- S8 I take a long time to think what to write, need to discuss with my peers, and feel stressful every time I have to write something.
- S9 It takes me a long time to write each e-mail.
- S10 Sometimes I feel my e-mail is confusing, not to the point, can't draw conclusion, and I don't know whether the word I used is correct or not.
- S11 I feel stressed when I need to write an e-mail and always feel that my e-mail is not grammatically correct.
- S12 I take a long time to write one e-mail in English, and my mail is still confusing.
- S13 It takes me a long time to write an e-mail.
- S14 I spend too much time for a short message. I always use the same sentences over and over to make sure I don't make mistake, without being able to adapt with situation change. I get confused with different words have same meaning, and I don't know how to use it.
- S15 I know from the time I spend in writing an e-mail, as well as always use the same old words and sentences in my e-mails.
- S16 I always feel lack of confidence when I have to write something.
- S17 I face these problems everyday.
- S18 It takes me a long time to write an e-mail.
- S19 I'm not sure whether it is a problem or not.

3. How do you feel about the problem you have?

- S1 I feel bad about myself/downhearted.
- S2 I don't want to send mails in English, and I feel worried.
- S3 I think I have to try more and practice more.
- S4 I'm frustrated and loose confidence related to my ability.
- S5 I feel frustrated, lack of confidence because I can't make my sentences deliver the message I wanted.
- S6 I think I can deal with my problems by learn more about writing.
- S7 I feel that I use too much time to write, and after I finish it I'm not sure whether my audience will understand what I want to communicate or not.
- S8 I feel bored. I don't want to do it.
- S9 I want to improve my skills.
- S10 I avoid responding to an e-mail in long messages (but I want to improve).
- S11 I feel pressured.
- S12 I want to fix these problems.
- S13 It makes my work inefficient.
- S14 I'm not confidence in writing business e-mails. I tried to solve my problems by

	using dictionary more to find the functions of the words, but sometimes I just give up.
S15	I'm not confidence in writing e-mail, I don't know whether my reader will understand what I wanted to communicate or not.
S16	I try my best, if it's still not good enough then I will try again next time.
S17	I want to write better, so I tried but it still takes a long time and not much improvement.
S18	It wastes my time.
S19	I feel lack of confidence and I don't want to do it.
4. Why does the problem exist?	
S1	I can't find the right word.
S2	I don't really understand the writing concept in English.
S3	I don't really have good understanding of English since when I was younger.
S4	I'm not confident about my own knowledge.
S5	I'm not used to the formal language because I normally use simple words and I read too much of leisure books.
S6	I have little experience in writing business e-mails.
S7	My English background is not good enough, lack of knowledge for grammar.
S8	I have difficulty with English language.
S9	I not sure how to write.
S10	I don't have much chance to communicate by e-mail, so I don't know what word to use and I afraid that I can't use the language properly.
S11	From using "English" language.
S12	I don't have good knowledge of English language.
S13	I don't have much change to write so I'm not very skillful, and I also lack of the writing concept or else don't know good vocabularies that is suitable for the e-mail formats.
S14	I don't have much chance to practice. When I have the problem, I don't know how to solve it so continue to create problem for me.
S15	Sometimes I need to write e-mails about something that I'm not familiar with, therefore I can't think of the right words or sentences that I need to use.
S16	I don't really pay attention to English grammar when I was younger.
S17	I don't have the language skills, don't know what is right or wrong, and therefore I feel lack of confidence.
S18	I can't use English fluently.
S19	I'm not confident in the writing language.
5. What are the consequences of the problem?	
S1	I waste a lot of time.
S2	I feel lack of confidence.
S3	When I need to use English in real life, I can't really use it effectively.
S4	I became a burden for my boss and my peer.
S5	I think I'm loosing the knowledge from the past when I can use formal language better than this.
S6	I make my recipient misunderstand what I want.
S7	I afraid to write, so I ended up not sharing the information that I have in written. I always have to use telephone to communicate and therefore no record of what has been communicated.
S8	I don't want to write business e-mails.

S9	I'm not confident when I need to send e-mail, so I use other tools ie. telephone instead to avoid writing e-mail and I continue to be lack of writing skills.
S10	I feel lack of confidence in e-mail correspondent, and takes a long time to respond because I need a lot of time to think.
S11	If my e-mail is not grammatically correct, it may impact the interpretation of the message.
S12	I feel lack of confidence in writing e-mails in English.
S13	Sometimes my e-mail does not contain all the information required, or I might send out wrong message from what I originally wanted.
S14	I can't clearly communication and make people misunderstand, and it takes me a long time to write.
S15	My audience doesn't understand what I want to communicate. Sometimes I have to rewrite again so everyone understands the same thing.
S16	I can't write properly.
S17	It takes me too much time, and my work is not efficient. I don't want to correspond to e-mails. Sometimes I can make mistake in my work because of misunderstanding.
S18	Apart from wasting the time, sometimes it could make the reader misunderstand and feel negatives towards the writer.
S19	Sometimes there are no response to my e-mail, or people had to write back and ask for more clarification.

6. How would you like to change?

S1	I want to be able to write business e-mail quickly.
S2	I want to be able to respond quickly with business e-mails, and communicate thoroughly in my mail.
S3	I want to learn and practice more.
S4	I would like to gain back my self-confidence, and able to do my work without fear that I will do it wrong.
S5	I wanted to change my writing style from speaking-language to proper writing-language.
S6	I'd like to be able to write business e-mails with effectiveness, all my readers understand the same messages.
S7	I want to be able to write better e-mail, can use language that is easy to understand and grammatically correct.
S8	I want to be able to write e-mails immediately when I needed to.
S9	I want to be able to write e-mail with proper language.
S10	I want to improve the skills in using e-mail for my work, so that I can work faster and simpler.
S11	I want to know all about e-mail writing.
S12	I want to improve my writing skills, so my e-mails are easier to understand and follow the correct grammar.
S13	I want to be able to write e-mail quickly with precise content.
S14	I want to attend a writing course that can improve my skills, and do more practice by writing to my friends.
S15	I want to be able to write e-mails correctly, easy to understand with preciseness.
S16	I want to be able to write correctly.
S17	I want to have the sufficient knowledge to correspond with business e-mails, and make my readers understand what I want to communicate.

S18	I want to write properly, precisely, and take small amount of time.
S19	I want to write efficiently, able to correspond and achieve the objectives that I want.
7. What do you need to learn in order to better understand the identified problem or to solve the problem you have?	
S1	I need to improve my grammar.
S2	How to use English properly and practice writing e-mails a lot.
S3	Learn and practice to translate from Thai to English writing, sometimes I run out of words even though the easy ones.
S4	I would like to understand the language concept.
S5	I would like to know more about formal language.
S6	How to write business e-mails, writing skills, and vocabulary/phrases that are often used for business e-mails.
S7	I need to know more vocabularies related to business e-mails, how to use grammar correctly, and how to make my content precise and easy to understand.
S8	English writing, how to write e-mail, how to write when need to inform about something.
S9	I want to learn more about English language.
S10	I need to have better English skills, to learn about different situations of e-mails, and practice my writing skills.
S11	Writing skills.
S12	I need to learn more about English language.
S13	I want to learn more about the writing pattern that is frequently used for business e-mails, i.e. to negotiate, to initiate, to reject, etc.
S14	I need to learn more about grammar and writing model, functions of words, and know more vocabularies and idiom.
S15	I need to learn how to write in English without having to translate from Thai to English, and more understanding about tenses.
S16	I want the basic of English grammar.
S17	Vocabulary, English grammar, and English writing concept
S18	English grammar, and polite phrases for business e-mail
S19	The steps of writing i.e. how to start and finish, introduction and ending, etc.
8. What resources do you already have that could help you deal with the problem?	
S1	Dictionary and use others' expertise.
S2	I already have some examples (how to write) ie. How to start, how to end.
S3	Sometimes I practice translating Thai-English just to increase the fluency.
S4	My colleague, example e-mails in the workplace, and example for previous reports.
S5	I take examples from others and modified, and I read from books.
S6	Ask my manager/others to take a look or give suggestions on what I wrote.
S7	I take examples from others and modified. I ask from other colleagues who could help me.
S8	I take an English course (Direct English), and read from the internet.
S9	I read from other people's e-mail and learn how they write in different situations, then applied to my work.
S10	I ask from those who has good English skills, or look up from textbooks.
S11	I ask my manager and look up from a dictionary.

S12	I tried to read English books.
S13	I take examples from others.
S14	I currently use a dictionary to find the meaning of words and their functions. But I can't remember because one word can sometimes be a noun, verb, or adjective.
S15	I look up words from a dictionary, textbooks, and ask from my colleague.
S16	I ask my manager to help me brush up my English, as well as my colleagues.
S17	I use a dictionary, sometimes I look at others' examples.
S18	None
S19	None

9. What other resources or sources of information you might need?

S1	Some grammar training courses.
S2	I want to know the right format, the concept of writing e-mails that I can really use in real life and the kind of language use in writing e-mails.
S3	I want some guideline in Thai-English translation (I don't have problem when translate English-Thai).
S4	More practice.
S5	I want some advice, and I want to know about precise formal words with interchangeable meanings as well as an appropriate sentence style.
S6	Many different types of dictionaries.
S7	I want to be more knowledgeable in business e-mails in English and in the writing concept.
S8	None
S9	I want example of different types of e-mail.
S10	Different formats of e-mail correspondents, grammar, and someone to help me when I can think of what to write.
S11	Taking an English course, examples, and exercises.
S12	I want to know how to write e-mail that is precise and easy to understand.
S13	What is the correct concept of writing business e-mail, and the relevant techniques including dos and don'ts.
S14	I need someone to advise how to improve my English, and have examples for polite sentences for communication.
S15	I want to have examples for various business e-mail types, as well as courses that can help me improve business e-mails or improve writing skills.
S16	I need to learn from those who really know.
S17	I want to learn about writing and English grammar.
S18	Good examples of business e-mails
S19	Examples of good and bad business e-mail

10. What questions do you have regarding writing the business e-mail?

S1	None
S2	The format and language.
S3	I sometimes I still use mixed up level of language in one e-mail.
S4	What is the ground rule for writing, so that is not too short (people wouldn't understand) nor too long (so it makes people confusing).
S5	I know what message I want to send out but I don't know what words to use.
S6	If I have the repeated or similar situations frequently, how to write business e-mail in the various different ways?
S7	How to write e-mails politely especially when to turn down some requests from

	internal colleagues, or when I need to contact external parties? What is the concept of a good business e-mail?
S8	The fundamental or concept of business e-mail.
S9	A guideline about how to write.
S10	How to construct an e-mail, how to use language that is different from spoken language in an e-mail.
S11	Vocabularies that are appropriate for different group of people.
S12	I don't really understand about English e-mails.
S13	What are the right patterns of business e-mails?
S14	I still want to know about writing grammar, model, and sentences. How to use idiom and tenses appropriately.
S15	What are the levels of English writing?
S16	Sometimes I still write long and complicated e-mail, not as precise as it should be.
S17	How can I write in a way that makes people understand?
S18	None
S19	Correct grammar guideline
11. What other related questions do you think you need to know? Why?	
S1	I want to understand the specific patterns and words for business e-mails.
S2	None
S3	Why can't I communicate what I wanted in e-mail?
S4	The language of concept, both writing and speaking.
S5	I want to know appropriate language usage, steps of sending messages, and I want my audience to understand what I want to tell them.
S6	I want to understand the format of writing, so I can apply to my e-mail in different situations.
S7	I want to be able to 100% understand the e-mails sent to me.
S8	How to write reports, abstracts, and article.
S9	I want some techniques on how I can be better with English language.
S10	Vocabulary and formal ending statement.
S11	I want to have better English language skills.
S12	I wanted to be able to write business e-mails because right now it started to create problems for my work.
S13	How to write effectively? What is the thought process for effective writing?
S14	Passive & active voice (because normally I have to inform about what had happened in the past)
S15	I want to learn about how to write business letter or other types of business writing (not only e-mail) in order to improve my writing skills.
S16	How to write effective e-mails?
S17	How to correspond, to explain, to make my e-mail polite, as well as what should not do because it will make me looks aggressive?
S18	None
S19	None
12. What English language skills do you think you need to write business e-mails?	
S1	Grammar and writing skills in English language.
S2	How can I use the language that is accurate and easy to understand.
S3	I would like to write English sentences that are precise and accurate.
S4	Grammar and how to compose sentences.

S5	I would like to know appropriate vocabularies and types of sentences.
S6	Vocabulary/phrase that is relevant to my work and how to use them in various situations.
S7	Business vocabulary, grammar, content organization
S8	English grammar and vocabulary, and the concept of writing formal business e-mail.
S9	English grammar.
S10	Concept in term of grammar, formal language, vocabulary, and different types of e-mail.
S11	English writing and grammar.
S12	I want to write the language that is easy to understand, use phrases and words that are grammatically correct, and doesn't take a long time to prepare.
S13	I want to have writing skills that can make me write precisely in short period of time.
S14	How to write simple, complex, and compound sentences? How to write present perfect and passive sentences? How to write polite business e-mails?
S15	I want to improve my English conversation as well as English writing skills.
S16	English writing techniques
S17	English writing, grammar, and vocabulary
S18	English grammar
S19	How to write properly, easy to understand, and precisely?

Appendix C

Details of Pilot Course Schedule (Lesson Plan) June 5th, 2005 and June 12th, 2005

Learning Schedule: Business E-mail Trial (Sunday: June 5, 2005)

Date/Time	Topic	Learners' Activities	Output
<p>Sunday: 5/6/05</p> <p>10:00 - 12:00 a.m.</p> <p>12:00 - 1:00 p.m.</p> <p>1:00 - 3:00 noon</p>	<ul style="list-style-type: none"> • Introduction to the Business E-mail course & distribute learner's folder and go through the materials (20 minutes) • Explain the differences between each e-mail types (20 minutes) • Pre-test of selected e-mail type either 2 or 3: individual (30 minutes) • Break into groups (x3), group discussion (15 minutes) • Review of common problems (35 minutes) • Lunch break 1 hour • Select E-mail Type 1, analysis demonstration (20 minutes) • Group analysis (30 minutes) 	<ul style="list-style-type: none"> • Write business e-mail according to the provided task instruction • Discuss & brainstorm about problems with e-mail at work overall • Practice on E-mail Type 1 analysis (group) • Discuss & brainstorm about 	<ul style="list-style-type: none"> • Pre-test: individual written tasks before taking a course (for 1 type of business e-mail) • Summary of current problems with e-mail at work (flipchart)

	<ul style="list-style-type: none"> • Group discussion (15 minutes) • Individual exercise: practice writing E-mail for the Type 1 individually (20 minutes) • Post-test of selected e-mail type either 2 or 3: individual (30 minutes) • Individual reflection of Day 3 (5 minutes) 	<p>problems with E-mail Type 1 at work</p> <ul style="list-style-type: none"> • Practice writing E-mail Type 1 according to provided instructions (individual) • Write Business E-mail for the Type 2 or 3 related to work function (individual) • Write self reflection from Day 2 learning experience into provided sheets 	<ul style="list-style-type: none"> • Summary of problems with E-mail Type 1 at work • Individual written task (E-mail Type 1) • Post-test: individual written tasks after taking a course • Learners' reflection for Business E-mail
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Learning Schedule: Business Presentation Trial (Sunday: June 12, 2005)

Date/Time	Topic	Learners' Activities	Output
<p>Sunday: 12/6/05 10:00 - 12:00 a.m.</p> <p>12:00 - 1:00 p.m.</p> <p>1:00 - 3:00 noon</p>	<ul style="list-style-type: none"> • Introduction to the Business Presentation course & distribute learner's folder and go through the materials, explain the differences in presentation types (20 minutes) • Explain the differences between each presentation types (20 minutes) • Pre-test of selected presentation type either 2 or 3: individual (30 minutes) • Break into groups (x3), group discussion (15 minutes) • Review of common problems (35 minutes) • Lunch break 1 hour • Select presentation Type 1, analysis demonstration (20 min.) 	<ul style="list-style-type: none"> • Write business presentation according to the provided task instruction • Discuss & brainstorm about problems with presentation at work overall • Practice on Presentation Type 1 	<ul style="list-style-type: none"> • Pre-test: individual written tasks before taking a course (for 1 type of presentation) • Summary of current problems with presentation at work (flipchart)

	<ul style="list-style-type: none"> • Group analysis (30 minutes) • Group discussion (15 minutes) • Individual exercise: practice writing presentation for the Type 1 individually (20 minutes) • Post-test of selected presentation type either 2 or 3: individual (30 minutes) • Individual reflection of day (5 minutes) 	<p>analysis</p> <ul style="list-style-type: none"> • Discuss & brainstorm about problems with Presentation Type 1 at work • Practice writing presentation Type 1 according to provided instructions • Write Business Presentation for the Type 2 or 3 related to work function • Write self reflection from learning experience into provided sheets 	<ul style="list-style-type: none"> • Summary of problems with Presentation Type 1 at work • Individual written task (Presentation Type 1) • Post-test: individual written tasks after taking a course • Learners' reflection for Business Presentation
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Appendix D

Writing Scores Rubric

(adapted from Jacobs et al.'s, 1981)

Scoring Aspect	Excellent (4)	Good (3)	Fair (2)	Poor (1)
A. Content	<ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough development of ideas • Relevant to assigned topic 	<ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of ideas • Mostly relevant to topic, but lacks detail 	<ul style="list-style-type: none"> • Limited knowledge of subject • Little substance • Inadequate development of topic 	<ul style="list-style-type: none"> • Does not show knowledge of subject • Non-substantive • Not relevant • OR not enough to evaluate
B. Organization	<ul style="list-style-type: none"> • Fluent expression • Ideas clearly stated/supported • To-the-point • Well-organized • Logical sequencing 	<ul style="list-style-type: none"> • Somewhat choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing 	<ul style="list-style-type: none"> • Non-fluent • Ideas confused or disconnected • Lacks logical sequencing and development 	<ul style="list-style-type: none"> • Does not communicate • No organization • OR not enough to evaluate
C. Vocabulary	<ul style="list-style-type: none"> • Sophisticated range • Effective word/idiom choice and usage • Word form mastery • Appropriate register 	<ul style="list-style-type: none"> • Adequate range • Occasional errors of word/idiom form, choice, usage but meaning not obscured 	<ul style="list-style-type: none"> • Limited range • Frequent errors of word/idiom form, choice, usage • Meaning confused or obscured 	<ul style="list-style-type: none"> • Essentially translation • Little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
D. Language usage	<ul style="list-style-type: none"> • Effective complex constructions • Few errors of agreement, tense, number, word order/function, articles, pronouns, preposition 	<ul style="list-style-type: none"> • Effective but simple constructions • Minor problems in complex constructions • Several errors of agreement, tense, number, word orders/function, articles, pronouns, preposition but meaning seldom obscured 	<ul style="list-style-type: none"> • Major problems in simple/complex constructions • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • Meaning confused or obscured 	<ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • OR not enough to evaluate
E. Mechanic	<ul style="list-style-type: none"> • Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization, paragraphing 	<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured 	<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor written text • Meaning confused or obscured 	<ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing • text illegible • OR not enough to evaluate

Appendix E

The Coding Scheme of E-mails

Pre-test E-mail Type 1 - Information Request														
<i>e-mail generic features of form</i>	1 W i	2 S u	3 T h i	4 S o m	5 W a n	6 N u m	7 K r o	8 L i n	9 O n	1 0 T h i r a	1 1 S i r i	1 2 S a m i	1 3 U	1 4 S u p a
Subject heading														
From														
To	/	/		/	/	/	/	/	/	/	/	/	/	12
Date														
Subject		/		/	/	/	/	/		/	/	/	/	10
Opening salutation														
Recipient's name or title	/		/		/	/	/	/	/			/	/	9
Dear	/		/		/			/	/			/	/	7
Hi ... (Hello)														/
Punctuation	/				/	/			/			/		5
Body														
Closing Salutation														
Complimentary closing (e.g. best regards,)	/	/	/		/	/					/	/	/	/
signature	/				/						/	/		4
	6	3	3	2	6	6	3	4	4	2	3	7	5	2
Post test E-mail Type 1 - Information Request														
<i>e-mail generic features of form</i>	1 W i	2 S u	3 T h i	4 S o m	5 W a n	6 N u m	7 K r o	8 L i n	9 O n	1 0 T h i r a	1 1 S i r i	1 2 S a m i	1 3 U	1 4 S u p a
Subject heading														
from	/													1
to	/	/	/	/	/	/	/	/	/	/	/	/	/	14
date	/			/			/	/	/	/	/	/		9
subject	/	/		/	/	/	/	/	/	/	/	/	/	13
Opening salutation														
Recipient's name or title		/	/	/	/	/	/	/	/	/	/	/	/	13
Dear		/	/	/	/	/	/	/	/	/	/	/	/	13
Hi ... (Hello)														
Punctuation		/		/	/		/			/	/	/	/	9
Body														
Closing Salutation														
Complimentary closing (e.g. best regards,)			/			/	/	/	/	/		/		8
signature					/	/	/	/	/			/	/	7

Pre-test E-mail Type 3 - Status Update														
<i>e-mail generic features of form</i>	1 W i	2 S u	3 T h i	4 S o m	5 W a n	6 N u m	7 K r o	8 L i n	9 O n	1 0 T h i r a	1 1 S i r i	1 2 S a m i	1 3 U	1 4 S u p a
Subject heading														
from														
to	/	/	/	/	/	/	/	/	/	/	/	/	/	13
date														
subject		/		/	/	/	/	/		/	/	/	/	11
Opening salutation														
Recipient's name or title	/	/	/	/	/		/	/	/		/	/	/	12
Dear	/	/	/	/	/			/	/		/	/	/	11
Hi ... (Hello)														
Punctuation				/			/		/		/	/		6
Body														
Closing Salutation														
Complimentary closing (e.g. best regards.)	/	/		/		/	/	/	/		/	/		10
signature	/					/			/		/	/		6
Post test E-mail Type 3 – Status Update														
<i>e-mail generic features of form</i>	1 W i	2 S u	3 T h i	4 S o m	5 W a n	6 N u m	7 K r o	8 L i n	9 O n	1 0 T h i r a	1 1 S i r i	1 2 S a m i	1 3 U	1 4 S u p a
Subject heading														
from	/			/			/	/	/	/	/		/	8
to	/	/		/	/	/	/	/	/	/	/		/	12
date	/			/			/	/	/	/	/		/	9
subject	/	/		/	/	/	/	/	/	/	/	/	/	13
Opening salutation														
Recipient's name or title	/	/	/	/	/	/	/	/	/	/	/	/	/	14
Dear	/	/	/	/	/	/	/	/	/	/	/	/	/	14
Hi ... (Hello)														
Punctuation	/	/		/	/	/	/	/	/	/	/	/		11
Body														
Closing Salutation														
Complimentary closing (e.g. best regards.)	/	/		/	/	/	/	/	/	/	/		/	12
signature	/	/		/	/	/	/	/	/	/	/		/	12

Redo Pre-test E-mail Type2 – Information Response/Sharing															
<i>Move/participant</i>	<i>1</i> <i>W</i> <i>i</i>	<i>2</i> <i>S</i> <i>u</i>	<i>3</i> <i>T</i> <i>hi</i>	<i>4</i> <i>S</i> <i>o</i> <i>m</i>	<i>5</i> <i>W</i> <i>a</i> <i>n</i>	<i>6</i> <i>N</i> <i>u</i> <i>m</i>	<i>7</i> <i>K</i> <i>ro</i>	<i>8</i> <i>Li</i> <i>n</i>	<i>9</i> <i>O</i> <i>n</i>	<i>1</i> <i>0</i> <i>T</i> <i>hi</i> <i>ra</i>	<i>1</i> <i>1</i> <i>Si</i> <i>ri</i>	<i>1</i> <i>2</i> <i>S</i> <i>a</i> <i>m</i> <i>i</i>	<i>1</i> <i>3</i> <i>U</i>	<i>1</i> <i>4</i> <i>S</i> <i>u</i> <i>p</i> <i>a</i>	
Body															
Move 1 Providing Background or reference	/	/		/	/	/	/		/	/	/	/		/	11
Move 2 Expressing a purpose	/		/	/	/	/	/	/	/	/	/	/	/	/	13
Move 3 expressing concerns		/	/	/				/			/	/		/	7
Move 4 expressing gratitude															
Move 5 giving extra information		/						/					/	/	4
2nd	2	3	2	3	2	2	2	3	2	2	3	3	2	4	35
1st	2	3	2	3	2	2	2	2	2	2	2	4	2	4	

Post test E-mail Type2 – Information Response/Sharing															
<i>Move/participant</i>	<i>1</i> <i>W</i> <i>i</i>	<i>2</i> <i>S</i> <i>u</i>	<i>3</i> <i>T</i> <i>hi</i>	<i>4</i> <i>S</i> <i>o</i> <i>m</i>	<i>5</i> <i>W</i> <i>a</i> <i>n</i>	<i>6</i> <i>N</i> <i>u</i> <i>m</i>	<i>7</i> <i>K</i> <i>ro</i>	<i>8</i> <i>Li</i> <i>n</i>	<i>9</i> <i>O</i> <i>n</i>	<i>1</i> <i>0</i> <i>T</i> <i>hi</i> <i>ra</i>	<i>1</i> <i>1</i> <i>Si</i> <i>ri</i>	<i>1</i> <i>2</i> <i>S</i> <i>a</i> <i>m</i> <i>i</i>	<i>1</i> <i>3</i> <i>U</i>	<i>1</i> <i>4</i> <i>S</i> <i>u</i> <i>p</i> <i>a</i>	
Body															
Move 1 Providing Background or reference	/	/	/		/	/	/	/	/	/	/	/		/	12
Move 2 Expressing a purpose	/	/		/	/	/	/	/	/	/	/	/	/	/	13
Move 3 expressing concerns	/	/	/	/		/	/	/	/	/	/			/	11
Move 4 expressing gratitude												/			1
Move 5 giving extra information	/	/			/	/			/	/	/		/	/	9
2nd	4	4	2	2	3	4	3	3	4	4	4	3	2	4	46
1st	4	4	2	3	3	4	3	3	4	3	3	3	1	3	

Pre-test E-mail Type3 – Status Update															
<i>Move/participant</i>	<i>1</i> <i>W</i> <i>i</i>	<i>2</i> <i>S</i> <i>u</i>	<i>3</i> <i>T</i> <i>hi</i>	<i>4</i> <i>S</i> <i>o</i> <i>m</i>	<i>5</i> <i>W</i> <i>a</i> <i>n</i>	<i>6</i> <i>N</i> <i>u</i> <i>m</i>	<i>7</i> <i>K</i> <i>ro</i>	<i>8</i> <i>Li</i> <i>n</i>	<i>9</i> <i>O</i> <i>n</i>	<i>10</i> <i>T</i> <i>hi</i> <i>ra</i>	<i>11</i> <i>Si</i> <i>ri</i>	<i>12</i> <i>S</i> <i>a</i> <i>m</i> <i>i</i>	<i>13</i> <i>U</i>	<i>14</i> <i>S</i> <i>u</i> <i>p</i> <i>a</i>	
Body															
Move 1 Providing Background or reference		/	/	/			/		/			/			6
Move 2 Expressing a purpose	/	/	/	/	/	/	/	/	/	/	/	/	/	/	14
Move 3 expressing concerns	/	/		/		/			/			/		/	7
Move 4 expressing gratitude			/												1
Move 5 giving extra information				/		/				/			/		4
2nd	2	3	3	4	1	3	2	1	3	2	1	3	2	2	32
1st	2	3	3	4	1	4	2	2	3	2	1	2	2	2	

Post test E-mail Type3 – Status Update															
<i>Move/participant</i>	<i>1</i> <i>W</i> <i>i</i>	<i>2S</i> <i>u</i>	<i>3</i> <i>T</i> <i>hi</i>	<i>4S</i> <i>o</i> <i>m</i>	<i>5</i> <i>W</i> <i>a</i> <i>n</i>	<i>6</i> <i>N</i> <i>u</i> <i>m</i>	<i>7</i> <i>K</i> <i>ro</i>	<i>8</i> <i>Li</i> <i>n</i>	<i>9</i> <i>O</i> <i>n</i>	<i>10</i> <i>T</i> <i>hi</i> <i>ra</i>	<i>11</i> <i>Si</i> <i>ri</i>	<i>12</i> <i>Sa</i> <i>mi</i>	<i>13</i> <i>U</i>	<i>14</i> <i>Su</i> <i>pa</i>	
Body															
Move 1 Providing Background or reference				/	/	/	/		/	/	/				7
Move 2 Expressing a purpose	/	/	/	/	/	/	/	/	/	/	/	/	/	/	14
Move 3 expressing concerns	/	/	/	/		/	/	/						/	8
Move 4 expressing gratitude	/	/	/	/	/	/	/	/	/		/	/		/	12
Move 5 giving extra information													/		1
2nd	3	3	3	4	3	4	4	3	3	2	3	3	2	3	32
1st	3	3	4	3	3	4	4	3	3	2	3	3	2	4	

Appendix G

The Coding Record of Moves in Individual Types of E-mail

Type and Frequency of Rhetorical Moves of All Types of E-mail Messages in the Pre-test and in the Post Test

Type/Frequency of Occurrence	Pre-test						Post test					
	T1	%	T2	%	T3	%	T1	%	T2	%	T3	%
Move 1: Providing Background info. or Ref.	10	71.4	11	78.6	6	42.9	13	92.9	12	85.7	7	50
Move 2: Expressing communicative purpose	14	100	13	92.9	14	100	14	100	13	92.9	14	100
Move 3 : Expressing concerns	6	42.9	7	50	7	50	7	50	11	78.6	12	85.7
Move 4: Expressing gratitude	8	57.1	0	0	1	7.1	9	64.3	1	7.1	1	7.1
Move 5: Giving extra information	7	50	4	28.6	4	28.6	5	35.7	9	64.3	8	57.1

Appendix H

Type and Frequency of E-mail Generic Features

Feature	<i>Pre-test</i>						<i>Post test</i>					
	<i>T1</i>	%	<i>T2</i>	%	<i>T3</i>	<i>total</i>	<i>T1</i>	%	<i>T2</i>	%	<i>T3</i>	<i>total</i>
Header												
From							1		8		8	17
Date							9		8		9	26
To	12		13		13	38	14		13		12	39
Subject	10		11		11	32	13		13		13	39
Opening Salutation												
Recipient's name and title	9		12		12	33	13		14		14	41
Dear	7		9		11	27	13		14		14	41
hi (hello)	1					1						
Punctuation	5		8		6	19	9		12		11	32
Body												
Move 1 Providing Background or reference	10		11		6	27	13		12		7	32
Move 2 Expressing a purpose	14		13		14	41	14		13		14	41
Move 3 expressing concerns	6		7		7	20	7		11		8	26
Move 4 expressing gratitude	8		0		1	9	9		1		12	22
Move 5 giving extra information	7		4		4	15	5		9		1	15
Closing salutation												
Complimentary Close	9		10		10	29	8		14		12	34
Signature	4		7		6	17	7		14		12	33
total	102		105		101	308	135		156		147	438

Appendix I

The Coding Record of Appropriateness in E-mails

subject Type of Opening- Closing Salutation	Pre-test				Post-test			
	T1 N= 14	T2 N= 14	T3 N= 14	Total N= 42	T1 N = 14	T2 N= 14	T3 N= 14	Total N= 42
----- --- --	1	1	1	7.1% (3)	0	0	0	0
----- best regards	0	0	1	2.3% (1)	0	0	0	0=0
				9.4%				0
Dear Recipient's name, -----	0	1	0	2.3% (1)	0	0	0	0
Dear + Recipient's name, Regards,	0	1	0	2.3% (1)	4	0	0	9.5% (4)
Dear + Recipient's name, Best Regard (s),	7	1	2	23.8 % (10)	2	4	6	28.5% (12)
				28.4%				38%
To + Recipient's name, Regards	1	0	0	2.3% (1)	0	1	0	2.3% (1)
Hi + recipient's name Best regard,	1	0	0	2.3% (1)	1	0	0	2.3% (1)
to + Recipient's title, ---	1	2	0	7.1% (3)	0	0	0	0
Recipient's title, ---	0	1	0	2.3% (1)	0	0	0	0
Dear + Recipient's title, ---	2	0	0	4.7% (2)	2	0	0	4.7% (2)
				14.1%				4.7%
To Recipient's title, Best Regards,	0	5	2	16.6% (7)	0	3	3	14.2% (6)
Dear + Generic name(e.g.all, team), -----	1	0	2	7.1% (3)	0	0	2	4.7% (2)
Dear + Generic name , regards	0	0	1	2.3% (1)	0	1	0	2.3% (1)
Dear + Generic name , Warm regard-	0	1	1	4.7% (2)	0	0	0	0
Dear + Generic name Best regards	0	1	3	9.5% (4)	0	5	3	19.0% (8)
To + Generic name, best regards,	0	0	1	2.3% (1)	5	0	0	11.9 %(5)
				19.0%				38.0%

Appendix J

Definitions and Examples of Appropriateness of Subject in E-mail Subject line

Terms	Definitions
Not Clear	The participants did not include the subject in the subject line of the e-mail.
Less Appropriate	The subject is understandable; however, it can be rewritten appropriately.
Appropriate	The subject is the exemplar and most acceptable

Appendix K

E-mail Examples

Action/Information Request E-mail: Example 1

Sender, place	Charn Songsak (charn.songsak@gtbgoods.com)
Date & Time	July 29, 2004 10:14
The recipient(s) - To	Udom Meesap, Victor Barnett, Somchai Tippreecha, Pete Jones
Carbon copy to - Cc	Pakawat Napadon
Subject	Planned cross-charges for GTB Goods.Com in 2004 - RESPONSE REQUIRED
Form of address / Salutation	Dear all,
Context + problem or Reference	<p>Please be informed that the annual cross-charge for GTB Goods.Com 2004 allocation will be processed by the end of this month.</p> <p>For reference, the table attached gives you some idea of the regional split for this year. Please find below the share by each Asia countries, based on the unit NSV for the main GTB Goods.Com website.</p>
Proposed solution/action	NEED YOUR RESPONSE
Action request	<p>Upon reviewing your unit's allocated amount, can you please let me know the following;</p> <p>a.) whether the person in charge (budget holder) name is correct</p> <p>b.) whether you are ok with the cross-charge amount</p> <p>Please provide your unit's account and cost center which to absorb this cost accordingly.</p>
Further information	
Deadline	I do apologize for the short notice, and would appreciate your confirmation asap (possibly by this Friday).
Fixed phrase	Should you have any question, kindly let me know.
Complimentary	Best Regards,
Closing	Charn S. Project Manager - GTB Goods.Com

Action/Information Request E-mail: Example 2

Sender, place	Shunji Tsukamoto (shunji.tsukamoto@gtbgoods.com)
Date & Time	September 7, 2004 16:05
The recipient(s) - To	Jane Wei, Orawan Watana
Carbon copy to - Cc	
Subject	New household launch strategy
Form of address / Salutation	Hi Jane,
Context + problem or Reference	Thank you for the materials you sent me. I have just updated the launch strategy consolidation chart, which had been created a couple of months ago, reflecting the planned launch for China.
Proposed solution/action	Could you take a moment to double check it and see if the chart summarizes what you are planning to do?
Action request	Feel free to modify it if necessary.
Deadline	I would appreciate if you can get back by next Monday September 12, 2004.
Further information	
Another recipient*	Hi Orawan,
Additional reference	I assume you have not made any major change to your launch plan for this year, but I'm aware that you plan to start using the internet for the on-line advertisement beginning of this year. Is this right?
Action request	If you have anything to add or change, pls let me know.
Deadline	
Further information	As I briefly mentioned in the recent VC, we are planning to renew our launch strategy in the near future. I will share it with you, hopefully soon.
Fixed phrase	
Complimentary	Thanks,
Closing	Shunji T. Marketing Dept., GTB Goods Inc. Japan Phone: +81-44-712-1123, Fax: +81-44-712-1442 E-mail: shunji.tsukamoto@gtbgoods.com

Reference: EM SU-11-5

Action/Information Request E-mail: Example 3

Sender, place	Annette Burke (annette.burke@gtbgoods.com)
Date & Time	July 19, 2004 12:10
The recipient(s) - To	Richard Weibel, Becky Lord, Neil Stina, Joel Smith
Carbon copy to - Cc	
Subject	Global Metrics - where we are & input requirement
Form of address / Salutation	Hello everybody,
Context + problem or Reference	<p>I am sure that Mike informed you about a current piece of work on the global metrics and measurements known as the Project H. This piece of work is closely linked with work on the application of the Talent Management Model (see attached below) of which you will hear much more in the near future.</p> <p>The work on Project H Metrics (together with the R&D Effectiveness) is serving two purposes:</p> <ol style="list-style-type: none"> 1. to gather information on the state of our talent pool in MFE (by dept & country), measure the effect of current activities, and adjust our plan accordingly 2. to measure our process (via the use of the application of Talent Management Model) in order to improve the quality and the efficiency of the resources we have
Proposed solution/action	Since you will be (partly) involved and responsible for some of this information, including being the key users of the outcome of this analysis, I am asking for your input/feedback on the work we have done so far.
Action request & deadline	Please respond to me with any ideas, concerns, etc. before July 28 th .
Further information	Obviously, this is not the only information that is needed to make a successful comparison between the demand & supply of our resources. We will inform you about the work which is planned to create a compatible framework, and ask for you input on this in the near future. So please stay-tuned!
Fixed phrase	
Complimentary	Thanks & Regards,
Closing	<p>Annette</p> <p>Annette Burke Mobile: +45 2337 6586 Annette.burke@gtbgoods.com</p>

Information Response/Sharing E-mail: Example 1

Sender, place	Linda Johnson (linda.johnson@puresimple.com)
Date & Time	September 20, 2004 16:05
The recipient(s) - To	Charoen Ngamdee
Carbon copy to - Cc	
Subject	Official launch strategy & strategic innovation
Form of address / Salutation	Dear value client,
Introduction	I would like to invite you to the official launch of the strategy & strategic innovation - Pure & Simple campaign.
Details	<p>This campaign is under the name "How to Develop Your Own Strategy to Achieve Sustainable Competitive Advantage", which will be held on October 29, 2004 from 2-5 p.m. at Ballroom 1, Sheraton Grande Sukhumvit Hotel.</p> <p>HR, Marketing, MDs, CEOs, or other individuals responsible for various organization strategies will benefit greatly from this program.</p>
Fixed phrase	For more information, please do not hesitate to contact me through the details below. We hope to see you there!
Complimentary	Regards,
Closing	<p>Linda Johnson Marketing Manager</p> <p>Pure & Simple (Thailand) Ltd. Tel.: 0-2728-2000 ext. 255, Fax: 0-2728-3210 E-mail: lindajohnson@puresimple.com Website: http://www.puresimple.com</p>

Reference: EM IRR-13-3

Information Response/Sharing E-mail: Example 2

Sender, place	Sirima Tripet (sirima.tripet@gtbgoods.com)
Date & Time	January 11, 2005 9:15
The recipient(s) - To	Pete Jones
Carbon copy to - Cc	Robert Cook, Witaya Ekniyom
Subject	Position for the metal detector
Form of address / Salutation	Dear Pete,
Introduction	Refer to your question regarding the risk analysis of the metal detector project, let me try to provide some further info for your consideration.
Details	<p>In the past, we found the metal contamination to the shampoo product from rack when we started to implement the rack to transfer the product in bulk. We identified that the metal contamination came from the rack itself due to the fact that we did not prepare the rack well enough to ensure no metal dust before using. Therefore, I agree that there is high risk from the metal contamination issue if we are to remain the current procedure.</p> <p>However, the new product line relocation will change the procedure by combining the making and packing area. This means the risk concerning the contamination will be much lower. Regarding the metal dust contamination directly from the rack, this problem has stopped by now. When we did the test run last month, we were able to ensure that there is no risk if we are to proceed with the metal detector remove plan.</p> <p>You can see the testing methods in the attachment. (attachment)</p>
Fixed phrase	Please let me know your thought.
Complimentary	Best Regards,
Closing	Sirima T. QA Manager GTB Goods Inc.

Reference: EM IRR-23-5

Information Response/Sharing E-mail: Example 3

Sender, place	Araya Lertip (araya.lertip@gtbgoods.com)
Date & Time	May 16, 2003 11:30
The recipient(s) - To	Wisit Pipatwong
Carbon copy to - Cc	
Subject	Report - market visit Khon Kaen
Form of address / Salutation	Dear Khun Wisit,
Introduction	Please find a report of the Khon Kaen market visit with details as following:
Details	<p>Summary: 10 stores were visited. Generally, the store and shelf condition are clean and kept in a good condition. Most of the opportunities for improvement were drawn to the products in the warehouse. Makro was concerned about the product quality since the rodent problem was obviously noticeable.</p> <p>Key concerns:</p> <ol style="list-style-type: none"> 1. Condensation - repacked products that were placed in front of the stores has direct contact to sunlight in the afternoon. Condensation was visible on product bags. This situation can lead to mould growth in our product. 2. Infestation; <ol style="list-style-type: none"> a.) Rodents - the products in the customer warehouse were damaged by rodents. Most of the stores repacked those damaged products and sold as portion sales. b.) Insects - even level of insect infestation was not high in all stores visited, only some were found mostly due to the product damage.
Fixed phrase	Please feel free to look into the attached file for more information, which includes details about the product defect that we found in the trade. Any questions or comments, please let me know.
Complimentary	Regards,
Closing	Araya L.

Status Update: Example 1

Sender, place	John Hughes (johnhughes@theenglishschool.com)
Date & Time	July 4, 2003 15:49
The recipient(s) - To	Atinuch Maneewan
Carbon copy to - Cc	
Subject	Final Report - Business Presentation Course (Group C)
Form of address / Salutation	Dear Khun Atinuch,
Introduction / Reason for writing	Please find attached the final report for the participants of the Business Presentation Skills course held at the Four Wings Hotel recently.
Details of an update	The report contains a detailed analysis of each participants' capability as far as presenting is concerned. The report also contains the criteria for the analysis of the participants, and the participants feedback on the course and the instructor. A hard copy of the report and videos for each of the students will be sent to you shortly.
Fixed phrase	Please acknowledge receipt, and let me know if you need anything else from us.
Complimentary	Best Regards,
Closing	John Hughes Corporate Accounts Manager The English School Academy

Reference: EM SU-3-2

Status Update: Example 2

Sender, place	Laddawan Suksri (laddawan.suksri @gtbgoods.com)
Date & Time	August 14, 2003 15:03
The recipient(s) - To	Peter Chan, Songsak Somboon, Vincent Lee, Justin Dan, Wisit Pipatwong
Carbon copy to - Cc	Wanida Lertloy
Subject	Summary of SNN trail & next step
Form of address / Salutation	Dear all,
Introduction / Reason for writing	Please be informed about the SNN trail, conducted on Mon. August 9, from 2 - 6 p.m. with details as following;
Details of an update	<ol style="list-style-type: none"> 1. Finished product <ul style="list-style-type: none"> • The appearance of the new SNN product is not significantly different from the current one • Low bulk density of between ~0.34-0.35 kg/L • Moisture is between 6.5% to 7.5% 2. The products <ul style="list-style-type: none"> • The bulk is quite thick therefore it create some problem at the filling area. The team has already adjusted the formula, and adjusted the thickness accordingly. 3. Microbial test result <ul style="list-style-type: none"> • The lab result is within spec (duration of 36 hrs) • The microbial test was done for both raw materials and finished goods <p>In summary, the trial was completed quite smoothly, with product quality according to our expectations. Therefore, we believe that we can meet the target project timeline as committed.</p> <p>Please be informed that the next project timeline review is scheduled on Thur. August 20, 10 a.m. -12 noon at meeting room C.</p>
Fixed phrase	Kindly let me know if you have any question or concern.
Complimentary	Thanks & Regards,
Closing	Laddawan S.

Reference: n/a

Status Update: Example 3

Sender, place	Wisit Pipatpong (wisit.pipatpong@gtbgoods.com)
Date & Time	March 7, 2004 11:32
The recipient(s) - To	Wanida Lertloy, Charn Songsak, Laddawan Meesap
Carbon copy to - Cc	Watsana Karaked
Subject	Direction for HouseClean brand
Form of address / Salutation	Dear Team,
Introduction / Reason for writing	Referring the agreement for the HouseClean brand from last month S&OP meeting, we have agreed to study the packaging write-off cost comparison with the premium pay (in case no minimum order is needed) between the 2 timing, end-May and end-August.
Details of an update	<p>After checking with the Commercial and Logistics team, it is confirmed that we have to pay both high premium cost, and the minimum order requirement. Therefore, I have summarize the direction for each of the HouseClean SKUs as following;</p> <ul style="list-style-type: none"> • All HouseClean 500cc, 3 SKUs - we will sell until the current packaging runs out (no need to order anymore) • HouseClean 1.5 litre Floral scent - we will sell until the current packaging runs out (no need to order anymore) • HouseClean 1.5 litre Fresh scent - we will need to order more packaging equal to the minimum order which will cover until end-August (with potential of 10,000 THB write-off cost according to Logistics) • HouseClean 3.5 Litre Floral scent - we will continue to sell this SKU until end-Aug with high stock coverage at the moment <p>In order to align with the FDA concern, we will do the stickering process for the products from now until end of August.</p>
Fixed phrase	Should you have any question, please let me know.
Complimentary	Regards,
Closing	Wisit P.

Reference: n/a

Appendix L

Participants' Summative Evaluation

Summary of an Overall Evaluation: Business English Writing Course

Number of respondent: 14 people

Part A-1. General Concept & Business E-mail Course

ในการทำกิจกรรมต่อไปนี้ โปรดเรียงลำดับความชอบของคุณ พร้อมทั้งให้เหตุผลว่าชอบ/ไม่ชอบเพราะเหตุใด

Category 1 - Lecture followed by real life examples and class room discussions

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
1.1 Writing in school vs writing at work concepts, and writing steps guideline.			2 (14%)	10 (72%)	2 (14%)

Reasons:

- การเขียนในโรงเรียนเป็นการเขียนที่เราเข้าใจเอง ไม่ต้องมีหลักการก็ได้เพราะเอาไว้อ่านเอง (อรจิรา)
- ทำให้รู้แนวทางและหลักการในการเขียน e-mail อย่างมีประสิทธิภาพ (ชนิกานต์)
- บอกได้ตรงประเด็นในเรื่องของข้อแตกต่าง (กัลยาณี)
- สามารถเข้าใจเนื้อหาการเขียนที่โรงเรียนกับที่ทำงานโดยรวม แต่บางครั้งในขั้นตอนการเขียนที่เหมือนกัน เช่น report ไม่ได้นำมาขยายความให้ชัดเจน (วรรณพร)
- มองเห็นความแตกต่างชัดเจน (ฉัตรจิตต์)
- มีประโยชน์ ทำให้สามารถเขียน e-mail ที่ใช้ทำงานได้โดยมีความมั่นใจในการเขียนมากขึ้น (อุทเมศ)
- มีเอกสารประกอบ ตัวอย่าง และการอธิบายที่ชัดเจน (สุภาเพ็ญ)
- มีประโยชน์ ทำให้สามารถเขียน e-mail ที่ใช้ในที่ทำงานโดยไม่ต้องให้คุณครูคอยแก้ไขเหมือนตอนเรียน (สิรินันท์)
- ได้ทราบความแตกต่างของการเขียนตอนเรียนกับการเขียนในที่ทำงาน ทำให้เราสามารถปรับความคิดได้ (กรรองทอง)
- ชอบ เพราะทำให้เข้าใจ step การเขียนที่โรงเรียนว่าแตกต่างจากการเขียนในที่ทำงาน มีจุดที่ควรใส่ใจเพิ่ม (กษมาพร)
- ทราบความแตกต่างของแต่ละประเภท สามารถเข้าใจวัตถุประสงค์ในการเขียนในที่ทำงาน มีความต้องการผล หลังจากการเขียนที่มากกว่าการเขียนในการเรียนหนังสือ (ธิดิมา)
- การเขียนตอนเรียนจะเป็นการจดบันทึก เรียงความ แต่ตอนทำงานจะเป็นการเขียนเพื่อ request และ action ซึ่งจะยากกว่า (สุภาวดี)

- ได้ทราบ concept ที่แตกต่างกันระหว่าง school & work (สมิตรา)

Category 1 - Lecture followed by real life examples and class room discussions

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
1.2 Concept of e-mail in the workplace (purposes of e-mail, composing an effective e-mail) with implication to real life situations and examples.				5 (36%)	9 (64%)

Reasons:

- ชอบเพราะทำให้สามารถจับหลักการเขียน mail ได้ดีขึ้น (อรจิรา)
- ทำให้มีความเข้าใจชนิดและหลักการเขียน e-mail แบบต่างๆมากขึ้น ทำให้มีแนวทางในการเขียน e-mail มากขึ้น (ชนิกานต์)
- รู้จุดประสงค์แน่ชัดของการเขียน e-mail (กัลยาณี)
- ทำให้เห็นภาพโดยรวมได้ชัดเจน (วรรณพร)
- ดีมาก ทำให้เข้าใจการเขียน e-mail มากขึ้น รู้องค์ประกอบและรูปแบบ จากที่เคยเขียน ไปเรื่อยๆตามความเข้าใจของตัวเอง (กิริจิตต์)
- สามารถคิด logical ในการเขียน e-mail มากขึ้น (อุเทน)
- สามารถนำไปใช้งานได้จริง และมีประโยชน์มาก (สุภาเพ็ญ)
- ทำให้มีสติในการเขียน mail มากขึ้น (สิรินันท์)
- ทราบใจความสำคัญของ e-mail ที่ใช้ในที่ทำงาน จุดประสงค์ของ e-mail สามารถเขียน e-mail ที่มีประสิทธิภาพ สามารถนำไปใช้ในชีวิตจริงได้ (กรองทอง)
- เรียนแล้วเข้าใจมากขึ้น ใช้งานได้ดีขึ้น (กษมาพร)
- ความแตกต่างในการคาดหวังสิ่งที่ต้องการเขียน e-mail ในที่ทำงานมีมากกว่าการเขียนทั่วไป ต้องการให้ผู้อ่านทราบหรือทำสิ่งที่ขอร้องหรือเพียงแต่ update ข้อมูลเท่านั้น (ชิตติมา)
- มีการแจกแจงประเภทของ e-mail ที่ใช้อย่างชัดเจน (สุภาวดี)
- เข้าใจ type ของ e-mail มากขึ้น รู้ส่วนประกอบทำให้มั่นใจในการเขียน (สมิตรา)

Category 2 - Students group activities & class room discussions

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
2. To begin with a discussion and brainstorming session about problems with your e-mail at work on the first class, and conclude with a discussion and brainstorming session about the				8 (57%)	6 (43%)

solutions to those problems on the last class.					
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Reasons:

- ทำให้ได้ความคิดเห็นหลายมุมมองจากเพื่อนในกลุ่มดีกว่าการมองด้วยความคิดตนเองด้านเดียว (อรจิรา)
- ได้แลกเปลี่ยนความคิด ทำให้ได้แนวความคิดที่หลากหลาย เห็นมุมมองต่างๆมากขึ้น (ชนิกานต์)
- ทำให้รู้ปัญหาเพื่อนำไปหาทางแก้ (กัลยาณี)
- ทำให้ทราบว่าปัญหาแบบนี้ควรมีวิธีแก้ไขอย่างไร (วรรณพร)
- สามารถช่วยแก้ปัญหาได้ในบางส่วน เพราะรู้สึกว่าเป็นคนที่เขียนหัวข้ออยู่ อาจเป็นเพราะยังไม่รู้ศัพท์มากเลยไม่รู้จะเขียนอย่างไร (ถิรจิตต์)
- ทราบปัญหาและการแก้ไขปัญหาในการเขียน e-mail (อุเทน)
- ได้เห็นภาพชัดเจน แลกเปลี่ยนความคิดเห็น และทราบวิธีการแก้ปัญหาจากคนอื่นๆ (สุภาเพ็ญ)
- ทำให้ทราบปัญหาและวิธีแก้ปัญหา (สิรินันท์)
- ได้ทราบปัญหาต่างๆที่เกิดขึ้นและหาแนวทางการแก้ปัญหาได้อย่างตรงจุดมากขึ้นก่อนการเขียน (กรองทอง)
- ชอบ ได้รับฟังและมีส่วนร่วมในการทำงานหรือกิจกรรม (กษมาพร)
- ทราบถึงปัญหาที่ตัวเองมีอยู่ต่อการเขียนและปัญหาอื่นๆที่เกี่ยวข้อง(ของเพื่อนๆ) และสรุปถึงปัญหาออกมาเป็นกลุ่มๆและแนวทางที่ควรแก้ไขตามประเภทของปัญหาที่มีอยู่ (ธิดิมา)
- ได้แลกเปลี่ยนความคิดเห็นซึ่งกันและกัน จะได้เห็นมุมมองต่างๆของหลายๆคน (สุภาวดี)
- สนุกดี ได้แลกเปลี่ยนไอเดีย (สมิตรา)

Category 3: Lecture topics

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
3.1 Grammar lessons related to business communications in general (for example verb chart, active vs passive voice, phrasal verb, verbs with auxiliary, sentence structures, etc.)				10 (72%)	4 (28%)	

Reasons:

- ชอบมากเพราะทำให้เราได้ทบทวนหลัก grammar ที่ลืมไปแล้วและการมีตารางหลักการช่วยให้จำได้ง่ายขึ้น (อรจิรา)
- สรุปเป็น chart มาทำให้เข้าใจได้ง่าย และเห็นภาพรวมของทั้ง โครงสร้าง (ชนิกานต์)
- นำไปใช้ได้ (กัลยาณี)
- เนื้อหาดีแต่ระยะเวลาที่ใช้น้อยไปจึงทำให้ผู้เรียนรู้สึกว่าอัดแน่นเกินไป (วรรณพร)
- ได้ความรู้เพิ่มเติมมากขึ้น แต่มีเวลาในการเรียนน้อยไปหน่อย (ถิรจิตต์)

- เขียน grammar ได้ถูกต้องมากขึ้นและมี logical flow (อุเทน)
- ได้ทบทวนสิ่งที่เคยเรียนมานานแล้ว ทำให้เข้าใจมากขึ้น (สุภาเพ็ญ)
- เพิ่งเขียน grammar ถูกก็ตอนนี้ละ และทำให้ทราบหลักการจำด้วย (สิรินันท์)
- ทำให้มีรูปแบบ grammar ที่ควรยึดไว้เป็นแบบอย่างในการเขียน (กรองทอง)
- ชอบเพราะทำให้มีความรู้ (กษมาพร)
- ตารางของ verb chart สามารถเป็นหลักในการใช้ในชีวิตประจำวันได้จริงและปรับใช้กับการเขียนได้
ทุกๆประเภท (ชิตติมา)
- เป็นหลักการที่นำไปใช้ในการเขียน มีการสรุปที่อ่านแล้วเข้าใจง่ายโดยเฉพาะ verb chart (สุภาวดี)
- เห็นภาพได้ชัดเจนขึ้น (สมิตรา)

Category 3: Lecture topics

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
3.2 Types of business e-mail with analysis on e-mail structures and moves (e-mail type 1-2-3), examples for each type are provided.				7 (50%)	6 (43%)	1 (7%)

Reasons:

- ช่วยให้มีหลักการเขียน e-mail มากขึ้น จากที่ไม่ค่อยรู้จัก (อรจิรา)
- มีการยกตัวอย่าง e-mail ในแต่ละชนิด ทำให้เข้าใจได้ง่ายมากขึ้น เห็นภาพมากขึ้น (ชนิกานต์)
- ทำให้ทราบ format ของ e-mail ที่ใช้งานแต่ยังไม่แน่ใจว่าสามารถเขียนได้ถูกต้องหรือไม่ (วรรณพร)
- ดีมาก มองภาพออกว่าถ้าเราจะเขียน e-mail จะเขียนแบบไหน เพื่อให้ประสบความสำเร็จ คนรับสาร
สามารถรู้และเข้าใจเราได้ (ถิรจิตต์)
- ได้เห็นตัวอย่าง e-mail ที่ถูกต้องในแบบต่างๆ (อุเทน)
- เห็นภาพชัด ได้ตัวอย่างเอาไว้เป็นแบบอย่าง (สุภาเพ็ญ)
- เห็นตัวอย่าง e-mail ที่ดีไว้เป็นต้นแบบ (สิรินันท์)
- ทราบชนิดของ mail แบบต่างๆ และสามารถอธิบายโครงสร้างของ e-mail ได้ (กรองทอง)
- ชอบ มีตัวอย่างทำให้เข้าใจ structure ของ e-mail มากขึ้น (กษมาพร)
- ทราบวัตถุประสงค์ของการเขียน e-mail แต่ละประเภท และหลักการที่ต้องใช้ต่อการเขียน ความยาว
และการเน้นย้ำในบางประเภทเมื่อต้องการความช่วยเหลือจากผู้อื่น (ชิตติมา)
- มีการแจกแจงประเภทของ e-mail อย่างชัดเจน แยกตามวัตถุประสงค์ของผู้เขียนและมีตัวอย่างให้ ซึ่ง
สามารถนำไปใช้ในการทำงานได้อย่างดี (สุภาวดี)
- ทำให้การเขียน e-mail สนุกขึ้นอีก และมั่นใจที่จะเขียนมากขึ้น เลือกประเภทได้เหมาะสม (สมิตรา)

Category 4: Class exercise and homework

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
4.1 Homework about grammar and class exercise about sentences & fragments analysis			3 (21%)	8 (58%)	3 (21%)	

Reasons:

- ช่วยทบทวนการเรียนรู้ให้เข้าใจมากขึ้น ช่วยให้เราอ่านบทเรียนหลังเรียนด้วย (อรจิรา)
- เป็นการทบทวนสิ่งที่ได้เรียน โดยการทำแบบฝึกหัด (ชนิกานต์)
- มีการเฉลยและวิจารณ์ (กัลยาณี)
- ทำให้เข้าใจลักษณะของ sentence มากขึ้น แต่บางครั้งประโยคต่างๆที่เขียนก็ยังไม่สามารถเขียนได้ถูกต้อง (วรรณพร)
- ดี ช่วยได้มากในการหัดเขียน หลังเฉลยจะรู้ข้อดีข้อเสียมากขึ้น นำไปปรับปรุงในการทำงาน (ฉัตรจิตต์)
- ฝึกการใช้ grammar ที่ถูกต้อง (อุเทน)
- ได้ฝึกการดูและการใช้ที่ถูกต้อง ที่ดี และได้ดูตัวอย่างเยอะดี (สุภาเพ็ญ)
- ได้ทำแบบฝึกหัดจริงๆและได้ทบทวนสิ่งที่ได้เรียนมาแล้ว (กรองทอง)
- ค่อนข้างยาก เข้าใจยาก (กษมาพร)
- ได้ทราบถึงสิ่งที่ตัวเองเขียนมาแล้วต้องปรับปรุงในส่วนใดบ้าง ต้องเพิ่ม ลด เพื่อให้ข้อความถูกต้องตามหลัก grammar และกระชับได้ใจความมากขึ้น (ธิติมา)
- เป็นการฝึกเพื่อที่จะพัฒนาตัวเองได้ดีและสามารถใช้เป็นตัวอย่างในการเขียนได้ด้วย (สุภาวดี)
- ได้เสริมสร้างความรู้ ทบทวนบทเรียน (สมิตรา)

Category 4: Class exercise and homework

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
4.2 Doing short exercises in pairs on “clarify the purpose of e-mail” and “writing with your audience in mind”.			1 (7%)	6 (43%)	7 (50%)	

Reasons:

- ช่วยแบ่งแยกจุดประสงค์ในการเขียนให้เข้าใจได้มากขึ้น (อรจิรา)
- ทดสอบความเข้าใจหลักจากที่เรียน (ชนิกานต์)
- เวลานั้นไปหน่อย ซึ่งในการเรียนจริงน่าจะใช้เวลามากกว่านี้ (กัลยาณี)
- เข้าใจเนื้อหาโดยรวมแต่ในการนำไปใช้งานยังไม่สามารถใช้ได้ดีเท่าที่ควร (วรรณพร)
- เห็นความแตกต่างของ e-mail แต่ละชนิดชัดเจน (ฉัตรจิตต์)

- ทำให้เขียน e-mail ได้บรรลุเป้าหมายที่ต้องการ (อุเทน)
- ได้ฝึกเพื่อเสริมความเข้าใจให้ชัดเจนขึ้น (สุภาเพ็ญ)
- ทำให้การเขียน mail บรรลุเป้าหมายที่เราต้องการได้ ซึ่งก่อนหน้านี้ไม่ค่อยคำนึงถึง เลยยังทำได้ไม่ดี (สิรินันท์)
- ได้ทำ exercise ที่ relate กับงานที่เราทำอยู่ (กรรทอง)
- เข้าใจได้ดีขึ้น (กษมาพร)
- ได้ฝึกการเขียน e-mail แต่ละประเภท เพราะเนื้อหาของแต่ละประเภทนั้นแตกต่างกันไป จะต้องดูว่าเราต้องการเขียนไปเพื่ออะไรก่อนการเขียน e-mail (ชติมา)
- มีการวิจารณ์ตัวอย่างที่ให้มาว่า audience เป็นใคร ทำให้รู้จักระดมสมองและรู้จักวิเคราะห์ได้ดี (สุภาวดี)
- สนุกดี ได้ฝึกเขียน e-mail (สมิตรา)

Category 4: Class exercise and homework

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
4.3 In pairs or groups of three, practice writing one own e-mails for each type.				7 (50%)	6 (43%)	1 (7%)

Reasons:

- การทำแบบฝึกหัดเองยิ่งช่วยให้เข้าใจหลักการมากขึ้นกว่าเดิม (อรจิรา)
- ทำให้เข้าใจ pattern ของแต่ละชนิดมากขึ้น (ชนิกานต์)
- ทำให้ทราบว่าเราสามารถนำเนื้อหาที่เรียนมาใช้ได้และถูกต้องหรือไม่ (วรรณพร)
- ดีมาก รู้ว่าจะเขียนได้อย่างไร ได้ฝึกเขียน รู้ข้อผิดพลาด (ฉิรจิตต์)
- ได้ฝึกเขียน e-mail ประเภทต่างๆ ได้พบจุดอ่อนและจุดแข็งของตนเอง (อุเทน)
- ได้ทดลองจริง และทราบข้อบกพร่องของตัวเอง (สุภาเพ็ญ)
- ได้ฝึกฝนการเขียน e-mail (สิรินันท์)
- ได้ฝึกฝนจริง ทำให้เรารู้จุดอ่อนของตัวเอง และสามารถพัฒนา แก้ไขจุดอ่อนนั้นได้ (กรรทอง)
- ชอบ ได้ปรับปรุงตัวเอง (กษมาพร)
- ทราบในสิ่งที่เป็นส่วนสำคัญของ e-mail แต่ละประเภท เหมือนเป็นวัตถุประสงค์ที่จะสื่อไปให้ขยายความในการเขียนเนื้อความให้ตรงตามวัตถุประสงค์ของประเภทนั้นๆ (ชติมา)
- ให้ทดลองเขียน e-mail แบบต่างๆ ที่เกี่ยวกับงานของตนเอง ทำให้ผู้เรียนสามารถเข้าใจได้ชัดเจนมากขึ้นเกี่ยวกับ type ของ e-mail (สุภาวดี)
- ได้เขียนเพื่อทดสอบสิ่งที่เรียนมาว่าประยุกต์ใช้ได้มากแค่ไหน (สมิตรา)

Category 5: Teacher and/or peer responses

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
5.1 In a following class, a teacher provided a follow-up session to explain and make corrections to the tasks performed in the previous class exercise and homework assigned. Each student received a revised version of the writing work of everyone in class as a set of examples. Corrections are highlighted for students to learn where they did wrong. Students are allowed to ask questions to clarify where they do not fully understand.				8 (57%)	5 (40%)	1 (7%)

Reasons:

ช่วยให้ทำงานได้ดีขึ้น มีคนช่วยคิด (อรจิรา)

ทำให้ได้รู้ว่าแบบฝึกหัดที่ทำไป นักเรียนมีความเข้าใจถูกต้องมากแค่ไหน (ชนิกานต์)

การอธิบายแบบฝึกหัดทำให้รู้ว่าอะไรคือสิ่งที่ผิดและมีวิธีแก้ไขอย่างไร (วรรณพร)

ดีมาก รู้ข้อดีข้อเสียของตนเองในการเขียน e-mail (กิริจิตต์)

ได้ทราบข้อบกพร่องของเราในการเขียน e-mail (อุเทน)

อธิบายเหตุผลได้ชัดเจน สามารถชี้แจงได้ถึงที่มาที่ไป (สุภาเพ็ญ)

ได้ทราบข้อบกพร่องของเราในการเขียน mail (สิรินันท์)

ทำให้ได้รู้ว่าสิ่งที่เราได้เขียนไปแล้วถูก ผิด หรือไม่เหมาะสมตรงไหนบ้าง ควรจะต้องปรับปรุงในส่วนไหนบ้าง (กรรองทอง)

ทราบเทคนิคในการเขียนเพื่อการใช้งานที่เหมาะสม สุภาพ และกระชับให้ได้ใจความ (ธิติมา)

ดีมากค่ะ มีการนำ e-mail ที่เขียนไปมาแก้ไขในส่วนที่บกพร่อง เปรียบเทียบระหว่างของเก่ากับที่แก้ไข ซึ่งจะทำให้ผู้เรียนสามารถรู้ถึงจุดบกพร่องของตนเอง และนำไปปรับปรุงต่อไป (สุภาวดี)

ทำให้ทบทวนสิ่งที่เรียนมาก่อนที่จะเริ่มเข้าสู่บทเรียนใหม่ทำให้ต่อบทเรียนได้ง่ายขึ้น (สมิตรา)

Category 5: Teacher and/or peer responses

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied	n/a
5.2 Throughout the whole course, a teacher provide an opportunity for the students to ask questions, clarify concerns, etc. while the teacher help by providing answers or emphasize on related key points. Topics of discussions are, for example, differences between each type of e-mails, grammar, appropriateness of words and phrases, reapplication of the knowledge into real work situations.				6 (43%)	7 (50%)	1 (7%)

Reasons:

- ช่วยให้เราทำการเขียน e-mail ดีขึ้น มีถาม-ตอบ ช่วยบอกข้อดี-เสีย ของกันและกัน (อรจิรา)
- เป็นการพูดเน้นย้ำ key point ของการเรียนในเรื่องต่างๆ ทำให้เรารู้ว่าสิ่งไหนที่เราควรรู้ (ชนิกานต์)
- ผู้สอนสามารถแนะนำวิธีการแก้ไขที่ถูกต้องเหมาะสมให้ผู้เรียน ได้ดีมาก (วรรณพร)
- พบวิธีการแก้ไขปัญหา ช่วยได้มากขึ้น แต่ควรต้องไปศึกษาด้วยตนเอง และฝึกฝนเพิ่มเติม (ฉัตรจิตต์)
- คลายข้อสงสัยในการเขียน e-mail ในแบบต่างๆ (อุทุม)
- มีการเปรียบเทียบที่เห็นได้ชัด สามารถตอบข้อซักถามได้ชัดเจนทำให้เข้าใจง่าย (สุภาเพ็ญ)
- ได้ clear ข้อสงสัยในการเขียน mail ต่างๆ (สิรินันท์)
- ทำให้สามารถแลกเปลี่ยนความคิดเห็นระหว่างผู้เรียนได้ (กรองทอง)
- ชอบ รู้ถึงความแตกต่างของ e-mail แต่ละชนิด (กษมาพร)
- มองเห็นภาพรวมและชัดเจนมากยิ่งขึ้นของการเขียนใน e-mail แต่ละประเภท จับประเด็นในจุดบกพร่องหรือข้อดีมาปรับปรุง หรือมีแนวทางที่จะแก้ไข ได้ดียิ่งขึ้น (ธิดิมา)
- มีการเปิดโอกาสให้ซักถาม แลกเปลี่ยนความคิดเห็นซึ่งกันและกัน ดีมากค่ะ (สุภาวดี)
- เน้นย้ำจุดที่ควรเน้นได้ดี เปิดโอกาสให้ถามจนหายสงสัยเมื่อไม่เข้าใจ (สมิตรา)

Part A-2. Evaluation of the Business Presentation Course

Category 1 - Lecture followed by real life examples and class room discussions

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
1.1 Concept of presentation in the workplace (importance of presentation at work, composing an effective presentation) with implications to real life situations and examples				6 (43%)	8 (57%)

Reasons:

- ช่วยให้รู้ concept ต่างๆ เช่น เหตุการณ์จริง (อรจิรา)
- ทำให้เข้าใจความสำคัญของการ presentation และหลักการของการทำ presentation ที่ดี (ชนิกานต์)
- สามารถทำให้ผู้เรียนมีความรู้ความเข้าใจการทำ presentation ให้มีประสิทธิภาพมากขึ้น (วรรณพร)
- ดี ทราบถึงความสำคัญของการใช้ presentation (ถิรจิตต์)
- ได้ทราบแนวทางในการทำ present ที่ถูกต้อง ซึ่งสามารถนำไปใช้ในการทำงาน มีเอกสารประกอบ (อุเทน)
- ตัวอย่าง เอกสารประกอบ ชัดเจน เข้าใจง่าย (สุภาเพ็ญ)
- ได้ทราบแนวทางการทำ present ที่ถูกต้อง และการนำไปใช้จริงในชีวิตประจำวัน (สิรินันท์)
- ทราบจุดประสงค์ชัดเจนในการทำ present สามารถประยุกต์ใช้ได้จริงในการทำงาน (กรรองทอง)
- เข้าใจหลักการทำ presentation ตามวัตถุประสงค์ที่ต้องการนำเสนอ และทราบถึงประเภทของการทำ presentation ที่มีอยู่จริง เพื่อจะได้เข้าใจหลักการเขียนแต่ละประเภท (ธิติมา)
- มีการสรุป concept ของการทำ presentation และอธิบายเป็น step ทำให้ผู้เรียนเข้าใจได้ดีขึ้น (สุภาวดี)

Category 2 - Students group activities & class room discussions

Topics	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
2.1 Discuss and brainstorm about problems with the writing at work (for the selected genre) on the first class, and discuss and brainstorm on solutions to those problems on the last class.				7 (50%)	7 (50%)

- ทราบวัตถุประสงค์และรูปแบบที่แตกต่างกันไปตามประเภทของ presentation และสิ่งที่จำเป็นที่ควรมีตามประเภทของรูปแบบของ presentation (ชิติมา)
- อธิบายถึงประเภทของ presentation ว่าแต่ละประเภทใช้ในสถานการณ์ใด และมีตัวอย่างตลอดจนอธิบายตัวอย่างต่างๆอย่างละเอียด ผู้เรียนมองเห็นภาพมากขึ้น (สุภาวดี)
- ดีค่ะ ได้ฝึกฝนตนเอง (สมิตรา)

Category 4: Class exercise and homework

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
4.1 Individually, learners were requested to practice preparing their presentations before they learn about presentation structures and moves, and re-do it again afterward.			3 (20%)	7 (50%)	4 (30%)

Reasons:

- ดี ทำให้รู้ว่าก่อนเรียนเราอยู่ในระดับใด แล้วพัฒนาขึ้นมาใหม่ (อรจิรา)
- เป็นแบบฝึกหัดที่ดี แต่น่าจะมีการเฉลยว่าก่อนเขียนจุดที่ต้องปรับปรุงคืออะไร และหลังเขียนใหม่ดีขึ้นหรือยังต้องปรับปรุงอยู่ (วรรณพร)
- เป็นกิจกรรมที่ดี แต่พบว่าตนเองก็ยังทำได้ไม่ดีเหมือนเดิม (ฉัตรจิตต์)
- ได้ลงมือทำจริงๆ ได้ทราบข้อบกพร่องของตนเอง (อุเทน)
- เมื่อทำผิดแล้ว รู้วิธีหรือจุดที่เราต้องแก้ไขในการทำงาน ทำ present รู้ข้อบกพร่องของตนเอง (สิรินันท์)
- ได้ทดลองจริง และได้ทราบข้อบกพร่องของตนเอง (สุภาเพ็ญ)
- ได้รู้ถึงพัฒนาการของตนเองก่อน-หลังเรียน (กรองทอง)
- ทำให้รู้ข้อบกพร่องและปรับปรุงให้มีประสิทธิภาพขึ้น (กษมาพร)
- สามารถเข้าใจหลักการของการนำเสนอข้อมูลทาง powerpoint ซึ่งแตกต่างจากด้านอื่นๆ และควรจะมีหลักอย่างไรในการเขียนเพื่อให้ผู้รับสารสามารถเข้าใจจากการอ่าน slide (ชิติมา)
- เป็นการเขียนเพื่อดูพัฒนาการหลังจากเรียน ทำให้ผู้เรียนทราบถึงจุดอ่อนของตนเอง (กรองทอง)
- ได้เห็นความแตกต่างอย่างชัดเจน ดีค่ะ (สมิตรา)

Category 4: Class exercise and homework

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
4.2 In pairs or groups of three, learners were requested to practice writing/preparing their own presentation for each type.				5 (35%)	9 (65%)

Reasons:

- ช่วยกันทำงาน มีความคิดเห็นหลากหลายกว่าเดิม ไม่ bias ต่อผลงานตัวเอง (อรจิรา)
- ได้ discuss แลกเปลี่ยนแนวคิดต่างๆ จากเพื่อนๆ รวมทั้งได้เชื่อมความสัมพันธ์ด้วย (ชนิกานต์)
- ทำให้เข้าใจมากขึ้นว่าขณะที่ทำการ present ควรทำอย่างไรจึงจะเหมาะสมและมีเทคนิคอะไรบ้าง (วรรณพร)
- ดีมาก ได้ฝึกเขียน type ต่างๆ ก่อนนำไปใช้จริง ได้เห็นข้อแตกต่างของแต่ละ type อย่างแท้จริง (จิรจิตต์)
- ได้ลงมือทำจริงๆ รู้ข้อดี ข้อเสียของตัวเอง (อุเทน)
- ได้ฝึกการทำ presentation (สิรินันท์)
- ได้ฝึกฝนตนเองในการทำ present แบบต่างๆ ให้มีความชำนาญมากขึ้น (กรองทอง)
- รู้วิธีการที่จะนำเสนอข้อมูลที่มีอยู่และเกี่ยวข้องกับการทำงาน โดยตรงมานำเสนอให้ผู้อื่นได้มากยิ่งขึ้น (จิตติมา)
- ได้ฝึกการเขียน/ทำ presentation และมีการแลกเปลี่ยน และให้ comment ทำให้รู้ถึงจุดอ่อนที่ควรปรับปรุง (สุภาวดี)
- ดีค่ะ ได้ฝึกฝนตนเอง (สมิตรา)

Category 5: Teacher and/or peer responses

Activities	1 least satisfied	2 some- what satisfied	3 moderately satisfied	4 very satisfied	5 most satisfied
5.1 Throughout the whole course, a teacher provide an opportunity for the students to ask questions, clarify concerns, etc. while the teacher help by providing answers or emphasize on related key points.			1 (7%)	5 (36%)	8 (57%)

Reasons:

- มีการให้ comment ทุก class ที่เรียน และปรับปรุงตาม feedback เช่น การให้ตัวอย่างมากขึ้น (อรจิรา)
- เห็นความแตกต่างอย่างชัดเจนมากยิ่งขึ้นในแง่มุมมองต่างๆตาม โจทย์ (ชนิกานต์)

- ผู้สอนสามารถตอบข้อซักถาม รวมทั้งเสนอแนะแนวทางต่างๆ ได้ชัดเจน (วรรณพร)
- ดี แต่รู้สึกว่าจะตอบได้ในทางทฤษฎี แต่ทางปฏิบัติจริงยังไม่ครอบคลุม (ฉัตรจิตต์)
- เข้าใจความแตกต่างของแต่ละแบบ ได้ชัดเจนยิ่งขึ้น (สุภาเพ็ญ)
- ได้ comment และข้อเสนอแนะในการทำ presentation ที่เป็นประโยชน์มาก (สิรินันท์)
- ทำให้มีความเข้าใจมากขึ้นในการทำ presentation (กรองทอง)
- ได้สรุปเห็นภาพรวม สิ่งที่เป็นองค์ประกอบที่สำคัญของการทำ presentation ที่สำคัญและปรับนำไปใช้กับการทำงานจริงได้ (ฉัตรจิตต์)
- มีการ clarify key points ต่างๆ และอธิบายให้เข้าใจชัดเจน (สุภาวดี)
- เน้นย้ำส่วนสำคัญและช่วยลดข้อ ทำให้ช่วยระมัดระวังเวลาทำงานจริง (สมิตรา)

Part B.

ในระหว่างการเรียนการสอนทั้ง 8 ครั้ง คุณชอบขั้นตอนการสอนใด หรือการเรียนการสอนแบบใดมากที่สุด เพราะเหตุใด

Class Exercises & Homework, and Teacher & Peer Responses 11 comments

- ชอบการทำงานแบบฝึกหัดเป็นคู่ และมีการเฉลยเปรียบเทียบข้อดี ข้อเสีย และการเสนอแนะ (อรจิรา)
- ชอบครั้งสุดท้ายที่มีการ presentation ของเพื่อน และมี comment จากอาจารย์และเพื่อนๆ ซึ่งเป็นประโยชน์อย่างมาก เพราะทำให้เห็นจุดด้อยที่ควรระมัดระวัง และนำไปปรับปรุงแก้ไขหลายๆแง่มุม (ชนิกานต์)
- ชอบเวลาที่ได้รับการบ้านให้ไปทำแล้วนำกลับมาเฉลย โดยอาจารย์ผู้สอน ทำให้ทราบข้อผิดพลาดและจะจำได้ตลอด แต่รู้สึกว่าจะดีมากขึ้นถ้าไม่เขียนเป็นกลุ่ม เพราะต่างคนต่างความคิด บางครั้งจึงยังไม่ได้เขียนความคิดของตนเอง (ฉัตรจิตต์)
- ชอบในการทำ presentation มากที่สุด ในช่วงแรกยังทำได้ไม่ดีเท่าที่ควร เมื่อได้ทราบถึงวัตถุประสงค์ของการเขียน ทำให้เข้าใจได้มากขึ้น อีกทั้งได้รับ comment ที่ดีจากเพื่อนๆ (อุทก)
- การฝึกให้เขียน e-mail จริง presentation จริง เพราะทำให้มองเห็นตัวเองชัดเจนว่ามีบกพร่องตรงไหน เข้าใจมากขึ้นแล้ว และนำไปใช้งานได้หรือไม่ (สุภาเพ็ญ)
- ชอบช่วงทำ presentation มากที่สุด หลายๆครั้งเรายังทำได้ไม่ดี หลังจากเรียนไปแล้วมั่นใจว่าต้องทำได้ดีขึ้นแน่นอน และจากการ feedback ทำให้เรารู้จุดบกพร่อง/จุดที่ต้องปรับปรุงของเราด้วยการเขียน e-mail ก็ชอบ เพราะหลังเรียนแล้วมีความมั่นใจในการเขียน และเขียนได้ดีขึ้น (สิรินันท์)
- ชอบตอนที่ทำ case จริง แล้วให้เพื่อน comment เพราะได้รับคำแนะนำที่หลากหลาย เนื่องจากเพื่อนๆก็เป็นผู้ที่รับสารจากเรา จึงสามารถ comment ได้ตรงจุดหลายอย่าง (กรองทอง)
- การเขียน e-mail ก่อนและหลังการเรียน การทำ presentation ก่อนและหลังเรียน ทำให้เข้าใจและรู้สิ่งที่ควรปรับปรุง (กษมาพร)
- ชอบที่ให้เขียน e-mail แล้วมีการเฉลยโดยการเปรียบเทียบอันเก่ากับแบบที่แก้ไขใหม่ ซึ่งทำให้ผู้เรียนเห็นถึงความแตกต่าง ตลอดจนจุดอ่อนของผู้เขียน ซึ่งทำให้ผู้เรียนเข้าใจและเห็นภาพได้ดี (สุภาวดี)

- ชอบการทำงานที่เป็นงานส่วนตัวแล้วเอามา present ช่วงอาทิตย์สุดท้าย เพราะทำให้ได้ฝึกฝน ได้ comment ที่ช่วยทำให้ปรับปรุง (สมิตรา)
- การแลกเปลี่ยน การเสนอแนะระหว่างคู่ กลุ่ม ทำให้เห็นมุมมองที่แตกต่าง (ลินดา)

Lecture Topics with examples 3 comments

- ชอบการ demonstration e-mail type ทั้ง 3 type เพราะทำให้เข้าใจรูปแบบการเขียน e-mail มากขึ้น มีหลักการในการเรียบเรียงก่อนเขียน ทำให้รู้จักรวบรวมความคิดเห็นเป็น step (อรจิรา)
- ชอบแบบ lecture เพราะได้ความรู้ใหม่ๆ สามารถนำไปใช้ได้ (กัลยาณี)
- ศึกษาจากตัวอย่างที่ดีเพื่อใช้เป็นแบบอย่าง (ลินดา)

Students Group Activities & Class Room Discussions 3 comments

- ชอบขั้นตอนการทำ exercise ที่ทำเป็นกลุ่มหรือของแต่ละคน แล้วมีการอธิบายว่าข้อดี ข้อเสีย (สิ่งที่ต้องปรับปรุง) และวิธีการต่างๆที่เหมาะสมที่ช่วยปรับปรุงแก้ไขให้ดีขึ้น (วรรณพร)
- การ brainstorm ในการวิเคราะห์ปัญหาการเขียน e-mail และการทำ presentation (กษมาพร)
- การแบ่งกลุ่มตามประเภทของงานที่ทำ แล้วให้หัดเขียน e-mail แล้วมีการบอกในสิ่งที่ผิดหรือควรปรับปรุง ซึ่งเกี่ยวกับการใช้งานจริงๆ สามารถนำไปใช้ได้จริง รวมถึงมีตัวอย่างการเขียนที่ดีและสุภาพ เพื่อเลือกใช้ตามสถานการณ์ที่เหมาะสม (ธิติมา)

Part C.

จากเนื้อหาที่สอน โปรดเรียงลำดับสิ่งที่คุณคิดว่าสามารถนำไปใช้ได้จริงสำหรับการเขียนในที่ทำงาน

1. e. Practice writing your own e-mails and presentations (average rank of 2.64)
2. a. Concept of writing e-mail and presentation (average rank of 2.93)
3. c. Types of e-mail and presentation with an analysis of its structure and move (average rank of 3)
4. d. Examples of e-mail in different types (average rank of 3.21)
5. b. Related grammar points (average rank of 4.21)
6. f. Brainstorming session on problems & solutions with e-mail and presentation at work (average rank of 5)

Part D.

จากเอกสารที่แจกให้ระหว่างเรียน คุณพอใจเอกสารใดมากที่สุด (3 ลำดับแรก) เพราะเหตุใด

E-mail examples 10 comments

- ตัวอย่าง e-mail ทั้ง 3 ชนิด เพราะช่วยวางโครงสร้าง mail และวัตถุประสงค์ในการเขียนที่แตกต่างกัน (อรจิรา)
- ตัวอย่างการแก้ e-mail ที่ทำส่งในแต่ละครั้ง เพราะจะได้รู้ข้อผิดพลาดของตนเองที่นำไป (กัลยาณี)

- ตัวอย่าง e-mail เพราะมีตัวอย่างทำให้มองเห็นภาพมากขึ้น แต่ไม่มีที่ตรงกับสายงานตัวเอง (ถิรจิตต์)
- ตัวอย่างของ e-mail ที่ดีแบบต่างๆ เพราะนำไปใช้ได้จริง (สุภาเพ็ญ)
- ตัวอย่าง e-mail (สิรินันท์)
- ตัวอย่าง e-mail ทุกประเภท เพราะนำไปเป็นตัวอย่างในการเขียน e-mail ได้ เข้าใจ เห็นภาพ (กษมาพร)
- ตัวอย่างประกอบ เพราะได้เห็นรูปแบบจริงที่ใช้กัน (กรองทอง)
- ตัวอย่างการเขียน e-mail ที่สุภาพ เพราะสามารถนำไปใช้งานได้จริง และมีการปรับปรุงการเขียนให้ดีขึ้นตามประเภทของการเขียน e-mail ที่มีอยู่ (ชิตติมา)
- ตัวอย่าง e-mail ทั้ง 3 แบบ เพราะเห็นภาพชัดเจน พร้อมทั้งอาจารย์มีการอธิบายให้เห็นภาพชัดเจนยิ่งขึ้น (สุภาวดี)
- ตัวอย่าง e-mail ทั้ง 3 type เพราะเห็นความแตกต่างของทั้ง 3 type และแนวทางการนำไปใช้ (ลินดา)

Presentation examples

9 comments

- ตัวอย่าง presentation ทั้งหมด เพราะช่วยให้เข้าใจง่ายขึ้น เห็นรูปแบบ presentation จริงๆ ที่ถูกต้อง (อรจิรา)
- เอกสารที่เกี่ยวกับประเภทของการทำ presentation และตัวอย่าง เพราะทำให้เข้าใจ format ของ presentation มากขึ้น เนื่องจากมีตัวอย่างเป็นองค์ประกอบ (วรรณพร)
- ตัวอย่าง presentation เพราะมีตัวอย่างทำให้มองเห็นภาพมากขึ้น แต่ไม่มีที่ตรงกับสายงานตัวเอง (ถิรจิตต์)
- ตัวอย่าง presentation ที่ดีแบบต่างๆ เพราะนำไปใช้ได้เพื่อเป็นแบบอย่าง (สุภาเพ็ญ)
- ตัวอย่าง presentation โดยเฉพาะ informing presentation (สิรินันท์)
- ตัวอย่าง presentation เพราะนำไปเป็นตัวอย่างในการทำ (กษมาพร)
- ตัวอย่างประกอบ เพราะได้เห็นรูปแบบจริงที่ใช้กัน (กรองทอง)
- ตัวอย่าง slide ทั้ง 3 แบบ เพราะเห็นภาพชัดเจน พร้อมทั้งอาจารย์มีการอธิบายให้เห็นภาพชัดเจนยิ่งขึ้น (สุภาวดี)
- ตัวอย่าง presentation ทั้ง 3 type เพราะเห็นความแตกต่างของทั้ง 3 type และแนวทางการนำไปใช้ (ลินดา)

Useful grammar notes for business writing

5 comments

- Phrasal verb เพราะทำให้มีคำศัพท์ให้เลือกใช้กับการเขียน e-mail มากขึ้น และมีตัวอย่างด้วย ทำให้ทราบว่าควรใช้ในสถานการณ์ใด (วรรณพร)
- Useful grammar note for business writing เพราะใช้ในการทำงานได้จริง และมีข้อบกพร่องตรงนี้พอดี (สุภาเพ็ญ)
- Grammar ที่ใช้เป็นประจำ เพราะจะได้มีรูปแบบ grammar ไว้ใช้เขียน mail ในการทำงาน (กรองทอง)

- Useful grammar for business writing เพราะสามารถนำหลักการจดจำของ grammar ที่ถูกต้องไปใช้ในการเขียนทุกประเภท (ธิติมา)
- Verb chart เพราะเป็นการสรุปการใช้ verb เข้าใจง่ายดี มีประโยชน์มากๆ (สุภาวดี)

All other support documents 4 comments

- Additional hand-out (e-mail) เพราะเป็นตัวอย่างการเขียน คำต่างๆที่นำไปช่วยในการเขียน e-mail ได้จริง (ชนิกานต์)
- เอกสารประกอบการเรียนและอุปกรณ์ต่างๆ เพราะเป็นตัวที่จะทบทวนในสิ่งที่บางครั้งเราอาจจะรู้แล้วแต่ไม่ได้สนใจที่จะจำ หรือลืมไป (กัลยาณี)
- เอกสารเนื้อหาและเอกสารเสริม เช่น grammar, การใช้คำใน e-mail/presentation เพราะให้ความรู้เพิ่มเติมนำไปใช้ได้จริง (ฉัตรจิตต์)
- เอกสารที่แจกทั้งหมด เพราะสามารถนำมาศึกษาเพิ่มเติมได้ (กษมาพร)

Class exercises with answer key 2 comments

- เอกสารเฉลยแบบฝึกหัด grammar เพราะทำให้ทราบว่าควรปรับปรุงข้อผิดพลาดต่างๆในการเขียน e-mail ได้อย่างไร (วรรณพร)
- เอกสารเฉลยแบบฝึกหัดที่ให้ทำ เพราะเห็นข้อดีข้อเสียชัดเจน นำไปใช้ได้จริง (ฉัตรจิตต์)

Types of e-mail 4 comments

- Type of business e-mail and structure เพราะเห็นรูปแบบของแต่ละประเภทชัดเจน รวมทั้งมีกรอบในการเขียน มีแนวทางในการเขียนที่ชัดเจน (ชนิกานต์)
- ตัวอย่างของ e-mail ในแต่ละ type เพราะจะได้เอาไปเป็นแบบอย่าง (กัลยาณี)
- Types of e-mail เพราะทราบรูปแบบต่างๆของ e-mail (กรองทอง)
- ประเภทของการเขียน e-mail เพราะทำให้รู้ขอบเขตและวัตถุประสงค์ของการเขียนแต่ละประเภท จะได้รับรู้ขอบเขตหรือกำหนดเนื้อความและความยาวที่เหมาะสม (ธิติมา)

Types of presentation 4 comments

- Presentation ชนิดต่างๆพร้อมทั้งตัวอย่างและ structure เห็นรูปแบบของการ presentation ในแต่ละแบบ และโอกาสเหมาะสมในการใช้ (ชนิกานต์)
- Types of presentation เพราะทราบรูปแบบต่างๆของ presentation (กรองทอง)
- ประเภทของการเขียน presentation เพราะทำให้รู้ขอบเขตและวัตถุประสงค์ของการเขียนแต่ละประเภท จะได้รับรู้ขอบเขตหรือกำหนดเนื้อความและความยาวที่เหมาะสม (ธิติมา)
- โครงสร้าง presentation ที่แตกต่างกัน เพราะสามารถเลือกรูปแบบไปใช้ได้เหมาะสม (ลินดา)

How to compose an effective e-mail and effective presentation lecture 1 comment note

- เพราะช่วยให้มีหลักการเขียนทั้งสองรูปแบบมากขึ้น สามารถประเมินข้อดีข้อเสียของตนเองได้เพื่อการปรับปรุงต่อไป (อรจิรา)

Part E.

การมาเรียนภาษาอังกฤษในครั้งนี้อย่างไร คุณคิดว่ามีประโยชน์สำหรับคนที่ทำงานแล้วหรือไม่ เพราะเหตุใด

- มีประโยชน์มาก เพราะทุกส่วนที่เรียนเกี่ยวข้องกับการทำงานจริง ที่ต้องพบทั้งในปัจจุบันและอนาคต ถ้าต้องเป็นหัวหน้า มีการ present มากขึ้น ส่วนการเขียน e-mail เป็นงานปกติอยู่แล้ว จึงสำคัญมาก (อรจิรา)
- มี เพราะมีการจัดเนื้อหาการเรียนการสอนที่เหมาะสมกับสิ่งที่ต้องใช้ในการทำงาน ทำให้นำเอาสิ่งที่เรียนไปใช้ในหน้าที่การงานได้จริง (ชนิกานต์)
- มีประโยชน์มากๆ เพราะทำงานไปซักระยะแล้วจะรู้แนวทางในการนำไปใช้ได้ (กัลยาณี)
- มีประโยชน์สำหรับคนที่ทำงานเพราะนำตัวอย่างและการทำแบบฝึกหัดมาจากสถานการณ์จริง ทำให้สามารถที่จะนำมาใช้ในการทำงานได้ (วรรณพร)
- มีประโยชน์อย่างมาก นำมาใช้ในงานได้อย่างมีประสิทธิภาพมากขึ้น ใช้ปรับปรุงการทำงานได้ (กิริจิตต์)
- มีประโยชน์มาก เพราะทั้งสองหัวข้อใช้ในวิถีการทำงานตลอดเวลา และนำไปใช้ได้จริงๆ (สุภาพเพ็ญ)
- มีประโยชน์มาก เพราะทั้งสองอย่างนี้ใช้ในที่ทำงานตลอด และยังเป็นการ represent ความเป็นตัวเราด้วย (สิรินันท์)
- มี เนื่องจากมีปัญหาในการส่ง mail และในการทำ presentation ในงาน (กษมาพร)
- มีประโยชน์ เพราะใช้แบบฝึกหัดที่ใช้ในการทำงานจริงๆ ตัวอย่าง การทำแบบฝึกหัดก็เป็นสถานการณ์ที่เกิดขึ้นจริงตอนทำงาน (กรองทอง)
- มีประโยชน์อย่างมาก ทุกคนถึงแม้ว่าจะมีความรู้มาบ้างแล้ว แต่การมาเรียนเพิ่มเติมสามารถพัฒนาความรู้ที่มีอยู่ให้ดียิ่งขึ้น และยังสามารถรู้เทคนิคหรือเคล็ดลับต่างๆมาพัฒนาให้ดียิ่งขึ้นด้วย ประกอบกับมีตัวอย่างการเขียนที่สุภาพและเหมาะสมกับการเขียนในทางธุรกิจที่เกี่ยวข้องกับสายงานโดยตรงด้วย (ชิตติมา)
- มีประโยชน์มาก เพราะคนทำงานแล้วจะมองเห็นปัญหาในการทำงาน พอมาเรียนแล้วจะมองเห็นภาพที่ชัดเจน สามารถนำความรู้ที่ได้เรียน เช่น ประเภทของ e-mail/presentation ไปประยุกต์กับการทำงานได้ เพราะบางคนอาจจะเขียนเก่ง พูดเก่ง แต่ไม่รู้หลักการใช้ ดังนั้น พอเรียนแล้วเราจะได้ concept ต่างๆ ไปปรับปรุงการเขียน การ present (สุภาวดี)
- มีประโยชน์มาก เพราะเราเรียนรู้และแก้ปัญหาจากสิ่งที่พบเห็นจากงานจริงๆ ทำให้แก้ปัญหาได้ถูกต้องจริงๆ (สมิตรา)
- มี เพราะได้มีการเรียนรู้และเคยทำมาก่อน ทำให้ได้จดจำได้กับสิ่งที่เรียนรู้ใหม่ รวมทั้งกลุ่มที่เรียนรู้มีความเข้าใจในเนื้อหาที่เป็นเรื่องราว และสถานการณ์ที่คล้ายคลึงกัน (ลินดา)

Part F.

หากต้องการให้การเรียนการสอนในลักษณะนี้สามารถตอบสนองความต้องการของคนทำงานได้ดียิ่งขึ้นกว่านี้ คุณคิดว่าควรปรับปรุงในด้านใด

- เพิ่มเวลาการสอนมากขึ้น เพื่อจะได้มีเวลาทบทวนและลองทำมากขึ้น รวมทั้งมีแบบฝึกหัดมากกว่านี้ (อรจิรา)
- การที่ให้เวลาในการเขียนมากขึ้น เนื่องจากถ้าใช้เวลาเร็วมากจะมีความคิดพลาดได้เป็นปกติอยู่แล้ว (กัลยาณี)
- น่าจะมีการทำ workshop ในหลายๆสถานการณ์เพิ่มขึ้น เพื่อที่จะทำให้ผู้เรียนมีการนำความรู้เข้ามาใช้และพัฒนาทักษะต่างๆให้ดีขึ้น (วรรณพร)
- เพิ่มเนื้อหาและระยะเวลาในการเรียนมากขึ้น เพิ่มในส่วนของ grammar และเนื้อหาที่ใช้จริงให้ได้มากขึ้น เพิ่มการสอนใน part writing มากขึ้น (กิริจิตต์)
- ฝึกเขียนและรับ comment มากขึ้น เพื่อจะได้รู้ว่าแต่ละคนมีข้อดี ข้อด้อยต้องปรับปรุงด้านไหน (สุภาเพ็ญ)
- อยากเพิ่มเวลาอีก หรือให้มี course อื่นๆมาอีกค่ะ (สิรินันท์)
- เพิ่มชั่วโมงการสอน เพื่อจะได้เพิ่มทักษะ ความชำนาญมากขึ้น (กรองทอง)
- ขยายเวลาให้มีการฝึกเขียนและเรียนมากยิ่งขึ้น เพื่อให้ซึมซับและได้ฝึกเขียน ประกอบกับมีผู้เชี่ยวชาญมาคอยแนะแนวทางในสิ่งที่ควรปรับปรุงเพื่อพัฒนาให้ดีขึ้น (ชิติมา)
- ตอนเขียน e-mail ที่เป็นแบบฝึกหัด ควรจะเป็นรายบุคคล ไม่ต้องเป็นกลุ่ม เพราะแต่ละคนมีลักษณะการเขียนต่างกัน เวลาอาจารย์ comment ผู้เรียนจะได้ทราบถึงจุดบกพร่องของตนจริงๆ แต่บางครั้งการเขียนเป็นกลุ่มอาจจะทำให้มองไม่เห็นภาพของตนเองที่แท้จริง แต่ละคนจะได้ทราบจุดบกพร่องที่แท้จริงของตนเอง (สุภาวดี)
- ควรมีการเปิดสอนเป็น training course ในโรงงานเพื่อคนอื่นจะได้เรียนรู้และนำไปใช้งานได้ (สมิตรา)

Appendix M

Learners' Reflection

Course: Business E-mail

Student	Week	What have you learned?	Your Strengths & Weaknesses	Satisfaction towards today's learning outcome	Are the learning materials enough?
Sirinan	1	<ul style="list-style-type: none"> • Concept of e-mail composition, understand about verb and its usage 	S – none W – poor grammar knowledge, can't think of appropriate vocabulary	Satisfied because it's easy to follow and understand	Yes
	2	<ul style="list-style-type: none"> • E-mail structures, different types of e-mail • I can use the knowledge obtained to apply with many work situations as appropriate 	S – none W – sometimes I do not give enough details in my e-mail, and sometimes my sentences are not complete	Satisfied because I can really use the knowledge back at work	Yes
	3	<ul style="list-style-type: none"> • How to write e-mails according to its type 	S – I know what I want to communicate very clearly W – my grammar basic is not very strong	Satisfied because I believe I write better e-mails	Yes
	4	<ul style="list-style-type: none"> • The 3 different e-mail types and how to write in a time pressured situation 	S – none W – I still need to review and practice writing e-mails on a regular basis	Very satisfied because now I can write better e-mails	Yes

Supawadee	1	<ul style="list-style-type: none"> • Grammar concepts related to writing e-mails at work 	<p>S – none W – I need to go back and review all the materials after I learned the concepts in class today to really understand it</p>	Very satisfied	Yes (the materials are very well organized)
	2	<ul style="list-style-type: none"> • How to write e-mails, structures, purposes and categories of e-mails, how to make requests 	I don't know how to organize my content but after I learned in class I feel that I have better understanding of e-mail structures	Very satisfied	I would like more examples of e-mails
	3	<ul style="list-style-type: none"> • I learned from mistakes when the teacher went through last week's homework • Understand how to write information responses/sharing e-mails • I understand differences between fragments and sentences 	W – grammar	Very satisfied because I now have many useful examples that I can use back at work	-
	4	<ul style="list-style-type: none"> • I learned about status update e-mails, reviews of last week exercise which help me better understand how to write appropriately • I learned from the activities where we summarize different kinds of problems with e-mails at work and potential ways to deal with them 	I need more grammar practices	Very satisfied	No comment

Samitra	1	<ul style="list-style-type: none"> I have better concept about sentences and verbs which I can apply with e-mail and presentation compositions 	<p>S – I can write long sentences (regardless of grammatical correctness) W – I don't really have solid understanding of the tenses which leads to my grammatical errors when I write</p>	Very satisfied because the teacher explains from her experiences and understanding not from just theories.	I'd like to have the a complete verb chart.
	2	<ul style="list-style-type: none"> I understand e-mail structures which makes me feel more confident when I write e-mails 	<p>S – I know the key points of what I write W – my grammar</p>	Very satisfied because I can reapply to my work	I want more grammar lessons
	3	<ul style="list-style-type: none"> I see examples of different e-mail types I got a chance to see how I can make corrections to what I wrote earlier (which I thought it was correct) 	<p>S – none W – Grammar, content organization, cannot finish the message</p>	Very satisfied because I gained more knowledge and obtained better understanding.	Enough
	4	<ul style="list-style-type: none"> I understand how to write correct e-mails that be applied to my job 	<p>S – none W – grammar</p>	Very satisfied because I can really improved my e-mail writing skills	Enough
Thirajit	1	<ul style="list-style-type: none"> I learned about English grammar 	<p>S – I understand sentence structures W – I don't know how to apply what I learn from class into real life situations</p>	I'm quite satisfied because I get to learn only some grammar points but not all	No, I want more examples because I still have unsolved problems
	2	<ul style="list-style-type: none"> I learned about e-mail formats and how to write an e-mail from heading to closing 	<p>W – I have a problem with the body of the e-mail. I feel I cannot organize it properly, and I don't know how to solve this problem.</p>	Satisfied. I have gained more knowledge and had fun during the course.	I want to have every types of e-mail, and so I can have good examples for future references.

	3	<ul style="list-style-type: none"> I learned and practiced how to make information responses e-mails which I can definitely use back at work (when I need to inform my lab results to other departments). 	W – How can I use appropriate words and make my e-mails polite.	Very satisfied because I have hope that I can really improve my writing skills.	Very satisfied, and I want more examples.
	4	<ul style="list-style-type: none"> I learned about status update e-mails and about ways to solve problems with e-mails at work. 	W – I still don't know how to make my e-mail smooth and how to write e-mails with lots of information.	Satisfied because now I can write more and I have concepts about e-mail formats.	I still want more examples.
Linda	1	<ul style="list-style-type: none"> I see an overall picture of grammar points which I believe I can use when I write simple sentences I started to feel that a verb chart and passive voice is not as complicated as I used to feel 	<p>S – I have a rather good knowledge of the verbs which I frequently use in my work</p> <p>W – I don't have confidence in using English grammar</p>	Satisfied	Very good
	2	<ul style="list-style-type: none"> I understand about purposes of e-mail and structures of e-mail I saw examples of good e-mails I learned how to write effective action request e-mails 	W – I need to improve writing e-mails according to suitable structure and use commas correctly	Yes	No comment
	3	<ul style="list-style-type: none"> I realized that more sentences in the e-mail I wrote are actually fragments 	W – I saw my own problems when we compared correct and incorrect sentences, I learned how to write politely	Satisfied but I think we should spend more time with Type II	Good
	4	<ul style="list-style-type: none"> I really see the differences 	W – grammar and context for	Satisfied	Enough

		<p>between e-mail Type II and III, which I believe I can bring back to use back at work</p> <ul style="list-style-type: none"> • I get solutions to problems I have with e-mails 	e-mail Type III		
Thitima	1	<ul style="list-style-type: none"> • Correct grammar, and techniques to memorize the verb chart 	W – I need to memorize how to use to verb correctly and need to understand the key concept of my sentences	Very satisfied because I learned short cuts to really understand and improve my skills	Very good
	2	<ul style="list-style-type: none"> • I see examples of good e-mails from real life and understand concept and ways to write e-mails 	W – my logic is not strong enough and I still need to improve when I write e-mail topics	Satisfied, there are many good examples that I can really refer to	Enough
	3	<ul style="list-style-type: none"> • I understand that writing to inform is different from making requests • I can start my sentences correctly and write my sentences more smoothly 	W – my grammar and logical arrangement of my content	Very satisfied because I can really use with my work	Enough
	4	<ul style="list-style-type: none"> • I learned about techniques that I can really use • My problems I used to have got solved, and I really corrected the mistakes I made and make my e-mails more polite 	W – when I'm not in a good mood my e-mails appear to be impolite, I need to refer to the good examples so I can write more appropriately and politely	Satisfied because I practiced on my real life cases.	Enough, it helped me understand the concept better and easier.

Utaen	1	<ul style="list-style-type: none"> Useful verbs, how to write correctly, grammar points 	S – I like English language W – I'm a poor student	Satisfied, there is a complete set of materials and explanation.	Enough
	2	<ul style="list-style-type: none"> I know how to write e-mails correctly e.g. why we write, write what, to whom, and how to write appropriately 	S – I'm creative W – my vocabulary and grammar	Very satisfied	More than enough
	3	<ul style="list-style-type: none"> I can write correctly 	W – lack of confidence	Satisfied	Ok
	4	<ul style="list-style-type: none"> I learned to write with confidence (dare to think, dare to write) 	S – I can come up with what to write quickly W – I write slowly	Satisfied	More than enough
Krongthong	1	<ul style="list-style-type: none"> Concepts of e-mails so I can use next time, grammar points relevant to e-mails 	W – Grammar	Satisfied because it is easy to understand and there are examples constantly.	Enough, but it would be better if provide examples related to the grammar points
	2	<ul style="list-style-type: none"> Structures of Action/Information Response e-mails 	W – I can't think of the words to use	Satisfied because the teacher makes the topic easy to follow and use examples from the real life.	Enough materials but would like more e-mail examples
	3	<ul style="list-style-type: none"> Sentences, fragments, and verb phrases 	W – how to organize my sentences	Satisfied, good content and appropriate examples are provided.	Enough
	4	<ul style="list-style-type: none"> All types of e-mails which I can use to improve my writing skills in the future. 	W – I have bad memories	Satisfied because I got to really practice	Enough

Wannaporn	1	<ul style="list-style-type: none"> I understand concept of e-mails 	<p>S – I have some understanding of English sentences W – I don't know how to use words appropriately</p>	I'm satisfied with the course because the teacher really understands the needs of the students and can suggest ways of improvement.	Enough
	2	<ul style="list-style-type: none"> I understand more and know how to make my e-mails appropriate for each situation 	<p>S – I understand the content W – I'm not sure whether I can use it correctly or not</p>	Satisfied	For last week exercise should provide copies for other students too rather than give only one's copy.
	4	<ul style="list-style-type: none"> I understand that e-mails have 3 key formats, and so when I write I can choose the format most appropriate to my objective which will make the readers really understand why I write. 	<p>S – I understand better about how to write good e-mails, can use good pattern for writing e-mails. W – I still lack of confidence and sometimes confuse about context organization whether it is correct or not.</p>	Satisfied because the teacher reviewed last week exercise and so I understand my own errors and know how to make corrections.	Enough
Somsaluay	1	<ul style="list-style-type: none"> I know the concept of e-mail, how to write correctly, and grammar overview 	W – my basic grammar is not good enough so sometimes it's difficult to understand	Satisfied because I get to learn something I didn't know before	Enough, the materials are very well prepared.
	3	<ul style="list-style-type: none"> I know how to write e-mails with pattern, which I can really use back at work. 	<p>S – when I'm clear about my objective, I can present it out. W – my opening is still not smooth and sometimes my content organization is still struggling.</p>	Very satisfied because we learned from real life problems	Enough
	4	<ul style="list-style-type: none"> I understand that all the 3 types of e-mail are the 	W – because my grammar is not strong, so it took me a	Satisfied because I can really use the knowledge back at	Enough

		ways that people at work exchange information, and because I got a chance to practice, I can really reapply to my work.	long time to write.	work.	
Wipawee	1	<ul style="list-style-type: none"> I can write my sentences better because I understand about sentences. 	S – I understand sentence structures and helping verbs	Very satisfied because I get to understand about types of sentence structures.	Enough
	2	<ul style="list-style-type: none"> I learn how to write correctly and politely 	-	Very satisfied but still want more examples	Enough
	4	<ul style="list-style-type: none"> I can really use the 3 types of e-mail in real life I understand about writing concept better 	-	Satisfied	Enough
Supapen	2	<ul style="list-style-type: none"> I learned that e-mails have many parts, I have to use vocabularies and organize my content properly, and know the key points of my e-mails I can bring back what I learned to use and be successful with my e-mails (the readers understand what I try to communicate) 	W – I don't know advanced vocabularies and my grammar is not so strong	Very satisfied, it's very easy to understand and the knowledge provided is very practical	I want lots of examples
	3	<ul style="list-style-type: none"> I learn many things that I can use in my job 	W – grammar and vocabulary	Satisfied	Enough
	4	<ul style="list-style-type: none"> I learned good examples of the 3 types of e-mails I need to learn more and really improve my writing skills 	W – grammar, vocabulary, and confidence problems	Satisfied, I learn how to write politely and get the kind of results I want	Enough, I want a lot of examples of good e-mails and polite language usage

Onjira	1	<ul style="list-style-type: none"> I learned about grammar and concepts about verb that is easy to understand 	W – how to use appropriate verbs for different type of sentences, and grammar in general	I'm very satisfied with the overview and the summary writing key concepts. The teacher help emphasized the key points which I can use to plan how to write in the future.	Very good materials. It would be better if I can get more examples.
	2	<ul style="list-style-type: none"> I learned about Action Request which I can use regularly in my work. 	W – I still have problems organizing my content.	Very satisfied, I got a chance to actually practice writing many types of e-mail.	Good materials but I want more examples.
	4	<ul style="list-style-type: none"> I learned how to write 3 types of e-mail, to serve different communication purposes which are useful for my work. 	W – sometimes I'm not very clear about the purpose of my mail.	It's good. I had fun and got a chance to practice all the 3 types of e-mail.	I want more examples of e-mails, sentences, and polite usage of language.
Numporn	1	<ul style="list-style-type: none"> I learned about action verb and passive verb. 	W – how can I use my knowledge properly.	I'm satisfied about 80% of today's class. I know how to get start, how to practice, understand fundamentals, and know the direction to improve in the future.	Enough for today.
	3	<ul style="list-style-type: none"> I learned to finish sentences in my e-mail and learned about information e-mails. 	W – sentence organization and how to write topics that represents what I want to communicate	Satisfied because I understand the writing concept, informing sentences, and how to address an objective in a sentence.	Enough
	4	<ul style="list-style-type: none"> I learned how to write e-mails to update status of my projects. 	S – I understand the differences between all the 3 types of e-mail. W – I still lack of confidence. I need to practice more.	Satisfied. I now understand more about e-mails.	Enough

Course: Business Presentation

Student	Class	What have you learned?	Your Strengths & Weaknesses	Satisfaction towards today's learning outcome	Are the learning materials enough?
Onjira	1	I learned about making presentation, so I can use it back in my work when I have to communicate.	Strength - I know how I should present. I can summarize key points. Weakness - I don't really understand about content organization for presentations.	Satisfied. I have a chance to actually work on real tasks and learn about different structures of presentation.	Enough. Examples are provided, but I still want many more variety of examples.
	2 & 3	I learned about all the 3 types of presentation that I can really use in my work.	I still feel confuse about the logic in arranging my content.	Very satisfied. I have a chance to actually put together several presentation materials.	Good. Complete sets of examples are provided.
Krongthong	1	I learned about Informing Presentations that I can use in my future work.	Weakness - I don't have much chance to do presentation in my real work so I don't really have experience in doing it.	Satisfied. It's easy to understand, precise and to the point.	Enough.
	2 & 3	I learned about 2 types of presentations that I can use in my future work.	Weakness - I still have problems with the logic how I organize my content.	Satisfied because I have a chance to practice on both presentation types.	Enough.
Supawadee	1	I learned about how to write a presentation, types of presentation, and how to make my presentations effective and interesting.	Weakness - I don't know how to organize my thoughts and content.	Very satisfied.	None
	2 & 3	I learned about the other 2 types of business presentation (Persuading and Instructing)	Weakness - I still have a problem putting together my thought and content.	Very satisfied.	None

		that I can apply to my real work. I also learned about various techniques in making presentations.			
Supapen	1	I learned about how to put together a presentation, types of presentation, and the process to put my thoughts together.	Weakness - I don't have good planning process.	Satisfied. I now know how to plan, prepare myself, and can apply the learning with my work.	Enough but I would like to have examples of all types of presentations.
	2 & 3	I learned about how effective ways to prepare a presentation and how to solve my problems when putting together a presentation.	Weakness - I need to properly select the types of presentation suitable with my content, organize my content so it's complete and meet my presentation objectives.	Very satisfied. I learned about many good techniques to do presentations especially how to write the subject.	Enough.
Sirinan	1	I learned how to write and structure of presentation.	Strength - I have a lot of information and strong intention to do well. Weakness - I still cannot organize my content well enough.	Satisfied. I believe I will be able to put together a better presentation since now I understand its concept.	Enough
	2 & 3	I learned about structures of presentation, how to differentiate good presentations from bad ones, and how to put together information/details in a presentation.	Weakness - Sometimes I still cannot see my own mistakes.	Very satisfied because in the past I have not done it correctly but now I can do it correctly.	Enough

Gunlayanee	1	I learned how to write different types of presentation and how they are different from each other, though process step by step, watch-out points and logic of putting together a presentation, and importance of presentation writing.	Strength - I am confident in making presentation. Weakness - I have no clear logic in putting together my thought and turn it into a presentation.	Satisfied	Enough
	2 & 3	I learned about the differences of each type of presentation, preparation for different audience level, differences of good and bad presentations, and how should I prepare myself.	Strength - I am confident. Weakness - I know my content.	Satisfied	Enough
Kasamaporn	1	I learned how to write effective presentations and believe that I will be able to improve my presentation at work.	Weakness - My presentations are normally boring and too long.	Satisfied	Enough
	2 & 3	I learned about Persuading and Instructing presentations as well as important things about putting together presentations which I think I can improve myself with.	Weakness - I still lack of knowledge.	Satisfied because I can really improve my work	Enough

Linda	1	I learned about differences between e-mail and presentation writing, structure of presentation and how they are different.	Strength - I have a lot of information from my work which I can use as examples. Weakness - I still don't know how to use the structure effectively for my content.	Satisfied	Excellent
	2 & 3	I learned about presentation type 2 and 3 (Persuading and Instructing), and how type 3 is different from type 1 (Informing).	Strength - I can use graphic correctly and appropriately. Weakness - I need to be able to select the words/phrases to match what I would like to communicate.	Satisfied	Excellent
Chanikan	1	I learned how to make effective presentations, watch-out points, and good presentation patterns for different purposes.	Weakness - I cannot organize my content appropriately	Very satisfied	Enough
	2 & 3	I learned how to do presentation to persuade and instruct, techniques to make each type of presentation effective, and how to select wording for presentations.	Weakness - I keep using the same type of presentation	Very satisfied because I learned about different techniques that I can use when doing presentation	Enough
Wannaporn	1	I learned concepts of presentation which I can use back at work.	Strength - I have basic understanding of Microsoft Powerpoint program. Weakness - I still cannot organize my content well.	Satisfied because I understand more about writing presentations.	Enough
	2 & 3	I learned how to put together presentations, how to deliver, and how to write	Strength - I can better organize my content. Weakness - I need to develop	Satisfied because I really understand how to effectively write and deliver my	Enough

		appropriately.	my skills to present in front of mass groups.	presentations.	
Thirajit	1	I learned about structures of presentation, types of presentations, and how to deal with problems when doing presentations.	Weakness - I don't know how to organize my content and how to use my language appropriately.	Very satisfied	I would like more examples of other types of presentations so I can see the differences.
	2 & 3	I learned how to make persuading and instructing presentations which I can really use when I have to propose new equipment in my work (lab) and to train others about lab equipment.	Weakness - how to write and to choose the right words.	Very satisfied because I can really understand better.	Enough and very appropriate.
Thitima	1	I understand correct concept of presentation writing, types of presentations, how to organize the content, as well as good conclusions of the topics so I can really understand them.	Weakness - I can't organize my slides (what comes first, etc.) and no introduction/summary points.	Very satisfied because I know what points I should improve	Very good, there are examples I can really use.
	2 & 3	I learn about choosing types of presentation suitable for my topics, the good and bad qualifications of presentation slides that can lead to miscommunication, and how to write my presentation correctly and precisely.	Weakness – I still need guidance when I actually prepare my presentations, I still lack of confidence when making presentation, and still need to practice more.	Very satisfied	More than enough, full of supporting documents and examples.

Utaen	1	-	-	-	-
	2 & 3	I learned how to write presentations accurately.	Strength - I understand how to write in Powerpoint. Weakness - I don't have many chances to do presentation oftenly.	Very satisfied	More than enough
Samitra	1	I learned about different formats of presentations so my audience can really understand and not getting confused.	Strength - I understand the steps and can organize my thoughts before start making presentations.	Very satisfied because it will help me write/do presentations easier.	Enough
	2 & 3	I learned the concept to make my presentation correctly and interestingly, as well as choosing different types of presentations suitable for my work.	Strength - eye contact and speaking (in Thai) Weakness - my logic	Very satisfied because I can improve my work to be more effective.	Enough

CURRICULUM VITAE

Pasook (Intaraprawat) Rojanagatanyoo was born in Songkhla. She is the first of the two daughters of Associate Professor Dr. Chanchai Intraprawat and Associate Professor Dr. Puangpen Intraprawat. When she was young, she spent two years studying in 5th-6th Grade in the United States while her mother was pursuing her Ph.D. at Illinois State University. Pasook obtained her B.A. in English from Chulalongkorn University. Later, she obtained her second degree, M.Sc. in Marketing (International Program), from the Faculty of Commerce and Accountancy, Thammasat University.

Pasook joined a business segment in 1996 as an Import/Export Assistant for Procter & Gamble (Thailand). During her first five years of work experience, she was trained to be an expert in the logistics field ranging from import/export, production scheduling, supply planning, sales forecasting, and product launches co-ordination. In 2001, she changed her field of expertise to human resources as a Training & Development Manager for EFFEM Foods (Thailand) in Pakchong, Nakhon Ratchasima. In this role, she began to transfer her business skills into employee training courses. She was a trainer for management courses such as Effective Communications and Performance Management.

As a Human Resources Manager, Pasook uses her English writing skill regularly in communicating with senior managers, stakeholders, peers, and subordinates. She also performs strategic communication in business written form via newspaper recruitment advertisements and in representing the board of management in the company-wide employee communication events. Pasook is currently a Human Resources Director for Amarin Book Center Co., Ltd.