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AN EVALUATION OF CONTENTS AND THEIR OBJECTIVES IN
THE ENGLISH FOR BUSINESS COMMUNICATION COURSES AT
THE UNIVERSITY OF THE THAI CHAMBER OF COMMERCE

SUMETH MUNCHINDA

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
(APPLIED LINGUISTICS)

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Sumeth Munchinda
Candidate



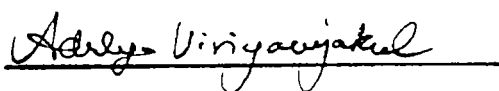
Anchalee Pongpun, M.A.
Major Advisor



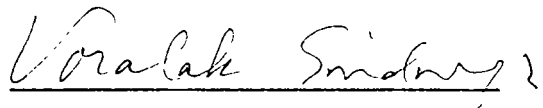
Kanchana Prapphal, Ph.D.
Co-advisor



Christopher B. Allen, M.A.
Co-advisor



Adulya Viriyavejakul
M.D., LL.B., F.R.C.P.
Dean
Faculty of Graduate Studies



Voralak Snidwongse, M.Sc.
Chairman
Master of Arts Program in
Applied Linguistics
Faculty of Science

Thesis
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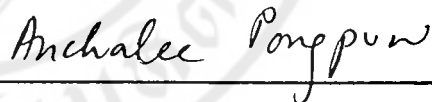
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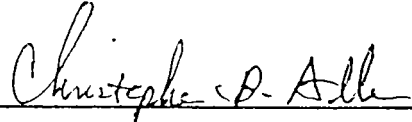
Sumeth Munchinda
Candidate



Anchalee Pongpun, M.A.
Chairman



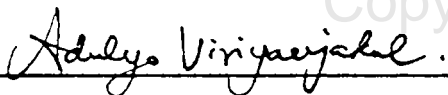
Kanjana Prapphal, Ph.D.
Member



Christopher B. Allen, M.A.
Member



Pornchai Matangkasombut, M.D., Ph.D.
Dean
Faculty of Science



Adulya Viriyavejakul
M.D., LL.B., F.R.C.P.
Dean
Faculty of Graduate Studies

BIOGRAPHY

NAME: Sumeth Munchinda

DATE OF BIRTH: November 19, 1971

PLACE OF BIRTH: Bangkok, Thailand

INSTITUTIONS ATTENDED:

1989 - 1992

Bachelor of Arts (English), 1st Class Hons,
Faculty of Humanities, The University of the
Thai Chamber of Commerce

1993 - 1996

Master of Arts (Applied Linguistics),
Faculty of Science, Mahidol University

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Sumeth Munchinda

ชื่อวิทยานิพนธ์ การประเมินผลเนื้อหาและวัตถุประสงค์ในหลักสูตร
ภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจของ
มหาวิทยาลัยหอการค้าไทย

ผู้วิจัย สุเมธ มุนจินดา

ปริญญา ศิลปศาสตรมหาบัณฑิต (ภาษาศาสตรประยุกต์)

คณะกรรมการควบคุมวิทยานิพนธ์

ผศ. ัญชลี พงศ์พันธุ์ M.A.

ศ. กาญจนา ปราบพาล Ph.D.

Mr. Christopher B. Allen M.A.

วันที่สำเร็จการศึกษา

16 เมษายน พ.ศ. 2539

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ในการประเมินเนื้อหา และ วัตถุประสงค์ในหลักสูตร ภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจซึ่งเปิดสอนที่คณะมนุษยศาสตร์มหาวิทยาลัยหอการค้าไทย ผู้ประเมินหรือกลุ่มตัวอย่างประชากรในงานวิจัยนี้ คือ นักศึกษาชั้นปีที่ 4 ในปีการศึกษา 2538 จำนวน 100 คน ผู้แทนของกลุ่มบริษัทข้ามชาติ จำนวน 10 คน และผู้เชี่ยวชาญด้าน ภาษาอังกฤษเชิงธุรกิจ จำนวน 5 คน เครื่องมือที่ใช้ในงานวิจัยนี้ คือ แบบสอบถามสำหรับนัก ศึกษาเพื่อทำการศึกษาความจำเป็น และ ปัญหาในการเรียนหลักสูตรดังกล่าว เครื่องมืออีกชนิด หนึ่ง คือ แบบสัมภาษณ์ ซึ่งใช้สำหรับกลุ่มผู้แทนกลุ่มบริษัทฯ และ กลุ่มผู้เชี่ยวชาญ ค่าความ เชื่อถือได้ของเครื่องมือซึ่งได้จากการประมวลผลด้วยคอมพิวเตอร์โดยใช้สูตร Cronbach Alpha คือ .917

ผลการประเมินสรุปได้ดังนี้

1. นักศึกษาได้ประเมินภาพรวมของเนื้อหา และ วัตถุประสงค์ของหลักสูตรทั้งสองว่า เป็นสิ่งจำเป็นต่อการศึกษา ซึ่งมีระดับความจำเป็นตั้งแต่ “จำเป็นมาก” จนถึง “จำเป็นมากที่สุด” เพราะนักศึกษาตระหนักดีว่าสิ่งที่เรียนจะเป็นประโยชน์ต่อการประกอบ อาชีพในอนาคต

2. นักศึกษาระบุปัญหาเกี่ยวกับเนื้อหาและวัตถุประสงค์ของหลักสูตรดังกล่าวว่า อยู่ในระดับน้อยมาก จนถึง ระดับปานกลาง

3. กลุ่มผู้แทนจากบริษัทข้ามชาติมีความเห็นตรงกันว่า นักศึกษาควรเรียนเนื้อหา และ วัตถุประสงค์ของหลักสูตร อย่างไรก็ตาม ผู้ประเมินครึ่งหนึ่งในกลุ่มนี้ไม่เห็นควรให้กำหนดเนื้อหาเรื่อง “เอกสารเผยแพร่ (News Release)” และ “เทเลกซ์ (Telexes)” ลงในหลักสูตรเนื่องจากเห็นว่าไม่มีความจำเป็นที่นักศึกษาต้องเรียนรู้เพื่อนำไปใช้งานในอนาคต

4. ผู้เชี่ยวชาญด้านภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจมีความเห็นว่า นักศึกษาควรเรียน เนื้อหา และ วัตถุประสงค์ของทั้งสองหลักสูตร แต่ ผู้ประเมินส่วนมากในกลุ่มนี้ไม่เห็นด้วยที่จะบรรจุเรื่อง “การตอบรับการสั่งสินค้า (Acknowledgement Letters)” “การให้ความเชื่อถือ (Credit Letters)” “เอกสารเผยแพร่ (News Release)” และ “เทเลกซ์ (Telexes)” ลงในหลักสูตร เนื่องจากเนื้อหาดังกล่าวมีความจำเพาะเจาะจงเกินไป

Thesis Title An Evaluation of Contents and Their Objectives in the English for Business Communication Courses at the University of the Thai Chamber of Commerce

Name Sumeth Munchinda

Degree Master of Arts (Applied Linguistics)

Thesis Supervisory Committee
Anchalee Pongpun, M.A.
Kanchana Prapphal, Ph.D.
Christopher B. Allen, M.A.

Date of Graduation 16 April B.E. 2539 (1996)

ABSTRACT

This present study was conducted to evaluate the English for Business Communication courses offered at Faculty of Humanities, the University of the Thai Chamber of Commerce. The evaluators, the subjects of the study, were categorized into three groups: 100 fourth-year students in the academic year 1995, 10 multi-national business firms' representatives, and 5 English for Business Communication specialists. A questionnaire was administered to the students in order to investigate the needs and problems in learning Business English, and a semi-structured interview was conducted with the representatives and the specialists in order to evaluate the course contents and objectives. The reliability of the questionnaire was computed by using the SPSS sub-program (Cronbach Alpha) which was .917.

The findings in the study are summarized as follows:

1. The students evaluated the whole picture of course contents and objectives of the two courses. The needs identified were in the range of “quite needed” up to “extremely needed.” All of the students realized that they would have advantages in their future career if they were taught the contents and reached the objectives of the program provided.
2. The students also identified the extent of the problems or difficulties of the course contents and their objectives. The problems caused by teaching and learning ranged from “not really problematical” to “moderately problematical.”
3. The results of the evaluation of ten different business firms’ representatives indicated that the percentage of agreement among the interviewees was from 70% to 100% which were relatively high. Nevertheless, half of the evaluators in this group disagreed about including the lessons, “News Release” and “Telexes” in the course.
4. The English for Business Communication specialists approved of the majority of the course contents and their objectives. Their approval rating was 80% to 100%. However, most of them disagreed about having the lessons: Acknowledgement Letters, Credit Letters, News Release, and Telexes in the courses, since these lessons were considered too specialized for the students.

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CHAPTER I

INTRODUCTION

The contents of this research are categorized into five chapters as follows :

Chapter One presents the background, rationale, purpose, significance, limitations, basic assumptions of the study, and definition of terms.

Chapter Two presents literature reviews on English for Specific Purposes (ESP) which includes ESP curriculum and needs analysis (NA), English for Business Communication, and language program evaluation.

Chapter Three shows the subjects of this study, the research instruments, the procedure of the study, the analysis of data, and the statistical techniques.

Chapter Four discusses findings of the study.

Chapter Five provides a summary of the study, discussions of the findings, and recommendations for further studies.

Background of the Study

Tom Hutchinson and Alan Waters (1987:6), two well-known linguists who identify the origin of English for Specific Purposes, have theorized that English as an international language or "lingua franca" is the most important medium of world communication in doing business activities between countries. English for Business Communication is used, for example, to communicate with English-speaking colleagues, foreign firms, customers, suppliers, to attend meetings or conferences, and to indulge in training programmes abroad especially for multinational corporations.

The University of the Thai Chamber of Commerce (UTCC) is an educational institution which specifically provides programs for students who tend to work in commercial fields, such as, General Business Administration, International Business Administration, Economics, Accounting, etc. The Faculty of Humanities' English Department has offered English for Business Communication courses for its undergraduate students for years. These courses are composed of two business communication courses coded HM3313 and HM4314, each of which takes one semester to complete. They have been taught to the students whose future careers are supposed to be in a business context. However, based on the informal interview with some practitioners of the courses, including the course designers and the teachers, they are inconsistently aware of the students' and the outsiders' attitudes towards the contents and the objectives in the English for Business Communication courses offered at UTCC. Additionally, the course contents and their objectives have never been evaluated. This study, therefore, aims to evaluate these variables by surveying the attitudes of different groups of subjects. The following section provides a general perspective of this study.

Rationale of the Study

This study aims to evaluate the course contents and their objectives in the English for Business Communication programs at UTCC to discover whether they meet the needs of the students, the real users, and the educators. The reason why the course contents and objectives have been specified is that these two elements in the curriculum indicate the scope of what the students are supposed to learn and to achieve. The evaluation was done by the students after the courses had been finished since they would

realize whether the contents and objectives they have learned are what they need to know. If an evaluation is done at the beginning of the course, the students might not be aware of what they need. Besides the students, who are insiders, the evaluation was also conducted by outsiders, a group of multi-national business corporations' representatives and a group of instructors from other institutions, in order to gather information from different viewpoints. Intentionally, this study would not get the data from the teachers or the course designers who are responsible for the two courses because they might cause the findings to be subjective.

The following is the statement of the problem of this study. It shows the reason why the English for Business Communication programs need to be investigated.

Statement of the Problem

In Thailand, English is required as a fundamental course in primary schools, high schools, colleges, and universities. At UTCC, General English courses are also provided as fundamental programs that every student must take. Moreover, English for Business Communication courses are offered as major subjects. There are many courses concerning business careers, for example, Note-taking and Summary Writing, Speech Communication, Business Translation, Business Communication, Discussion Techniques, and Seminar in the Use of Foreign Languages. There are two English for Business Communication courses considered to be the most essential Business English programs. They are Business Communication 1 and 2. These two courses have been run for many years, but a single follow-up study or an evaluation of these courses has never been conducted.

Consequently, there is no way to know whether the course contents and their objectives have been suitable or problematical to the students.

Purposes of the Study

This study has two main purposes. The first purpose is to evaluate the course contents and their objectives in the Business Communication I and II of UTCC by the present students. Their attitudes: needs and problems towards each content and each objective are analyzed in order to find out what their attitudes towards the course contents and their objectives are. The second purpose of this study is to evaluate the target courses by the outside evaluators, the business firms' representatives and the business communication specialists, in order to ascertain whether the target course contents and their objectives meet what they think should be taught. This means to discover whether the course contents and their objectives of UTCC provide the business knowledge and skills for the students to use in their future careers or not.

Thus, the study was carried out to answer the following questions:-

1. Do the course contents and their objectives in the two Business Communication courses of the Faculty of Humanities at UTCC meet the students' needs?
2. Are the course contents and their objectives in the two Business Communication courses of the Faculty of Humanities at UTCC problematical to the students?

3. Do the business firms' representatives approve that the course contents and their objectives in the two Business Communication courses offered by the Faculty of Humanities at UTCC are effective and should be taught to the students in order to prepare them to work in their future careers?
4. Do the business communication specialists accept that course contents and their objectives in the two Business Communication courses offered by the Faculty of Humanities at UTCC are appropriate for the students?

Significance of the Study

This study is a survey research and its results and recommendations for course improvement made by the subjects could provide practical guidelines to business English courses, particularly, in the area of business communication. This study can present three major implications as follows :-

1. The findings of this study present the degree of difficulty of the students in learning each of the course contents and its objectives.
2. The results of this study reflect to what extent the present course contents and their objectives meet the needs of the real business firms.
3. The findings from this study may provide some beneficial guidelines for ELT practitioners ; course designers, business-oriented English teachers or ESP educators to develop, improve or create more effective course contents and their objectives in business English.

However, the study has some limitations which are mentioned in the following part.

Limitations of the Study

First, the survey of this study involves only the opinions of the students of UTCC in the academic year 1995, so the findings do not indicate the generalized attitudes of all of the English for Business Communication learners at UTCC. Second, the samples of the human resource representatives of the business firms are selected from multi-national companies operating in Bangkok, so the use of English in those companies might be more prevalent than those in other provinces or companies. Third, the samples of the business content specialists are only from colleges or universities in Bangkok; therefore, the data might not represent all of the institutions throughout the country. Another limitation is that this research is a course evaluation which emphasizes the course contents and objectives, not other elements like materials, teachers, methodology, etc.

Basic Assumptions

In this study, it is assumed that the sampled subjects; the students of UTCC, the business firms' management representatives, and the business communication specialists, honestly provide answers on each item in the questionnaire and interview which are used as the research instruments. The sampled students are presumed to have taken the Business Communication courses with equal learning factors and surroundings. Furthermore, the contents of the research instrument is assumed to be valid

because the preparation and creation are based on the authentic syllabuses, course contents, and objectives, of the Business Communication courses offered at UTCC.

Definition of Terms

The following terms will appear most frequently in this study.

- EBC** = English for Business Communication. This is a subcategory of English for Specific Purposes
- Business Communication Courses at UTCC** = The English for Business Communication course 1 and 2 (HM 3313 and HM4314) offered by Faculty of Humanities, the University of the Thai Chamber of Commerce
- Contents** = Learning units regarding different aspects of English for Business Communication. For example, Content 1 refers to Unit 1 (Writing a Business Letter) in the material used to teach the students.
- Objectives** = The objectives of each content
- Students** = Fourth year students in the academic year 1995 in the B.A. programme for English Majors, Faculty of Humanities, UTCC who have taken the Business Communication I and Business Communication II.

Business firms' representatives = Human resource directors, managers, training managers, personnel supervisors, heads of secretary, or any positions, whose duties involve human resource recruitment and development of sampled business firms

Business communication specialists = Instructors of the sampled schools, colleges or universities who are responsible for teaching business English

Needs and Problems = Attitudes of needs and problems of the students towards the course contents and their objectives in the two Business Communication courses of UTCC.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter can be divided into five major parts which review the English for Specific Purposes (ESP), which includes curriculum design and Need Analysis (NA), English for Business Communication (EBC), and language program evaluation. First, ESP offers a basis to this study, since ESP involves Needs Analysis as a foundation of the design of course curriculum or course contents and their objectives. Next, English for Business Communication which is a sub-division of ESP is also reviewed because the target courses in this research are two specific Business English programs. Finally, a language program evaluation is necessary to be included in this review for the reason that the procedure of this study follows the theory of types and frameworks of language program evaluation.

English for Specific Purposes (ESP)

Definition of ESP

ESP is a specialized term in the area of English language teaching which means English for Specific Purposes or English for Special Purposes. According to Jack C. Richards et. al., who have defined technical terms in applied linguistics in the Longman Dictionary of Language Teaching and Applied Linguistics (1992:125), ESP is the role of English in a language course or programme of instruction in which the *objectives* and *contents* of the *course* are fixed by the specific *needs* of a particular group of learners, for example, courses in English for Academic Purposes, English for Science

and Technology, English for Business and Economics, and English for Nursing.

According to Tom Hutchinson and Alan Waters, the authors of English for Specific Purposes; Learning-Centered Approach (1987:6), the concept of ESP has originated due to the expansion of the demand for English to suit particular needs. In the past, most people in the world had no demand in learning English as a foreign language, but after the Second World War, English has become the key to the international currencies of technology and commerce. Nowadays, people realize the necessity of learning English as a foreign language and, hence, seek language courses which could directly meet their needs, for example, business people who want to do business with multi-national companies, or technicians want to read English manuals. For this reason, the main purpose of ESP is to develop specific English courses to suit the needs of a specific group of learners.

It can be observed that the learners' needs are the most important factor of ESP. Obviously, ESP teaching and learning tend to aim for meeting the learners' specific needs in their target situation. For the teaching and learning of ESP, R. Mackay and A.J. Mountford (1978:3), the editors of English for Specific Purposes published by Longman, point out that the purposes for which the learners learn ESP can be characterized from the use of the language. That use is frequently associated with occupational, vocational, academic, or professional requirements.

Based on the ESP description above, the researcher has realized that there is a direct relationship between the specific needs of a particular group of learners and the specifications of the contents of an ESP program

in that the course contents and their objectives, or curriculum, are designed and determined by the results of a needs analysis. This study logically attempts to match the learners' needs with the curriculum of the two English for Business Communication courses at UTCC which are ESP sub-division by evaluation to indicate how much the course contents and their objectives suit the students' needs. Therefore, "Curriculum" and "Needs Analysis," which are the foundation of curriculum development, need to be reviewed. The following sections provide the details of the two major factors of ESP: Curriculum and Needs Analysis.

ESP Curriculum

1. Definition of Curriculum

Curriculum which is interchangeably used as "syllabus" is defined in the Longman Dictionary of Language Teaching and Applied Linguistics (1992:368) as a description of the contents of a course of instruction and the order in which they are to be taught. Language teaching curriculum may be based on, for example, grammatical items and vocabulary, the language needed for different types of situations, or the meanings and communicative functions which the learner needs to be able to express in the target language. These completely depend on the aims of the program, determined by target situations. Different target situations, therefore, create different types of syllabuses. The following shows different characteristics of different kinds of syllabuses.

2. Types of Syllabus

Language teaching syllabuses have been largely described from various fundamental factors, for example, language content, learning processes, learning tasks, and so on. In the light of syllabus types, there are many applied linguists categorizing the descriptions of syllabus systematically. Nunan (1988:27), a famous theorist of syllabus design, draws a distinction between product-oriented syllabuses and process-oriented syllabuses. The former ones are those in which the focus is the knowledge and skills which learners should gain as a result of instruction, while process syllabuses are those which emphasize on the learning experiences themselves. Grammatical and functional-notional syllabuses are subsets of the product syllabuses and task-based and content-based syllabuses are those of the process syllabuses. More specifically, K. Krahnke (1987:10-12), one of the experts in syllabus design for foreign language teaching, modifies language teaching syllabuses into six traditional standard syllabuses. They are the structural syllabus, the notional-functional syllabus, the situational syllabus, the content-based syllabus, the task-based syllabus, and the skill-based syllabus.

First, a structural or grammatical syllabus is one in which the focus of contents of language teaching is about the language forms and structures. It aims to develop the learners' grammaticality that is to say to include word functions (nouns, verbs, adjectives, etc.), sentence structures (complex sentences, subordinate clauses, questions, etc.), tenses, and so on. Second, a notional-functional syllabus involves the language functions or language performance such as agreeing, requesting, apologizing and so on, and the language notions such as time, size, age, duration, colour, and so on. Third, the contents in a situational syllabus are determined in a real or

imaginary situation. Learners will be asked to engage in a particular role in a specific setting. The main purpose of this type of syllabuses is to teach the students the language in various situations, for example, at the restaurant, at the hospital, on the street, and so on. Fourth, a content-based syllabus attempts to teach some contents or information using the language the students are also learning. Fifth, a task-based syllabus is one in which the content of language teaching is a series of complex, useful and purposeful tasks which the learners want or need to perform with the language. The tasks or activities play a crucial role because the learners will automatically acquire the language from practicing them. Finally, the language skills-- listening, writing, speaking, reading, pronunciation, and vocabulary,-- are the emphases of the skill-based syllabuses. The purpose of this kind of syllabuses is to develop the particular skill competence of the learners. For example, a Business English course might be a skill-based because the aim is to enable students to have both business communication skills and language skills, such as, reading/writing social business letters, etc. The next section shows some concepts of the Business English syllabus.

3. The Business English Syllabus

As an ESP category, a Business English course is likely to be primarily defined in relation to specific, business performance, skills and language skills. Business English, therefore, integrates both business communication skills, such as writing business correspondence, taking minutes during business meetings, making arrangements for clients (e.g. flight and hotel reservation) and English language skills. Based on these skills, Mark Ellis and Christine Johnson (1994:9), the authors of Teaching Business English published by Oxford University, point out that the skills frequently used in business performance are meetings, presentations,

socializing, report-writing, note-taking, and so on. At the same time, the use of language in business activities deals with skills in comparing and contrasting, expressing cause and effect, recommending and agreeing. For the English for Business Communication syllabuses at UTCC, they are skill-based because the course contents and their objectives emphasize business communication and the language skills needed, for example, writing and reading various kinds of business letters, telexes, minutes, etc in English. Conclusively, there is no single description of what a Business English syllabus might consist of, rather it depends on the business and language skills needed. The description of a Business English syllabus should cover various skills in both business performance and linguistic skills because practical business communication, like other kinds of communication, must be two-way.

In relation to curriculum design, no matter what the type of syllabus is, the heart of a curriculum tends to be at the determination of contents. Beyond this determination, ESP course designers must analyze the learners' needs before they develop the course because this is the most effective way to determine the most suitable contents for that specific group of learners. The following section is on "Needs Analysis" which is the fundamental element of ESP curriculum development.

Needs Analysis (NA)

Needs analysis is the fundamental component of ESP because the results of the analysis are directly concerned with the process of ESP course designing and they are a guiding principle among ESP practitioners. According to Hutchinson and Waters (1987:12), the purpose of an ESP

course is to enable learners to function adequately in a target situation. It is the target situation in which the learners will use the language they are learning. Consequently, the needs towards the target situation is usually known as *Needs Analysis*. Needs Analysis can be categorized into two main types: Target Situation Analysis and Present Situation Analysis.

Target Situation Analysis (TSA) is the analysis of learners' needs which is focused on the end product the students should be able to perform at the end of the course. Jo McDonough (1984:31), the author of ESP in Perspective, exemplifies the concept of TSA from an example of the needs in business context of managers in a Western European company with branches in English speaking countries. The company has decided that a number of its managers need:

- to attend business meetings at which English is the language of negotiation
- to engage in business discussions with potential English speaking customers of the firm
- to meet other business personnel and customers on a social basis, in the context of international meetings
- to have an adequate grasp of the technical jargon associated with the firm's products in order to be able to discuss written promotional material in English, and
- to be able to undertake negotiations on the telephone.

It is noticeable that the above needs have one thing in common, that is, they are concerned with what the learners will have to do in their professions, jobs or particular academic disciplines. In other words, the

learners' needs to take English language courses are typically and most frequently specified in terms of the end-product.

According to Hutchinson and Waters (1987:12), Present Situation Analysis (PSA) on the other hand is the analysis of the learners' needs which are surveyed at the beginning of their course by investigating their strengths and weaknesses. PSA reflects the students' needs to be able to learn the language effectively.

For general Business English courses, like other ESP courses, needs analysis is primarily taken into account to find out the learners' needs in using English for Business Communication in order to design the course contents and their objectives. In this study, TSA is taken into account as an evaluation by performing an analysis of the learners' needs and outsiders' recommendations towards the English for Business Communication curriculum provided at UTCC. The evaluation would be conducted when the programs have finished in order to analyze whether or not the objectives and the contents of the courses are based on the needs.

For the previous research on needs analysis which is precisely relevant to the determination of contents in English for Business Communication courses, there was a surveying study on needs analysis of Thai commercial institutions entitled "A Study of the Role and Importance of English in Thai Business Communication." This research was done by Songyut Akkakoson, Faculty of Graduate Studies, Mahidol University (1994). This study investigated the role and importance of English in business communication of high-ranked companies in Thailand (top 1000). The major purpose of this study was to reveal the actual usage of English in job-related

activities of those companies which will serve as useful information for course designers, business-oriented English teachers or English language educators to use in producing, revising, or developing effective and efficient business English courses and materials. The subjects of the study were 17 human resource management representatives of 15 sampled companies selected from the directory of 1,000 top companies. The instrument used in this research was a closed interview schedule. The results of the study could be summarized as follows :

1. From the corporative human resource management representatives' views, English was an important tool for business communication, and English ability in all four skills was very useful for most of the employees. Moreover, English was inevitably used most of the time for the staff at the managerial level.

2. The managerial and supervisory level of employees of the sampled business companies have engaged some of the time to most of the time in a number of language related activities which could be categorized according to listening, speaking, reading, writing, and translation.

3. Human resource management representatives displayed a genuine concern for the lack of English proficiency among their clerical of junior staff. As for the management level, they seemed to require English most of the time and most of the managers had the required level of proficiency. It was the middle and lower employees who needed to be able to develop their skills in the usage of English. This was because the role of English was viewed as an additional factor in doing the job well and in the advancement of the career.

The researcher of this previous study also provided a suggestion that English syllabuses of undergraduate programmes should be based upon the four macro skills with language learning activities that are similar to those actually conducted in the business community. These previous research results reflect the very current needs of the business corporations' representatives towards English skills used for job communication in Thailand. Such kind of the research methodology, direct interview, also identified a beneficial by-product which was "the problems" of English proficiency of the staff to the business communication. Those problems could lead to what the business practitioners need.

This previous research main weakness is that the number of its sampled companies tended to be small (17 representatives from 1,000 companies), the present study uses less samples but its results are more varied because the samples are randomly selected on their account of being multi-national companies regardless of their prestige or size which differs from Songyut's selection.

Nevertheless, this previous study was also useful to this present research in that, beyond the data collected from the Business English students, a survey on needs of a group of business companies' representatives could identify the authentic English usage in business communication.

According to the whole review of ESP above, it can be concluded that ESP has specifications which are identified by the needs of a particular group of learners. Those needs, then, are analyzed in order to provide some guidelines which are useful for the development of course contents and their

objectives. Consequently, there is a relationship among ESP, needs analysis, and curriculum design. Next, English for Business Communication is a kind of English which shares similar characteristics with ESP hence making it necessary to be reviewed because this present study directly deals with this kind of English. The following provides more specific details of this kind of English, and the course contents and their objectives in a general Business English program.

English for Business Communication

English for Business Communication is sometimes known as *Business English* because it directly deals with specific communication skills in a particular business situation. Marie Steward, the late head of the Business Education Department of Stonington High School, and Kenneth Zimmer, a professor of Business Education and Office Administration of California State University, and Lyn Clark, professor of Business of Los Angeles Piera College, (1985:6-7) identify the importance of personal communication in the business world by showing that no one can escape communicating with business and government in conducting personal business although they may never work in a business organization. This is illustrated in the routine purchases of food, clothing, gas, and household supplies require reading, listening and speaking skills. Reading instructions carefully enables a customer to make proper and economical selections. For speaking skills, asking questions, making requests, giving instructions, bargaining and describing needs are important in the business world. Listening, also, is required to follow directions in meeting and personal purchasing needs. Furthermore, Stewart, Zimmer and Clark (1985:7) also show the necessity of business communication that it is needed in the world

of work in all occupations. In a work environment, everyone will interact with co-workers, superiors, subordinates, customers, suppliers, and so on. The communication in the work environment involves face-to-face dialogues, telephone conversations, conferences, and committee meetings. All these activities require the persons in the business world to have speaking and listening expertise. In the same way, texts such as forms, letters, memorandums, reports, bulletins, news releases, meeting minutes, newsletters and employee handbooks require reading and writing skills. Consequently, it is observable that all language skills are vital in business communication and need to be taught.

Under the title "Business English," the broad objective of Business English is to develop the language skills needed by the learners in specific business situations which they will be involved in. However, there are common objectives that the majority of business learners need to acquire. Ellis and Johnson (1994:35) summarized the performance objectives that regular business students need to have:

- confidence and fluency in speaking
- skills for organizing and structuring information
- sufficient language accuracy to be able to communicate ideas without ambiguity and without stress for the listener
- strategies for following the main point of fast, complex, and imperfect speech
- strategies for clarifying and checking unclear information
- speed of reaction to the utterances of others
- clear pronunciation and delivery
- an awareness of appropriate language and behaviour for the cultures and situations in which they will operate.

Moreover, Ellis and Johnson (1994:36) establish a general business skills checklist in relation to the language skills which can help Business English course designers to specify contents based on the language and business skills as follows:



TABLE 1

Contents Based on Language Skills and Business Skills

Language Skills	Business Skills
<i>Speaking</i>	<ul style="list-style-type: none"> - Giving a formal presentation - Giving an informal presentation - Instructing or demonstrating on the job - Giving descriptions and explanations
<i>Interacting</i>	<ul style="list-style-type: none"> - Visiting a company or receiving visitors - Showing visitors around or being shown around - Entertaining or being entertained - Participating in discussions and informal meetings - Chairing meetings - Interviewing - Negotiating - Telephoning
<i>Listening</i>	<ul style="list-style-type: none"> - Following presentations, lectures, or talks - Following instructions - Following descriptions and explanations - Following training sessions
<i>Reading</i>	<i>Documents</i>
<ul style="list-style-type: none"> - <i>Reading for detail</i> - <i>Reading quickly for general information</i> - <i>Scanning for specific points</i> 	<ul style="list-style-type: none"> - Telexes - Letters and faxes - Memos and short reports - Profession journals - Textbooks - Long reports - Contracts and legal documents - Technical specifications and manuals
<i>Writing</i>	<ul style="list-style-type: none"> - Telexes - Letters and faxes - Memos and short reports - Long reports and articles for professional journals - Editing the letters or reports of others

According to the contents based on language skills proposed by Ellis and Johnson, there are some similarities with the English for Business Communication curriculum of UTCC, especially in reading and writing skills. For example, the target curriculum also includes reading and writing telexes, letters, faxes, memos, and reports.

Although this present study is done on the curriculum of two specific EBC courses and it mainly focuses on needs analysis, its purposes, methodology, and framework have followed the theories of language program evaluation, so it is important to examine evaluation as well. The following is the review of theories of language program evaluation.

Language Program Evaluation

1. Definition of Evaluation

Evaluation is an essential tool in every field of education as well as in the areas of language teaching and applied linguistics because it can investigate any attribute that the evaluators wish to. Therefore, results of an evaluation could identify, for example, the accomplishment or effectiveness of the course, and the achievement of the students, etc. Kevin McGinley, the author of The ESP Classroom: Some Notes on Evaluation in ESP, (1983:89) identifies that evaluation should be an integral part of any educational approach. At the very least, educators are concerned whether or not the basic objectives have been attained, and consequently, whether the course can be described as effective or successful.

There is a specific definition of evaluation concerning a particular programme, course syllabus or curriculum defined by James Brown in Language Program Evaluation: A Synthesis of Existing Possibilities (1989:223). He modifies the definition to suit the view of second language curriculum that "evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and address its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions involved." Based on this definition, the researcher attempts to match this concept with the present study in that this study tries to collect and analyze the needs which are the attitudes of the participants-- the students, multi-national companies' representatives and educators in English for Business Communication-- since the analysis of needs provides beneficial information for course improvement.

2. Purposes of Evaluation

Actually, "evaluation" expresses its purposes in its meaning. Although evaluation has various meanings in different situations, they are the same in that an evaluation is done for making a decision or a judgment. In curriculum planning or syllabus design, a course evaluation has specific objectives which depend on the evaluators. D. F. Murphy, the author of the article, Evaluation in Language Teaching: Assessment, Accountability and Awareness (1985:13), proposes a fundamental purpose of course evaluation that it serves to relate the other elements of the curriculum to each other and to the goals and effects they achieve, thereby making judging efficiency and effectiveness possible. As in this study, the evaluation is done to relate the basic elements of ESP courses, needs analysis, to the course contents and their objectives. The results can be used as a basis for implementing the courses that will meet the participants' attitudes.

More specifically, according to Weiss H. Carol (1972:16), the author of Evaluation Research Methods of Assessing Program Effectiveness, evaluation can investigate the extent of a programme's success so that decisions such as these can be made :-

- a) To continue or discontinue the programme
- b) To improve its practices and procedures
- c) To add or drop specific programme strategies and techniques
- d) To institute similar programmes elsewhere
- e) To allocate resources among competing programmes
- f) To accept or reject a programme approach or theory

The viewpoint of the researcher is that an evaluation has its own purpose(s) depending on the evaluator. However, the purposes reviewed above offer some practical possibilities for all evaluators to have in mind when conducting an evaluation.

3. Dimensions of Evaluation

In discussing the evaluation of an educational curriculum, there are many approaches. These approaches are known by evaluation theorists as "dimensions of evaluation." There are three fundamental dimensions which the patterns of evaluation centre on. They are formative and summative, process and product, and, quantitative and qualitative.

a) *Formative and Summative Evaluations*

Formative evaluation and summative evaluation are distinguished by referring to the position of programme evaluation. Formative evaluation takes place and produces information that is fed back during the development of a programme and its curriculum. The objective of formative evaluation is to

improve the target course by using the information gathered. For summative evaluation, it is done, on the other hand, after the curriculum has been completed. Its results provide information in order to determine whether the course was effective and successful.

b) Product and Process Evaluations

The distinction between product evaluation and process evaluation is based on the way the information might be considered. Product evaluation can be defined as any evaluation which is focused on whether the goals or product of the programme were achieved. On the other hand, process evaluation emphasizes more on what is going on in a programme or process that helps to reach the goals or product (James Brown,1989:231).

c) Quantitative and Qualitative Evaluations

Quantitative and qualitative approaches in course evaluation concern the methods used to deal with the data collected of a programme evaluation. If the data is quantitative, it will be gathered by using the analysis of numbers and statistical techniques. The instruments used in quantitative approach are test results or scores, and rankings of questionnaires and interviews. In contrast, qualitative data is not concerned with numbers and statistics. The data in this approach is gathered by observations which include, for example, classroom observations, diary entries made by administrators, teachers or students, and records of meetings or discussions.

To sum up, the dimensions of evaluation are differentiated to suit the particular purpose of the evaluator. In this present study, the evaluation is summative and quantitative in that the data would be collected at the end of the programs by using some statistical instruments-- the rating questionnaire

and structured interview. The reason why the collection of data from the students takes place at the end of the course is that the researcher wants to ensure that the students logically perform their attitudes towards the course contents and their objectives. If the students are asked to identify their attitudes before they have taken the course, the results might not be as valid as possible. For example, the students might not see the importance on “how to address a business envelope” at the beginning, but after they have learned how to do it, they would realize that this lesson is important. However, this present study does not include product and process evaluations because the achievement of the students on the target course is not the aim of this study.

4. Frameworks of Course Evaluation

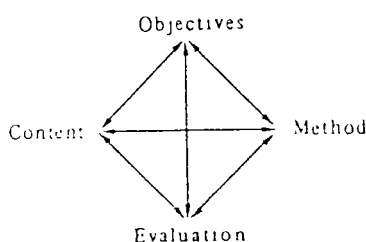
An evaluation in a language teaching program can be done on many different elements, but depends on the purpose of evaluators to choose which element is about to be investigated. Jack Richards et. al. (1992:130) give an overall concept of course evaluation that evaluation uses quantitative methods, for example, tests, and qualitative methods such as observations, ratings and value judgements. In language planning, evaluation frequently involves gathering information on patterns of language use, language ability, and attitudes towards language. In language teaching programmes, evaluation is related to decisions to be made about the quality of the programme itself, and decision about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other measures are frequently used. Similarly, according to

Hutchinson and Waters (1987:144), ESP evaluation can be divided into two levels which are learner assessment and course evaluation. Learner assessment is the evaluation of the students' performance or abilities at strategic points in the course, for example at the beginning and at the end. The results of this kind of evaluation enable sponsors, teachers and learners to decide whether and how much language tuition is required. The other level is course evaluation which is totally essential for the ESP course. This kind of evaluation helps to assess whether the course objectives have met what it was designed to do. The latter implies that the course objectives are necessary to be evaluated if they fit the practitioners' needs. As Richards stated, evaluation also deals with *attitudes* which are "needs" in this study. These two ideas obviously support the present study in that the needs can be taken into account of language program evaluation.

In the field of applied linguistics, there is a popular evaluation model called CIPP model. James Popham, the author of Educational Evaluation published by Prentice-Hall Inc., (1975:33) reviews the CIPP model that was originated by Daniel Stufflebeam and Egon Guba in 1971. This decision making model aims to evaluate mainly four aspects of a program: context, input, process, and product, so this is why the model is called CIPP. The context evaluation aims mainly at evaluating the appropriateness of the existing program in a social setting in terms of its aims, goals, objectives, educational policy and philosophy, social needs, their significance, etc. Second, input evaluation is to provide information for determining how to utilize resources to meet the program goals. This can be done by identifying and assessing 1) relevant capabilities of the responsible agency, 2) strategies for achieving program goals, and 3) designs for implementing a selected strategy. Third, process evaluation provides

information for program decisions. It shows the extent to which context and input evaluations have been performed adequately-- the more adequate the context and input evaluations are, the more certain it is that the program will work well and the less critical the process evaluation will need to be. Finally, product evaluation measures and interprets the attainment of the program. The general methods used include devising operational definitions of objectives, measuring criteria associated with the objectives, comparing these measurements with predetermined absolute or relative standards, and making rational interpretations of the outcome using the recorded context, input, and process information.

For a more specific role of evaluation in an ESP curriculum, Hooper (1971 in Murphy 1985:2) states that the curriculum should be distinguished into four main elements which are purposes or objectives, content or knowledge, methodology or learning experiences, and evaluation. These elements can be shown in a dynamic model which each element depends on each other. This model looks very simple, but it is a clear and practical framework. However, the model's establisher might have forgotten to include the fundamental elements of ESP program, needs analysis, into this model.



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FIGURE 1

**Dynamic Model of Elements in Course Evaluation
(Hooper in Murphy 1985:2)**

Another approach on evaluation in ESP curriculum is called "Systematic Approach" (Brown 1989:234). In this systematic approach to ESP curriculum design, there are five major components in the course which should be evaluated. The first element is needs analysis which is considered the basis of any ESP course. The second factor is the objectives. Then, the evaluation on testing should be done probably during or after test designing. Another important component of the course is the set of materials used in teaching and learning. The materials should be neatly selected, developed, evaluated, and analyzed in depth. All of these organizational components are related to one another in the process of evaluation. More clearly, the systematic approach for designing and maintaining language curriculum could be illustrated in the following diagram :

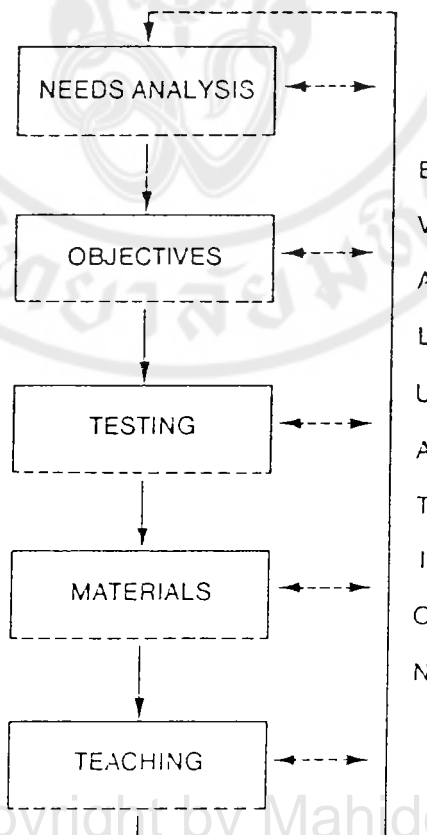


FIGURE 2

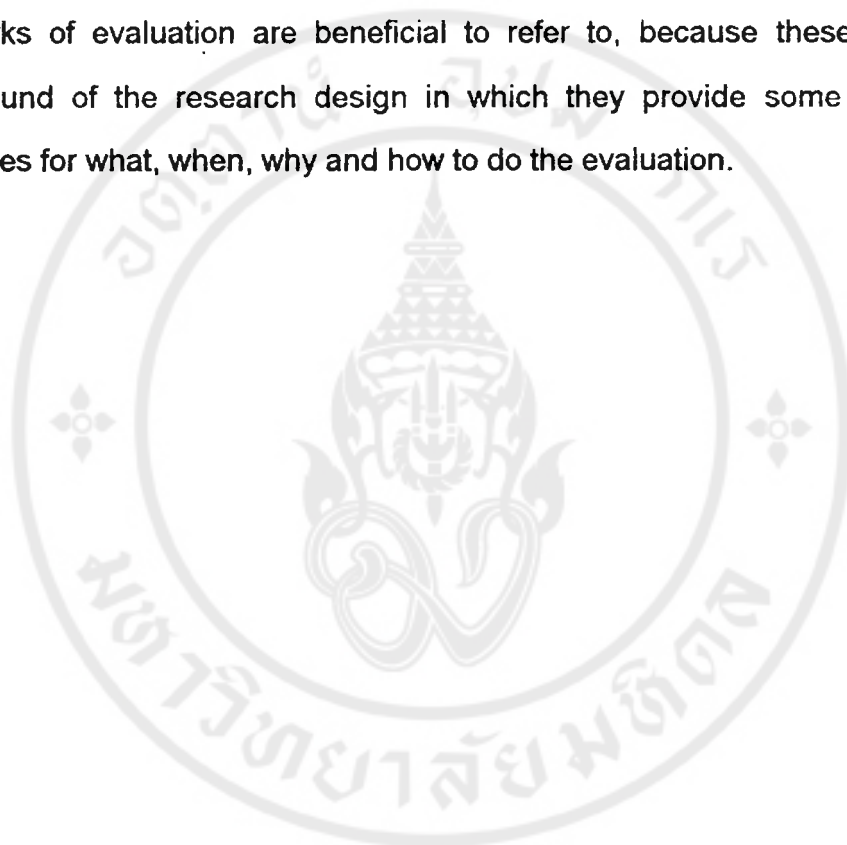
Systematic Approach (Brown 1989:234)

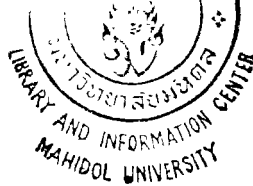
To criticize the approaches reviewed above, the Systematic Approach gives a clear relationships among evaluation and the five important elements in ESP programs. However, this model seems to have some problems. The researcher agrees that *needs analysis* is placed as the first element because it is the basis of course design. Nevertheless, *objectives* should be followed by *materials*, then, *teaching*, and, finally, *testing* because testing must be done when teaching has finished, especially, achievement tests. To compare this approach with Dynamic Model, it is observable that the Dynamic Model contains contents and objectives but not needs analysis, while the Systematic Approach consists of needs analysis. Therefore, the researcher has included needs analysis as a part of this present study.

It is obviously seen that course contents and objectives always appear in course evaluation as shown in various theories, for example, CIPP Model, Dynamic Model, and Systematic Approach. Furthermore, specialists in language program evaluations, such as Richards, Hutchinson and Waters, and Brown, believe that the evaluation must also deal with needs analysis. This strongly supports the reason why the researcher has chosen these variables to investigate rather than others.

To conclude the review in this chapter, two Business Communication courses of the Department of English, UTCC, have been evaluated, so the overall nature of English for Specific Purposes which is the root of English for Business Communication is necessarily reviewed as a basis of this study. Then, the relationships among course contents and objectives, needs analysis, curriculum design, and evaluation which are focused in ESP programs and also in this study are importantly identified because this study specifically deals with those elements of English language

teaching programs. Furthermore, related research done on the survey of needs analysis in terms of English usage in Business Communication is reviewed in order to identify some useful ideas to the determination of course contents and their objectives. Finally, some theories in course evaluation, especially in language program evaluation, including dimensions and frameworks of evaluation are beneficial to refer to, because these are the background of the research design in which they provide some practical guidelines for what, when, why and how to do the evaluation.





CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the population of this study, the research instruments; the questionnaire and interview, the construction of the questionnaire and interview, the validity and reliability of the questionnaire, the pilot study, the procedure of the study, the collection of data, the analysis of data, and the statistical techniques.

Population

There were three groups of participants in this study, UTCC English major's students, business firms' representatives and business communication specialists. The students were those 130 students who participated in the two Business Communication courses during the academic years 1992 to 1995. 100 students of this group were randomly selected as the samples in the main study and 30 students were in the pilot study. The research instrument used to collect the students' attitudes was the questionnaire. Ten representatives of human resource directors or managers, training managers or human resource management supervisors, or heads of secretary of the ten multi-national business corporations operating in Thailand were the samples of the second group in the main study. Another three representatives were selected as a source of data in the pilot study. The last group of participants in this study was the group of seven English for Business Communication specialists who are the instructors of Business English in selected educational institutions in Bangkok. Five of them were asked to give information in the main study and the other two were for the pilot study. The research instrument used to collect the data from these two latter

groups of samples was the semi-structured interview. Therefore, the actual total number of the subjects were 115. The following table clearly displays the samples in this study :-

TABLE 2
Subjects of the Study

GROUPS OF SUBJECTS	TOTAL NUMBERS OF SUBJECTS	SUBJECTS OF THE MAIN STUDY	SUBJECTS OF THE PILOT STUDY
<i>Students (Academic year 1995)</i>	130	100	30
<i>Representatives of business firms</i>	13	10	3
<i>Business communication specialists</i>	7	5	2
TOTAL	150	115	35

The following are the list of the ten sampled business firms which were selected by using random sampling method from the Yellow Pages Shinawatra Telephone Directory (1994 -1995) which contains the list of business workplaces in Thailand.

1. East Asiatic Company Limited
2. ESSO (Thailand) Company Limited
3. Fujitsu (Thailand) Company Limited
4. Hewlett Packard (Thailand) Company Limited
5. Hwire & Maclaine (Thailand) Company Limited
6. JPI (Thailand) Company Limited
7. Karstadt Nedkermann Far East Buying Group (Thailand)
Company Limited

8. Mercur International (Thailand) Company Limited
9. Quelle (Far East) & CO. Hong Kong (Thailand) Company Limited
10. SKF (Thailand) Company Limited

The following is the list of the educational institutions where the researcher went to interview the instructors who have been responsible for Business English course(s). The researcher, then, made a name list of educational institutions taken from the Yellow Pages Telephone Directory under the headings of English Language Schools (1994-1995: 2264-2267), and Colleges and Universities (1994-1995:2407-2410). Afterwards, the institutions-- both universities and non-universities were randomly chosen. They were:

1. Bangkok University Language Institute
2. Center for Business Communication in English (CEBCE), Sasin Graduate Institute of Business Administration of Chulalongkorn University
3. Faculty of Arts, Siam University
4. Inlingua School of Languages
5. Thammasat University Language Institute

Research Instruments

In the perspective of evaluation, it is evident that there are several techniques or instruments used to obtain the information on evaluation. Brown (1989:233) categorizes the instruments for evaluation into six categories: existing information (records analysis, system analysis, literature review, letter writing, etc.), tests (proficiency, placement, diagnostic and

achievement), observations (case studies, diary studies, behavior observation, and inventories), interviews (individual and group), meetings and questionnaires.

The research instruments employed in this study were the five-point Likert's scale questionnaire and the structured interview which contained the same major contents and details. The reason why the researcher has chosen these two instruments was that the procedures of data collection were opinion surveys and judgemental ratings. The Likert's scale has frequently and practically been used to collect attitude ratings. Moreover, the questionnaire could be distributed to a number of respondents at a time.

Construction and Development of the Questionnaire

The questionnaire was written in Thai because the researcher intended to eliminate problems caused from misinterpretation. The process in constructing the questionnaire was as follows : -

1. Study the contents reported in the review of related literature, especially in business communication textbooks.
2. Study the UTCC's Business Communication courses in depth in order to know the objectives and details of the contents.
3. Construct a draft questionnaire focusing on the purpose of the study and the research questions.
4. Modify the questionnaire based on the suggestions of the thesis supervisory committee.
5. Pilot the questionnaire.

6. Analyze the questionnaire to ensure its reliability.
7. Revise the questionnaire.

The questionnaire was sent to the students. It was composed of four main sections as follows:-

1. The statement explaining the purpose of the study and the questionnaire, and the instructions on how to answer and fill it.
2. The general backgrounds of the students were also asked in the questionnaire.
3. The Likert's scale questionnaire was used to ask for the data about the attitudes of the students towards the importance of course contents and their objectives that is whether each lesson in the courses has been necessary to learn and to use in a future career or not, and how much it has been needed and problematical.

The students' attitudes were rated into two parts which present needs and problems (difficulties). Each section covered the attitudes toward the course contents and their objectives of the courses being evaluated. Following are some examples.

Needs

1. Content 1
 - 1.1 Objective 1
 - 1.2 Objective 2

Problems

1. Content 1
 - 1.1 Objective 1
 - 1.2 Objective 2

To score the level of their attitudes, the rating scales for these sub-parts were on the continuum of 1 to 5 as follows:-

Needs

5	=	extremely needed
4	=	quite needed
3	=	needed
2	=	not quite needed
1	=	not really needed

Problems

5	=	extremely problematical
4	=	quite problematical
3	=	problematical
2	=	not quite problematical
1	=	not really problematical

4. The last section of the questionnaire contained open-ended questions asking the participants about the problems caused by the course contents and their objectives and about the suggestions for course modification and improvement. They were also requested to give comments and suggest possible solutions to those problems.

The Interview

The interview was conducted in a similar way as the questionnaire. However, a similar version of semi-structured interview was used with both the business companies' representatives and the business English specialists. All questions in the interview were neatly determined and had content validity (a form of validity which is based on the degree to which a question adequately and sufficiently asks in the particular content).

The interview consisted of two components which are the YES - NO questions and open-ended questions that could gather additional comments of the business firms' representatives and the business communication specialists. In the section of YES-NO questions, there were the lists of the units and their objectives in the two Business Communication courses. For example, the subjects were asked to answer whether a specific unit in the course has been necessary and frequently used in the actual career and should be taught to the students. The acceptable percentage of agreement among the respondents were not less than 70%. Moreover, those questions were piloted to find any weaknesses and ambiguity which may cause misunderstanding.

Pilot Study

As mentioned above, there were totally 130 students in the academic year 1995 and the subjects of this group were 100. The questionnaire was used in the pilot study with the objectives for improving and editing the questionnaire and eliminating any ambiguity. The questionnaire was piloted with 30 students who were not included in the main study. Then, the revision for the final version of the questionnaire was based on the pilot results and the suggestions of the thesis committee. For the interview, three representatives of business corporations and two business communication specialists were asked in order to pilot with the same objectives as the pilot study of the questionnaire.

Validity and Reliability of the Questionnaire

This study relies on the questionnaire and interview as the research instruments to gather the information. Therefore, the questionnaire needed to be valid and reliable. As for content validity, the contents in the questionnaire were based on the actual course contents of the Faculty of Humanities, UTCC. The content validity was inspected by the researcher and the advisers. The validity of the questionnaire was confirmed again by the results of the pilot study.

The reliability coefficients for the attitudes scales were computed by using the most commonly used available package computer program-- Statistical Package for the Social Sciences (SPSS/PC) reliability subprogramme or the Cronbach Alpha Model (the arithmetic concept used to interpret the data obtained from the questionnaire).

Procedures of the Study

The procedures of this research could be described in the following steps :-

1. The syllabuses of the target courses, Business Communication I and Business Communication II, were examined in order to report the objectives, the course contents, the topics of the units, the sequencing of contents and the organizations of the contents.

2. The contents of the target courses were evaluated by the real users, or the business companies' representatives, and the business English content specialists or instructors. This was to find out whether the course

contents of UTCC English for Business Communication courses satisfy the real business communication needs by the users and the experts. Their opinions were gathered by using one-to-one semi-structured interview. Furthermore, their information was later used as the recommendations of what and how to improve the two target courses.

3. Each content was evaluated again by the students. The target course contents and their objectives were assessed by the students of the UTCC English major. They were asked to answer the five point Likert's scale questionnaire regarding the attitudes whether the courses meet their needs and caused problems in their learning, and the likelihood of using the knowledge gained from the courses in their future careers, and for the course recommendations.

Data Collection

In order to collect the data, the researcher first interviewed the business firms' representatives. The researcher contacted them by telephone in advance to introduce himself and gave information about the study. Then the researcher went to meet them at their working places or with an introductory letter from the head of the Department of Foreign Languages, Mahidol University, requesting cooperation in giving information for this study. Each interview took, approximately, 20 to 30 minutes. Next, the researcher collected the information from the group of content specialists in business communication by interview. The interview was conducted in the same procedure as the first one. Finally, in order to gather the data from the students, the researcher went to the Faculty of Humanities, UTCC, with the introductory letter from Mahidol University and then the researcher requested

an instructor's cooperation in giving each student the questionnaire in the classroom because the students would be there altogether and it would be easy to eliminate any misunderstanding due to answering the questionnaire. This took approximately 20 minutes.

Analysis of Data Collected and Statistical Devices

1. To calculate the reliability of the Questionnaire

In order to analyze the quality of the questionnaire, the questionnaire was piloted with a group of 30 students sampled from the total population. The reliability of the questionnaire was computed by using Cronbach's alpha coefficient in SPSS/PC. The acceptable reliability coefficient index in this study was set at .75 or more.

2. To answer the research questions

The following descriptive statistics were employed in this study:

- 2.1 Percentage
- 2.2 Arithmetic Mean
- 2.3 Standard Deviation (SD)

CHAPTER IV

FINDINGS

This chapter is a discussion of the results and findings from all information obtained according to the research procedure elaborated in the previous chapter. The entire data and findings of this study are presented under the following headings: 1) the general information of the sampled subjects (the UTCC's fourth year students majoring English, Faculty of Humanities, the representatives of multi-national companies, and the English for Business Communication specialists), 2) consensus among the students, the company's representatives and the specialists on each content and its objectives in the courses being evaluated, and 3) the findings in the light of the research questions.

General Information of the Subjects

1. The Students

The first part of the questionnaire for the students required them to identify their background and general information. The respondents were asked to provide their sex, age, specific fields of study in high school level, their grade point average, and their grade in English for Business Communication course 1 and 2.

The data obtained were analyzed by means of frequency distribution and percentage. The results are presented in Table 3.

Table 3
Description of Background and General Information of the Students

Background and General Information	%
1. Sex	
Male	10
Female	90
Total	100
2. Age	
20	25
21	51
22	15
23	5
24	2
25	2
Total	100
3. Field of Study in High School	
Science - Mathematics	13
English - Mathematics	33
English - Social Science	3
English - French	44
English - German	5
Commerce	2
Total	100
4. GPA.	
Lower than 2.00	1
2.00 - 2.99	60
3.00 - 4.00	39
Total	100
5. Grade of English for Business Communication 1	
A	3
B+	31
B	35
C+	23
C	7
D+	1
D	0
F	0
Total	100
6. Grade of English for Business Communication 2	
A	20
B+	32
B	30
C+	12
C	5
D+	1
D	0
F	0
Total	100

N = 100

According to Table 3, it reveals that this study was conducted with a group of 100 students, from 130 students, who registered in the English for Business Communication 1 and 2 in the academic year 1994. The male participants (10%) were outnumbered by the female ones (90%). Their average age was 21 (51%), 25% were 20, 15% were 22, 5% were 23, 2% were 24, and 2% were 25 years old. The majority were those whose major in high school was English - French (44%) followed by those of English - Mathematics (33%), Science - Mathematics (13%), English - Social Science (3%), English - German (5%), and Commerce (2%). 60% of the students reported that their GPA ranged from 2.00 to 2.99, while 39 students' GPAs were in 3.00 - 4.00 range, and only one student got the GPA lower than 2.00. In the section concerning the students' grade in English for Business Communication Course 1, 35% reported that B was their grade, B+ was 31 students' grade, C+ was 23 students' grade, C was 7 students' grade, A was 3 students' grade, and a student got D+. For the English for Business Communication 2, 32% stated that their grade was B+, 30% indicated that their grade was B, 20% reported that their grade was A, while 12% got C+, 5% got C, and 1% got D+.

2. The Multi-National Companies' Representatives

According to the table below, interviews were conducted with 10 representatives of 10 multi-national companies operating in Thailand. The interviewees were considered as real Business English users who were supposed to criticize the syllabuses of the two evaluated courses.

Table 4
List of Company Names and Representatives' Positions
of the Sampled Companies

Multi-National Company Names	Representatives' Positions
1. EAC (Thailand) Public Company Limited	Human Resource Manager
2. ESSO (Thailand) Company Limited	Manager of Training and Development Section
3. Fujitsu (Thailand) Company Limited	Personnel Department Supervisor
4. Hewlett Packard (Thailand) Company Limited	Administration Manager
5. Hwire & Maclaine (Thailand) Company Limited	Senior Personnel Officer
6. JPI (Thailand) Company Limited	Administration Manager
7. Karstadt Nedkermann Far East Buying Group (Thailand) Company Limited	Assistant Personnel Manager
8. Mercur International (Thailand) Company Limited	Training Officer
9. Quelle (Far East) & CO. Hong Kong (Thailand) Company Limited	Human Resource Supervisor
10. SKF (Thailand) Company Limited	Administration Manager

N = 10

3. The English for Business Communication Specialists

The English for Business Communication specialists were the instructors who were responsible for and specialized in teaching English for Business Communication for their institutions. The instrument used to obtain data was interview because this group of samples was small.

Table 5
List of Educational Institutions' Names and Specialists' Positions

Educational Institutions	Specialists' Positions
1. Bangkok University Language Institute	Foreign Specialist
2. CEBCE, Sasin of Chulalongkorn University	Director of CEBCE
3. Faculty of Liberal Arts, Siam University	Instructor
4. Inlingua School of Languages	Foreign Specialist
5. Thammasat University Language Institute	Foreign Specialist

N = 5

Consensus among the Students, the Company's Representatives and the Specialists on Course Contents and Their Objectives in the Two Courses

In order to compare the data gained from the three groups of subjects, the analytical comparison among students' needs and problems, agreements of the business firm's representatives, and the agreements of the Business English specialists on each content and objective of the courses was administered.

First, the fourth-year English major students of UTCC were asked to identify their attitudes towards the English for Business Communication 1 and 2 provided by the Faculty of Humanities. Items 1-82 in the second part of the questionnaire were formulated in order to find out how their needs related to the content and their objectives of both courses. All of 100 participants were requested to rate the choices on the continuum given using a five-point Likert scale ranging from extremely needed to not really needed. The arithmetic mean scores of the attitudes of this group of subjects towards the needs of the two courses were calculated and data obtained were interpreted according to the following scales:-

4.5 - 5.0 = extremely needed

3.5 - 4.4 = quite needed

2.5 - 3.4 = moderately needed

1.5 - 2.4 = not quite needed

1.0 - 1.4 = not really needed

Section two in the second part of the questionnaire , items 83 to 164, asked the students to identify the extent of the students' problems in studying the objectives and courses contents of English for Business Communication 1 and 2. The instrument used to answer this research question was a five-point Likert scale questionnaire ranking from extremely problematical to not really problematical. The following ranges were used to interpret the mean scores of the second part of the questionnaire.

4.5 - 5.0 = extremely problematical

3.5 - 4.4 = quite problematical

2.5 - 3.4 = moderately problematical

1.5 - 2.4 = not quite problematical

1.0 - 1.4 = not really problematical

Next, the information from the representatives of the sampled business firms was collected by using a semi-structured interview as a research instrument in this study. The contents in the interview were almost exactly the same as those in the questionnaire for the students. The interviewees were asked to answer "YES" or "NO" to the questions asking "should the students be taught (a content)?" to evaluate a particular content, and to the questions asking "should the students be able to achieve (an objective)?" to assess a specific objective.

Finally, the methodology used to collect the information from the Business English specialists was the same as that used with the business firms' representatives that they were required to answer questions concerning the course contents and their objectives in the target courses' syllabus.

It was determined that mean scores were used with the information obtained from the students. For the groups of the representatives and the specialists, percentage of reconciliation of a specific objective and content was compared. If the mean score of needs towards a content or objective rated by the students was 3.50 or over, that content or objective was considered an approved one. Then, if the agreement of the multi-national companies' representatives and that of the specialists on a particular content or objective was 70% or more, that content or objective was considered worth to be included in the English for Business Communication 1 or 2 program.

Table 6 shows consensus among students, business firms' representatives, and specialists on the content of "Writing a Business Letter" and its objectives in Business Communication 1 program.

Table 6
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Writing a Business Letter and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Writing a Business Letter	4.67	0.55	3.00	0.60	100.00	100.00
- To recognize parts of a business letter	4.28	0.72	2.34	1.00	100.00	100.00
- To distinguish between styles of business letter	4.07	0.80	1.95	0.97	100.00	100.00
- To address a business envelope	4.09	0.79	2.16	1.11	90.00	100.00
- To plan a business letter organizationally	4.30	0.76	2.69	1.14	100.00	80.00

R = Business Firms' Representatives

As reported in Table 6, the students strongly agreed that “Writing Business Letters” has been highly essential in business communication (mean=4.67), and they considered that the objectives in this content were quite needed especially “to plan a business letter organizationally” (mean=4.30). The students realized the difficulties of this content that “Writing a Business Letter” was moderately problematical (mean=3.00).

All of the sampled business firms' representatives and Business English specialists agreed that the students should learn to write “A Business Letter” (100%).

In addition, the specialists recommended that the objectives were not especially important so they needed only brief explanations for the students (20%) and the students should be competent to recognize both western and Thai styles of business letter writing (40%).

The following shows the attitudes of the subjects towards types of business letters. Table 7 shows about the content of “Making an Enquiry” and its objectives.

Table 7
Consensus among Students, Business Firms' Representatives, and Specialists on the Content of Making an Enquiry and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Making an Enquiry	4.09	0.76	2.94	0.91	100.00	100.00
- To state the request clearly	4.51	0.63	2.93	0.88	100.00	100.00
- To give necessary details for the reader to comply with the request	4.43	0.64	2.96	0.93	100.00	100.00
- To clarify complicated request with lists and tables	3.67	0.78	2.87	0.97	90.00	100.00
- To close with cordial request for specific action	4.10	0.77	2.45	1.03	100.00	100.00

R = Business Firms' Representatives

Table 7 reveals a consensus among students, users, and specialists on "Making an Enquiry." The students have realized the importance of "Making an Enquiry" that it was rather needed to be given (mean=4.09). Moreover, they found that they absolutely needed to be able to reach the objective: "to state the request clearly" (mean=4.51), while other objectives were quite needed.

It is noticeable that the students' problem towards "Making an Enquiry" was moderately problematic (mean=2.94) and they felt that its objectives were also problematic.

At the same time, every representative and specialist reported that "Making an Enquiry" and its objectives were very important in business communication (100%). Nevertheless, one of the representatives pointed out that the objective "to clarify a complicated request with lists and tables" was unnecessary (10%).

Additionally, the business companies' representatives suggested that the students should be taught to recognize correct and suitable expressions used in writing this kind of letters (10%).

The next content is "Writing a Reply" which is illustrated in Table 8.

Table 8
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Writing a Reply and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Writing a Reply	4.50	0.67	2.67	1.05	100.00	100.00
- To answer the enquiry by using formal tone	4.34	0.66	3.07	0.93	100.00	100.00
- To answer the enquiry by using informal tone	3.58	0.78	2.43	0.85	90.00	80.00
- To comply with the enquiry	3.88	0.77	2.59	0.81	100.00	100.00
- To refuse the enquiry rationally	4.12	0.67	2.69	0.64	100.00	100.00
- To close with polite statements	4.22	0.95	2.18	1.08	100.00	100.00

R = Business Firms' Representatives

To deal with the enquiry, Table 8 shows the importance of "Writing a Reply." The students expressed that they really needed to learn how to write a reply (mean=4.50). They also needed to reach all of its objectives.

Concerning the difficulties found in this lesson, the content "Writing a Reply" was not especially problematical (mean=2.67). Most objectives of this content were also moderately problematical.

The real users and the specialists stated that the students should be taught to write "A Reply" (100%). Both groups also agreed that students should be able to do the mentioned objectives. However, 10% of the users and 20% of the experts disagreed over containing the objective "to answer the enquiry by using informal tone."

Moreover, the Business English educators (40%) suggested that the objective "to comply with the enquiry" should be changed to "to write a favorable response", and "to refuse the enquiry rationally" should be "to provide reasons for refusal", and "to close with polite statements" should be "to close with polite statements that generate goodwill."

Table 9 presents the consensus among students, business firms' representatives, and specialists on the content of "Placing an Order" and its objectives in Business Communication 1.

Table 9
Consensus among Students, Business Firms' Representatives, and Specialists on the Content of Placing an Order and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Placing an Order	4.10	0.76	2.72	0.88	70.00	80.00
- To write letters placing order by stating sufficient information	4.18	0.76	2.63	0.94	70.00	80.00
- To compare and contrast order letters to other kinds of letters	3.56	0.82	2.74	0.85	70.00	80.00
- To fill in the order form	3.92	0.80	2.19	0.96	70.00	80.00

R = Business Firms' Representatives

Based on the data obtained in Table 9, the students indicated that they rather needed to learn how to "Place an Order" (mean=4.10). The students' needs towards the objectives which seemed to be no different were ranked in the "quite needed" range. The students had no serious difficulties in "Placing an Order" (mean=2.72) nor in the objectives. However, the objective "to fill in the order form" was not quite problematic (mean=2.19).

The interview's results indicated that "Placing an Order" and its objectives were considered important by the major users (70%) and by the specialists in Business Communication (80%).

Additionally, a student (1%) suggested that "Placing Orders" should be eliminated, but the business firms' representatives suggested that the students should be able to recognize various kinds of order form (20%) and to recognize the forms of "Letter of Credit (L/C)" and "Performa Invoice" (10%). Moreover, the Business English instructors (60%) stated that "Placing Orders" seems to be the least important type of letters these days because order forms and invoices are used.

Table 10 shows consensus among students, business firms' representatives, and specialists on the content of "Acknowledgement Letters" and its objectives in Business Communication 1 program.

Table 10
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Acknowledgement Letters and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Acknowledgement Letters						
- To acknowledge the order	4.40	0.69	2.85	0.98	80.00	60.00
- To resell the new products strategically	4.08	0.70	2.66	0.92	80.00	60.00
- To give and offer many kinds of details when writing acknowledgement letters	4.04	0.71	2.78	1.02	80.00	20.00
- To compare reply letters to acknowledgement letters	4.28	0.76	3.10	1.07	80.00	20.00
	3.57	0.78	2.71	0.89	80.00	60.00

R = Business Firms' Representatives

As presented In Table 10, the students considered that "Acknowledgement Letters" (mean=4.40) and all of its objectives were quite needed to study. The difficulties of "Acknowledgement Letters" (mean= 2.85) and its objectives were also evaluated by the students showing that they were moderately problematic in learning.

The large number of the business firms' representatives (80%) wanted the students to learn "Acknowledgement Letters" and also wanted them to achieve the objectives.

Some of the specialists agreed to put "Acknowledgement Letters" as a part of the course (60%) and they also agreed that the students should be able to acknowledge the order (60%). Furthermore, the specialists (40%) added that "Acknowledgement Letters" is not essential to learn because most international orders and invoices serve as orders and as receipt acknowledgement, and this content was hardly a separate category from "Reply Letters" since it could be only a sub-division of "Reply Letters."

Table 11 illustrates the consensus among students, business firms' representatives, and specialists on the content of "Employment Letters" and its objectives in Business Communication 1.

Table 11
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content and of Employment Letters and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Employment Letters	4.58	0.69	2.78	0.94	100.00	100.00
- To know the characteristics of the well-written letter of application	4.74	0.51	2.62	1.05	100.00	100.00
- To identify items that should appear in each section of the letter of application	4.52	0.69	2.61	1.00	100.00	80.00
- To identify the letter of acceptance	4.22	0.75	2.70	0.87	100.00	40.00
- To identify the letter of refusal	4.09	0.77	2.75	0.48	100.00	40.00
- To identify the letter of resignation	4.08	0.83	2.68	0.90	100.00	40.00

R = Business Firms' Representatives

Table 12
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Resume and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Resume	4.88	0.39	2.78	1.15	100.00	100.00
- To identify the contents found in a resume	4.70	0.50	2.82	0.50	100.00	100.00
- To identify the process in writing an effective resume	4.65	0.61	2.54	1.14	100.00	100.00

R = Business Firms' Representatives

The students mentioned that "Resume" and its objectives were strongly needed for job applications (mean=4.88 for the content). For the difficulties' range in "Resume" and its objectives, the students evaluated that the content and the objectives were moderately problematical.

All interviewees, the business companies' representatives and the Business English specialists, agreed with the students that "Resume" and its objectives were essentially needed (100%). They added that it would be to the students' advantages if they were able to identify the contents found in a resume (100%) and to know the process of writing an effective resume (100%).

In addition, the students (22%) stated that "Resume" should be more emphasized and they (4%) also mentioned that it should be taught in English for Business Communication 2. The specialists (40%) recommended that it should be placed at the end of the course, while 30 percent of the representatives suggested that this content should be a part of "Employment Letters."

Table 13 reports the consensus among students, business firms' representatives, and specialists on the contents of "Complaint Letters" and its objectives in Business Communication 1 program.

Table 13
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Complaint Letters and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Complaint Letters	3.96	0.83	2.96	0.92	100.00	100.00
- To make a polite complaint	4.16	0.84	2.83	1.14	100.00	100.00
- To make a clear complaint	3.95	0.86	2.81	0.94	100.00	100.00
- To make a reasonable complaint	4.19	0.79	2.98	1.04	100.00	100.00
- To identify types of complaint whether they are mild or strong	3.68	0.86	2.81	0.94	100.00	100.00

R = Business Firms' Representatives

Table 13 reveals the evaluation on “Complaint Letters.” The students weighed their need for this content at a quite high level (mean=3.96), and they also weighed their needs towards the objectives in this lesson as “quite needed.” Furthermore, the students evaluated this lesson in terms of difficulties that “Complaint Letters” and its objectives did not cause problems for them to understand very much.

For the viewpoints of outside evaluators, “Complaint Letters” and all of the objectives specified were identified by the real users and the English for Business Communication specialists as important elements in the syllabus (100%).

Additionally, the students (2%) recommended to cut this content, while the real users (10%) mentioned that it was rarely used in business activities but it was very important for business communication.

Next, Table 14 shows the consensus among students, business firms’ representatives, and specialists on the content of “Adjustment Letters” and its objectives.

Table 14
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Adjustment Letters and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Adjustment Letters	4.24	0.72	2.94	0.98	90.00	100.00
- To write letters granting the adjustment	4.22	0.70	2.88	1.02	90.00	100.00
- To write letters refusing the adjustment	4.11	0.70	2.91	0.93	90.00	100.00
- To choose appropriate expression against the complaint	4.20	0.75	2.99	0.92	90.00	100.00

R = Business Firms' Representatives

In Table 14, "Adjustment Letters" was another content in the syllabus that met the students' needs. It was noticeably needed to study (mean=4.24). It served their needs with all of its objectives. At the same time, the degree of problems of "Adjustment Letters" was rated as moderately problematical by the students (mean=2.94) and the objectives of this lesson were also in the same range.

Among the multi-national business companies' representatives, 90% of them stated that "Adjustment Letters" and its objectives should be given to the students. Moreover, all of the specialists agreed with the users (100%).

Additionally, the real users (10%) added that "Adjustment Letters" were rarely used in business activities but it was very important for business communication, and the specialists (40%) suggested that "Complaint Letters" and "Adjustment Letters" should be in one lesson because of their related contents.

Table 15 illustrates the consensus among students, business firms' representatives, and specialists on the contents of "Credit Letters" and its objectives.

Table 15
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Credit Letters and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Credit Letters	4.37	0.72	3.13	0.98	80.00	60.00
- To ask for credit facilities from the sellers	4.13	0.74	3.00	1.01	80.00	40.00
- To extend credit to the buyers	4.13	0.70	2.88	0.97	80.00	60.00
- To refuse credit to the buyers	3.95	0.76	2.87	1.01	80.00	60.00
- To offer credit facilities to the prospective buyers	4.20	0.72	3.03	1.01	80.00	60.00

R = Business Firms' Representatives

According to Table 15, the mean score of "Credit Letters" was 4.37 which was rather high, and the mean scores of students' needs of the objectives were relatively high placing them in the "quite needed" range.

For the problems, there was a range in which the students indicated the level of problems towards the content and the objectives. The content "Credit Letters", and the objectives were considered "moderately problematical" in studying.

Eighty percent of the users agreed that the content and the objectives were important and should be taught to the students. In the same way, some of the specialists (60%) approved of the content and the objectives specified except for the objective "to ask for credit facilities from the sellers."

Additionally, the real users (10%) mentioned that "Credit Letters" were rarely used in business activities but it was very important for business communication, while some of the specialists (40%) specified that it should not be taught because they were too specific and more suitable for secretarial students.

Finally, Table 16 shows the consensus among students, business firms' representatives, and specialists on the content of "Collection Letters" and its objectives in the Business Communication 1.

Table 16
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Collection Letters and Its Objectives in Business Communication 1

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Collection Letters	3.97	0.81	3.03	0.90	90.00	100.00
- To identify the characteristics of collection letters	3.76	0.87	2.56	0.99	90.00	100.00
- To identify the types of appeals in the collection series	3.71	0.93	2.64	0.99	90.00	100.00
- To identify the differences between the stages of the collection series	3.63	0.89	2.64	0.94	90.00	100.00
- To analyze the plan in writing various stages of collection letters	3.57	0.97	2.97	1.01	90.00	100.00

R = Business Firms' Representatives

Table 16 reveals the last content of the English for Business Communication 1. The students expressed that they quite needed to learn the content "Collection Letters" (mean=3.97). Furthermore, it was observable that all of the objectives in this lesson were also quite needed.

In terms of problems, "Collection Letters" were considered moderately problematical (mean=3.03). Similarly, all contents in this lesson were in the same range.

As for the outsiders' attitudes, the representatives (90%) and the specialists (100%) evaluated "Collection Letters" and its objectives as being important to teach.

The students (2%) recommended to omit this content from the syllabus, while the real users (10%) mentioned that it was rarely used in business activities but it was very important for business communication. However, some of the specialists (40%) mentioned that it was not necessary to be taught because they were too specific and more suitable for secretarial students.

Based on the data obtained in Tables 6 - 16, it could be concluded which contents and objectives were highly agreed among the students, the users, and the specialized educators. The contents in the English for Business Communication 1 could be accordingly categorized into two ranked orders based on the interpretation of mean scores. First, the contents which were given high importance in studying are: "Writing a Business Letter", "Writing a Reply", "Employment Letters", and "Resume." The second set of contents are: "Making an Enquiry", "Order Letters",

"Acknowledgement Letters", "Complaint Letters", "Adjustment Letters", "Credit Letters" and "Collection Letters."

Then, the objectives which were ranked in high level of students' needs and agreed by the two groups of outside investigators were also highlighted. The objectives involving job applications seemed to be the most necessary objective which the students needed to reach because the objectives: "to know the characteristics of the well-written letter of application", "to identify the contents found in a resume", "to identify the process in writing an effective resume", and "to identify items that should appear in each section of the letter of application" were given the relatively high necessity.

The information gathered from the subjects concerning the first course syllabus has been presented and concluded. Tables 17 to 24 provide data obtained concerning the second course syllabus. Initially, Table 17 illustrates the consensus among students, business firms' representatives, and specialists on the contents of "Social Business Letters" and its objectives in the Business Communication 2.

Table 17
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Social Business Letters and Its Objectives in Business Communication 2

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Social Business Letters	4.45	0.64	2.85	0.92	100.00	100.00
- To write various types of social business letters	4.23	0.70	2.65	0.89	100.00	100.00
- To organize the information logically	4.22	0.64	2.73	0.97	100.00	100.00
- To use appropriate language related to the situation	4.44	0.64	2.92	1.11	100.00	100.00

R = Business Firms' Representatives

According to Table 17, "Social Business Letters" were evaluated as suiting the students' needs (mean=4.45); in the same way, the students gave high necessities to the objectives. Moreover, the students were supposed to evaluate this content in the light of problems found in studying and then they reported that the content and the objectives were moderately problematic for them.

Besides the students' attitude, it was significantly noticeable that both of the sampled users and specialists agreed with the students that "Social Business Letters" and all objectives under this lesson were useful to the business students (100%). Additionally, the specialists (60%) recommended that this lesson should be taught before other kinds of business letters because social business letters are used more frequently.

Table 18 presents the consensus among students, business firms' representatives, and specialists on the content of "News Release Writing" and its objectives in the Business Communication 2 course.

Table 18
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of News Release and Its Objectives in Business Communication 2

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
News Release	4.08	0.75	2.88	1.09	50.00	40.00
- To recognize the form of news release	3.83	0.78	2.51	1.00	50.00	20.00
- To organize the content logically	4.02	0.77	2.94	1.02	50.00	20.00
- To write news release in various occasions	3.99	0.70	2.73	0.97	50.00	20.00

R = Business Firms' Representatives

Besides the variety of business letters, the students were supposed to study "News Release" which was rated as quite needed to study. For the degree of problems, "News Release" and all of its objectives were rated as moderately problematical.

Nevertheless, "News Release" and the objectives in this lesson were not significantly agreed by the multi-national firms' representatives (50%) and some of them stated that this lesson should not be much emphasized, while a number of the specialists disagreed about putting "News Release" in the syllabus (60%) and it was unnecessary for the students to reach the objectives provided in this lesson (80%). However, some specialists (40%) considered that this content should be provided for a specific group of students who majored in Public Relations.

The next table illustrates the consensus among students, business firms' representatives, and specialists on the content of "Memorandums" and its objectives in the Business Communication 2.

Table 19
Consensus among Students, Business Firms' Representatives, and Specialists on the Content of Memorandums and Its Objectives in Business Communication 2

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Memorandums	4.05	0.82	3.04	0.20	80.00	100.00
- To compare and contrast the format of memorandums to those of letters	3.69	0.93	2.78	0.95	80.00	100.00
- To identify each type of memorandums	3.68	0.88	2.57	0.92	80.00	100.00
- To prepare effective memorandums	4.11	0.79	3.06	0.66	80.00	100.00

R = Business Firms' Representatives

As reported in Table 19, "Memorandums" was another content that the students needed to study (mean=4.05), and they also presented that they needed to reach the objectives of this content. Additionally, some of the students (12%) realized that they really needed to learn this lesson despite its difficulties. Furthermore, the students were asked to indicate the degree of problems towards this content. The results were that "Memorandums" was placed in the "moderately problematical" level (mean=3.04) and all objectives in this lesson were placed in the same level.

"Memorandums" and its objectives were generally accepted by the business professional representatives (80%) and all specialists (100%) agreed that the students should learn the content and objectives.

Next, Table 20 shows the results of students', users' and specialists' attitudes towards "Informal Reports."

Table 20
Consensus among Students, Business Firms' Representatives, and Specialists on the Content of Informal Reports and Its Objectives in Business Communication 2

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Informal Reports						
- To understand the purpose of each type discussed	3.56	0.89	2.45	0.83	80.00	100.00
- To identify types of informal reports	3.34	0.94	2.30	0.83	80.00	100.00
- To write informal report of the type discussed	3.28	0.88	2.21	0.84	80.00	100.00
	3.46	0.89	2.30	0.88	80.00	100.00

R = Business Firms' Representatives

The students were asked about the need to learn “Informal Reports.” It was noticeable that this content was quite needed (mean=3.56), and the objectives were moderately needed. Moreover, the students mentioned that “Informal Reports” and its objectives were not quite problematical.

Under this content, 80 percent of the representatives of business companies accepted it and 10 percent of them added that the students should be able to recognize techniques in report writing. At the same time, 100 percent of the Business English experts stated that this lesson should be taught. Moreover, most of the instructors (60%) recommended providing “Formal Reports” for the students.

In the next table, the consensus among students, business firms’ representatives, and specialists on the content of “Telexes Writing” and its objectives in the Business Communication 2 is illustrated.

Table 21
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Telexes and Its Objectives in Business Communication 2

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Telexes						
- To write telexes according to the standard rules	3.84	1.02	2.87	0.97	50.00	40.00
- To decode telex messages correctly	3.63	1.09	2.83	0.87	50.00	40.00
- To encode telex messages correctly	3.86	1.03	2.95	0.90	50.00	40.00
	3.88	1.03	2.90	1.04	50.00	40.00

R = Business Firms' Representatives

From Table 21, it is seen that the students quite needed to have some knowledge about “writing, decoding and encoding telexes.” As regards students’ problems towards “Telexes,” it was found moderately problematic (mean=2.87) and they felt that the objectives required in this lesson were moderately problematic too: to write telexes according to the standard rules (mean=2.83), to decode telex messages correctly (mean=2.95), and to encode telex messages correctly (mean=2.90).

The users, however, considered “Telexes” and the objectives of this content that they were not much needed in the modern communication (50%), while most of the specialized evaluators disagreed to include “Telexes” and all of its objectives in the course (60%) because they were considered outdated. Nevertheless, 10 percent of the real users specified that “Telexes” should be given to the students because there are many companies that still use telexes in their communication, while 20 percent of the specialists suggested to use internet instead.

Table 22 shows the agreement among students, business firms’ representatives, and specialists on the content and objectives of “Facsimile.”

Table 22
**Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Facsimile and Its Objectives in Business Communication 2**

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Facsimile	4.44	0.73	2.30	0.88	100.00	100.00
- To understand fax according to messages given	4.25	0.77	2.05	0.89	100.00	100.00
- To compare the fax form with the business letter forms	4.15	0.86	2.12	0.91	100.00	100.00

R = Business Firms' Representatives

The next content in the English for Business Communication 2 was “Facsimile.” The students placed the degree of need towards this content and its objectives at a quite high level (mean=4.44). “Facsimile” was not found to be a serious problem for them (mean=2.30).

As it is generally known that “Facsimile” is wildly used in today’s communication, the evaluators, the representatives and the specialists, agreed that it was completely essential for the students to be taught (100%).

Table 23 presents comparative attitudes among students, business firms’ representatives, and specialists on the content and objectives of “Agenda” in the Business Communication 2 program.

Table 23
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Agenda and Its Objectives in Business Communication 2

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Agenda	4.04	0.79	2.40	0.89	80.00	100.00
- To understand technical terms in meetings correctly	4.10	0.77	2.49	0.93	80.00	100.00
- To process a meeting agenda before the meeting	3.81	0.90	2.32	0.99	80.00	100.00

R = Business Firms' Representatives

In Table 23, the students evaluated the consensus of “Agenda” as being quite needed (mean=4.04). The students determined that the level of problems of “Agenda” and its objectives were quite low.

Most interviewees in the group of the representatives agreed that “Agenda” should be included in the syllabus (80%). They also had the idea that the students should be able to use technical terms in meetings correctly (80%) and to prepare the meeting agenda before the meeting (80%). All specialists also agreed with the representatives (100%).

Finally, Table 24 shows the consensus among students, business firms’ representatives, and specialists on the content and objectives of “Minutes” in the Business Communication 2.

Table 24
Consensus among Students, Business Firms' Representatives, and Specialists on
the Content of Minutes and Its Objectives in Business Communication 2

Content and Objectives	Students' Needs		Students' Problems		% of Agreement among R	% of Agreement among Specialists
	Mean	SD	Mean	SD		
Minutes						
- To identify the form of minutes	4.13	0.80	2.49	0.94	100.00	100.00
- To take notes for writing a minute after the meeting	3.89	0.84	2.29	1.01	100.00	100.00
	4.05	0.78	2.49	0.98	100.00	80.00

R = Business Firms' Representatives

As presented in Table 24, it is observable that the students quite needed to learn "Minutes" (mean=4.13) and its objectives.

The students expressed that this content was not quite problematical (mean=2.49). They also mentioned that the problems of the objectives were not serious.

Both groups of outside evaluators agreed that "Minutes" were considered totally necessary for the students because they can use them in their future careers (100%).

Tables 17-24, point out the contents and objectives which were highly agreed among the students, the users, and the specialized educators. Based on the interpretation of mean scores, all contents in the English for Business Communication 2 were considered by the students to be quite important in studying. At the same time, the outside evaluators disagreed to include the contents, "News Release" and "Telexes," into the syllabus.

Besides the discussion of the subjects on the course contents and their objectives provided in the two courses, the students indicated the strengths of the courses that the overall contents and objectives covered what the students needed, and could be applicable for their future careers (24%). Some of them mentioned that the whole contents and their objectives were already appropriate to learn (15%). Moreover, the contents were evaluated as difficult but very important to learn (6%).

For the weaknesses of the courses, a number of the students specified that there were too many contents and objectives in the courses, especially, in English for Business Communication 1 (28%) and

they recommended that some contents should be eliminated (23%). Some students suggested that the length of the courses should be longer (7%). In addition, some contents were too specific and the students believed that those contents would not be used in the future (15%). One suggestion on this was to cut some specific contents from the syllabuses, for example, "Adjustment Letters" (1%), "Order Letters" (1%), "Memorandums" (1%), "Complaint Letters" (2%), and "Collection Letters" (2%). Some of the evaluators suggested that the contents should focus more on those used routinely (12%). Besides, there were less examples of various kinds of business letters. To solve this problem, there were a large number of students who recommended that the emphases in the contents should be on process, format, and examples in writing various kinds of business letters and documents because the students would learn and understand more clearly from examples (32%). At the same time, the real users indicated factors which should be seriously stressed in writing business letters, such as, correct grammar usage and spelling (20%), appropriate expressions (20%), and technical terms in business (30%).

These additional points of view expressed by the subjects lead to useful recommendations for the course improvement in the final chapter.

Findings in the Light of Research Questions

Research Question One

Do the course contents and their objectives in the two Business Communication courses in the Faculty of Humanities at UTCC meet the students' needs?

Finding One

Based on the data shown in Table 6 - Table 24, it can be seen that the levels of which the students rated the necessities of the course contents and their objectives in the two courses were rather high according to most of the mean scores being in the range "quite needed." The students agreed that the determined contents and objectives have met their needs and those lessons were the subjects which all English-major students of The University of the Thai Chamber of Commerce should learn in order to enable them to use the Business English skills effectively in their future careers.

Research Question Two

Are the course contents and their objectives in the two English for Business Communication courses in the Faculty of Humanities at UTCC problematical to the students?

Finding Two

According to the analyses of data, it is noticeable that the degrees that the students rated on their attitude towards "problems" in the light of difficulties of the whole course contents and their objectives in the syllabuses of the courses being evaluated were ranked from "not quite problematical" up to "moderately problematical."

Research Question Three

Do the multi-national business firms' representatives approve that the course contents and their objectives in the two Business Communication courses offered by the Faculty of Humanities at UTCC are effective and should be taught to the students in order to prepare them to work in their future career?

Finding Three

According to the results, it can be concluded that most of the course contents and objectives in the English for Business Communication 1 and 2 were agreed by the multi-national business firms' representatives to be included in the syllabuses (70% to 100%). At the same time, there were some of the course contents and objectives which need to be considered whether or not they need to be improved or deleted because half of the sampled business users agreed to put them in the syllabuses while the other did not.

Research Question Four

Do the Business Communication specialists accept that the course contents and their objectives in the two English for Business Communication courses offered by the Faculty of Humanities at UTCC are appropriate for the students?

Finding Four

It was found that the results obtained from the English for Business Communication specialists were slightly different from the group of multi-national business companies' representatives. The Business English specialists from different institutions accepted that overall course contents and their objectives in the two English for Business Communication courses offered by the Faculty of Humanities, UTCC were appropriate for the students who studied Business English. However, there was a small number of contents and some of their objectives which were not mostly accepted.

As reported in Table 6 - Table 24, the results could be concluded that all contents and objectives evaluated by the students were appropriate to be included in the syllabuses except the objectives under the content "Informal Reports" which were to enable the students to: understand the purpose of each type of informal reports, identify types of informal reports, and write informal reports of the types discussed.

The multi-national firms' representatives reconciled that most contents and objectives in the courses were appropriate for the students in order to prepare them for the business world in the future except two lessons: "News Release" and "Telexes." At the same time, the Business English specialists evaluated that "Acknowledgement Letters", "Credit Letters" "News Release," and "Telexes" as not being important enough to be included in the syllabuses, while other lessons were approved. Although, some of the course contents and the objectives were ranked differently by different groups of subjects, most of the contents and objectives were accepted.

The following chapter presents the conclusions of the study, its results, some discussions with the findings, proposed courses based on the findings and recommendations for further studies.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, discussions of the findings, recommendations, two proposed English for the Business Communication syllabuses based on the findings, and recommendations for further studies.

Summary of the Study

Many educational institutions in Thailand, especially those at the tertiary level, have been aware of the needs of English for Business Communication programs for students in the field of Business Studies in order to prepare them to work effectively in the business world. Therefore, this research was carried out to find the needs and problems of the students who have taken the Business English courses at UTCC. Then, it examined whether the syllabuses served the real use of English for Business Communication in multi-national companies. Finally, this study investigated the opinions of Business English specialists about the target courses. The expectation of this study is that the results will lead to recommendations for curriculum designers, Business English instructors, and educators in designing, improving, revising or developing more effective English for Business Communication courses.

The instruments undertaken were the questionnaire and the semi-structured interview. The questionnaires were administered to 100 fourth-year students whose major was English at the Faculty of Humanities, UTCC in the academic year 1995 and the semi-structured interview was used with ten business firm's representatives and five specialists in Business

Communication. Finally, the data obtained were computed by using SPSS subprogram. The reliability coefficient (Alpha Model) of the instrument is .917 which is very high. The results presented according to the research questions are summarized in the following part.

Discussions of the Findings

1. The students at the Faculty of Humanities, UTCC, who took the English for Business Communication 1 and 2 in the academic year 1994 evaluated the whole picture of course contents and objectives of the two courses that it was needed to study. All of the students realized that they would have advantages in their future career if they were taught the contents and reached the objectives of the program provided. The means of the data gathered from the questionnaire were mostly scored in the range of 3.00 to 4.50. Therefore, it could be concluded that the course contents and their objectives met their needs. The contents in English for Business Communication 1 and 2 which were positively evaluated were: Writing a Business Letter, Making an Enquiry, Writing a Reply, Placing an Order, Acknowledgement Letters, Employment Letters, Resume, Complaint Letters, Adjustment Letters, Credit Letters, Collection Letters, Social Business Letters, News Release Writing, Memorandums, Informal Reports, Telexes Writing, Facsimile, Agenda, and Minutes. The implementation of this was that the students also considered writing as essential for business communication because most of the contents and objectives in the two programs mainly aimed at enabling the students to communicate by writing.

2. The students, who were considered as the insiders of the evaluation, performed their attitudes towards the whole picture of problems or difficulties of the two English for Business Communication programs.

A five-point Likert scale ranging from extremely problematical to not really problematical was used to gather the data in this section. The information obtained was tabulated as in accordance with the mean scores rated by the students on the degree of problems or difficulties which were in the range of 1.95 to 3.03. Thus, this could be seen that the problems caused by teaching and learning on the course contents and their objectives in the two courses had degree of problems from rather low to moderate ones.

3. It was very useful to find out the opinions of the real users of English for Business Communication, so this study tried to find out the different points of view from different multi-national business companies. Ten different business firm's representatives were supposed to answer the interview questioning the course contents and objectives of the English for Business Communication courses offered by the Faculty of Humanities, UTCC. The information gained from the representatives showed the importance of each content and objective. As a result, it was found that most of course contents and their objectives were considered effective and should be taught to the students in order to prepare them to work in future careers. This finding indicated that the percentage of the agreement among the interviewees started from 70% to 100% which were quite high. Nevertheless, there were two lessons which could not find the majority of agreement among the respondents. It was that half of the business firms' representatives agreed to put two lessons; "News Release" and "Telexes" into the syllabus, while the other half disagreed.

4. The English for Business Communication specialists had slightly different opinions from the real users when they were required to answer the same version of semi-structured interview in order to give necessities on the course contents and their objectives in the two appraised

programs. The majority of the course contents and their objectives were approved by 80% to 100% of the experts as being appropriate for the students. However, most of them disagreed to have the lessons: Acknowledgement Letters, Credit Letters, News Release, and Telexes in the courses, since these lessons were considered too specialized for the business students.

Recommendations of the Subjects

According to the students' ratings and the interview results of the multi-national business companies' representatives and the Business English educators, the subjects additionally made recommendations for the program improvements.

First, the following three contents in the English for Business Communication 1: "Writing a Business Letter", "Employment Letters", and "Resume" and two contents in the English for Business Communication 2: "Social Business Letters" and "Facsimile" seem to be of relatively higher importance. This implies that those contents would be continuously sustainable and certainly accepted by Business English professionals. However, the following contents tend to have noticeably lower importance: "Order Letters", "Acknowledgement Letters", "Credit Letters", "News Release", and Telexes." The reasons why these contents are not given much importance are that they are not frequently used at present because of changes in telecommunication and they seem to be too specific.

The additional suggestions of the subjects on how to improve the courses which were gathered from the open-ended session in the research instruments are very useful for the improvement of the current programs. For example, the students complained that "there are too many contents in the

two courses, especially in the first course.” The students, then, recommended that “some contents should be ignored such as “Adjustment Letters”, “Order Letters”, “Memorandums”, “Complaint Letters” and “Collection Letters.” On the other hand, some students provided another possible alternative that “the course length should be lengthened.”

Furthermore, most of the multi-national firms’ representatives pinpointed the recommendation which seemed to be practical to every ESP course. It was the importance of English technical terms used in Business Communication. They recommended that those specialized terms must be emphasized and taught with other business skills at the same time. To make a possible implication for the course improvements, one of the objectives of a particular content should require the students to be able to recognize business terminology although the students whose major is English at UTCC have to take the compulsory course called “Technical Terms in Business” beforehand.

Such recommendations and the specific recommendations presented in Chapter IV should be taken under consideration for program improvement. If the above can be accepted and done, the English For Business Communication programs will be able to prepare potential graduates who will be able to employ their know how in the world of Business Communication. The following is the modification of the target syllabuses based on the findings and recommendations.

Proposed Contents and Their Objectives in English for Business Communication Courses

This present study also attempts to propose new possible alternatives for the English for Business Communication courses by rearranging and modifying the original courses. The proposed syllabuses which are based on the findings and the recommendations are useful for the course improvement at UTCC. Furthermore, the following modified syllabuses can be guidelines for the EBC practitioners who want to develop new English for Business Communication courses.

English for Business Communication 1

Unit

1 Business Letters

Objectives

- to recognize parts of a business letter
- to distinguish between styles of business letters
- to address a business envelope
- to plan a business letter organizationally

2 Social Business Letters

Objectives

- to write various types of social business letters
- to organize the information logically
- to use appropriate language related to the situation

3 Making an Enquiry

Objectives

- to state the request clearly
- to give necessary details for the reader to comply with the request
- to clarify a complicated request with lists and tables
- to close with cordial request for specific action

4 Writing a Reply

Objectives

- to answer the enquiry by using a formal tone
- to answer the enquiry by using an informal tone
- to comply with the enquiry
- to refuse the enquiry cordially
- to close with polite statements

5 Making a Complaint

Objectives

- to make a complaint politely
- to make a complaint clearly
- to make a complaint reasonably
- to identify types of complaint whether they are mild or strong

6 Adjustment Letters

Objectives

- to write letters refusing the adjustment
- to write letters granting partial adjustment
- to choose appropriate expression against the complaint

7 Collection Letters

Objectives

- to identify the characteristics of collection letters
- to identify types of appeals in the collection series
- to identify the differences between the stages of the collection series
- to analyze the plan in writing various stages of collection letters

English for Business Communication 2

Unit

1 Employment Letters

Objectives

- to know the characteristics of the well-written letter of application
- to identify items that should appear in each section of the letter of application

2 Resume

Objectives

- to identify the contents found in a resume
- to know the process of writing an effective resume

3 Memorandums

Objectives

- to compare and contrast the format of memorandums to those of letters
- to identify each type of memorandums
- to prepare effective memorandums

4 Facsimile

Objectives

- to understand fax according to the messages given
- to compare the fax form and the business letter forms

5 Agenda*Objectives*

- to use technical terms in meetings correctly
- to prepare a meeting agenda before the meeting

6 Minutes*Objectives*

- to recognize the form of a minutes
- to take notes for writing a minute after the meeting

7 Informal Reports*Objectives*

- to understand the purpose of each type of informal business reports
- to identify types of informal reports
- to prepare and write informal business reports of the type discussed

8 Formal Reports*Objectives*

- to understand the purpose of each type of formal business reports
- to identify types of formal reports
- to prepare and write formal business reports of the type discussed

The above syllabuses are recommended as examples for the improvement of the courses to more properly suit the needs of the students, the real users, and the Business Communication specialists. The next section provides some possibilities for further studies in the light of English for Business Communication course evaluation.

Recommendations for Further Studies

This present study focused on a particular target, the English for Business Communication programs at the Faculty of Humanities, UTCC. The data was also collected from specific evaluators. Although, there were both insiders and outsiders to evaluate the target courses, the study has some limitations. Therefore, it is recommended that:

1. A parallel study to investigate or to evaluate the courses in terms of Business Communication on a larger scope of study should be conducted with a larger number of evaluators, especially, the group of multinational companies' representatives.

2. It is possible to conduct further studies in accordance with this present study. This study was determined to pinpoint the course contents and their objectives in order to evaluate them specifically. However, there are other attributes in Business English programs or general language programs to be evaluated, for example, materials, instructors, methodology, etc.

3. A product evaluation should be carried out in order to get feedback whether the course objectives have been reached or not. The findings found will be useful comments and suggestions for course improvements.

4. An evaluation of a Business English course provided by other universities, colleges or educational institutions should be carried out. The subjects of the study can be a group of graduates, who have taken the courses, or English for Business Communication educators.

5. A survey research on the students' needs towards the English for Business Communication courses should be conducted before and after the students take those courses in order to find out the correlation of the two findings. This is to ensure that the students really know what they need.

6. For multi-national business firms' representatives, their needs, wants and problems towards the use of English for Business Communication should be analyzed in order to propose a new course or design an updated syllabus. It will be very useful if there is a comparative research on data collected on different size business organizations.

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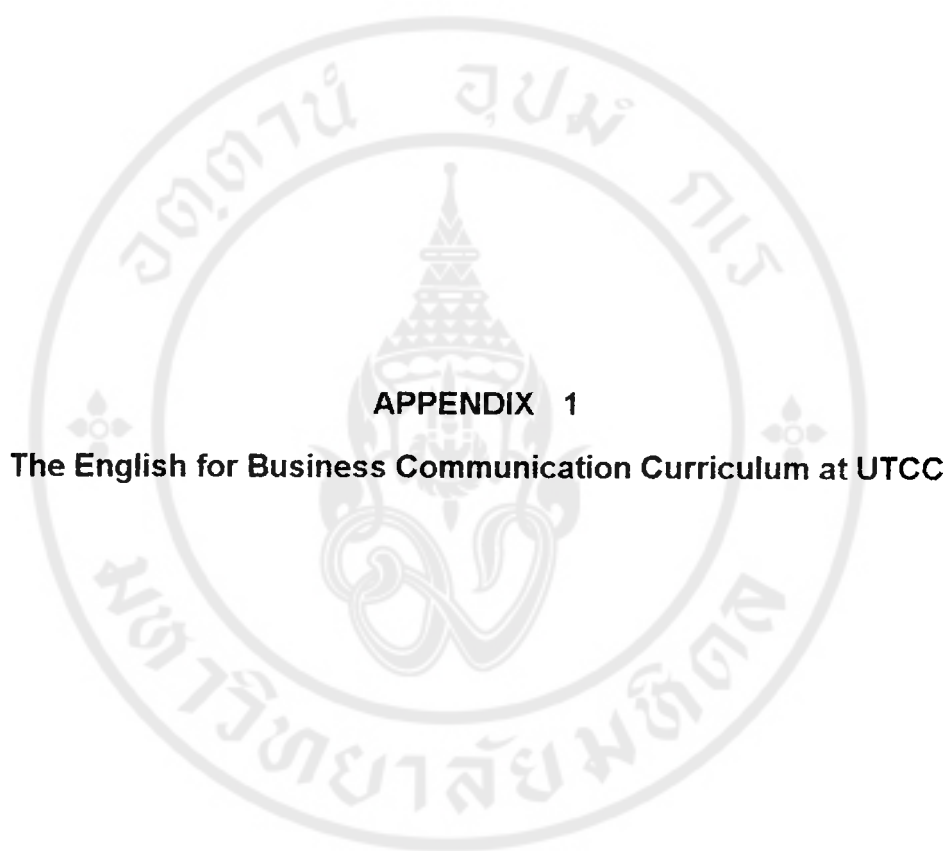
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กาดูจนา ปราบพาล ภัสสร สิงคาลวณิช และ อรอนงค์ ทิรัญบุรณะ 2528 การสำรวจวัดอุประสงค์เชิงปฏิบัติของการสอนภาษาอังกฤษเพื่อการสื่อสารใน 3 ระดับของประเทศไทย สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย

กาดูจนา ปราบพาล 2530 การทดสอบและประเมินผลการเรียนการสอนภาษา สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย

ศิริรัฐ ทองใหญ่ ณ อยุธยา 2525 รายงานการวิจัยเชิงประเมินผลรายวิชาภาษาอังกฤษสังคม และ ภาษาอังกฤษธุรกิจสำหรับนิสิตปีที่สาม คณะพาณิชยศาสตร์และการบัญชี สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย





APPENDIX 1

The English for Business Communication Curriculum at UTCC

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The English for Business Communication Curriculum at UTCC

The English major of the Faculty of Humanities of UTCC has put the two English for Business Communication courses into the curriculum which are under the policy of the Thai Chamber of Commerce. The two courses and their syllabuses which are considered to be the target programmes of this research are clearly exhibited as follows :-

Course 1

Title	:	Business Communication 1
Code	:	430313, formerly, HM3313
Status	:	Compulsory
Credits	:	3 credits

Course Description

This course is designed for Thai students whose major is English and also for other learners whose needs are knowledge of Business English for their career at the high intermediate to advanced levels. This course emphasizes study and practice how to write everyday business letters correctly, strategically, and sometimes persuasively. Business discussions and activities are provided in the language laboratory.

Aims

This course aims to develop learners how to :

- be confident in using English in business contexts,
- be able to identify various kinds of business letters,
- produce appropriate business letters,
- contribute their own ideas into business letters either through presentation or writing.

Contents

There are eleven units which contain the following contents :-

Unit

1. A Business Letter

Objectives

- to recognize parts of a business letter
- to distinguish between styles of business letters
- to address a business envelope
- to plan a business letter organizationally

2. Making an Enquiry

Objectives

- to state the request clearly
- to give necessary details for the reader to comply with the request
- to clarify a complicated request with lists and tables
- to close with cordial request for specific action

3. Writing a Reply

Objectives

- to answer the enquiry by using a formal tone
- to answer the enquiry by using an informal tone
- to comply with the enquiry
- to refuse the enquiry cordially
- to close with polite statements

4. Placing an Order

Objectives

- to write letters placing orders by stating sufficient information

- to compare and contrast order letters to other kinds of letters

- to fill in the order form

5. Acknowledgement Letters

Objectives

- to acknowledge the orders

- to give many kinds of details when writing acknowledgement letters

- to resell the new products strategically

- to compare reply letters to acknowledgement letters

6. Employment Letters

Objectives

- to know the characteristics of a well-written letter of application

- to identify items that should appear in each section of the letter of application

- to identify the letter of acceptance

- to identify the letter of refusal

- to identify the letter of resignation

7. Resume Writing

Objectives

- to identify the contents found in a resume

- to know the process of writing an effective resume

8. Making a Complaint

Objectives

- to make a complaint politely

- to make a complaint clearly

- to make a complaint reasonably

- to identify types of complaint whether they are mild or strong

9. Adjustment Letters

Objectives

- to write letters refusing the adjustment
- to write letters granting partial adjustment
- to choose appropriate expression against the complaint

10. Credit Letters

Objectives

- to ask for credit facilities from the sellers
- to extend credit to the buyers
- to refuse credit to the buyers
- to offer credit facilities to the prospective buyers

11. Collection Letters

Objectives

- to identify the characteristics of collection letters
- to identify types of appeals in the collection series
- to identify the differences between the stages of the collection series
- to analyze the plan in writing various stages of collection letters

Unit Sections

Each unit consists of five sections as follows :-

Section

1. Examples (4-5 authentic or selected examples in both American and British English.)

2. Discussion (oral)
3. Analyses
4. Conclusion
5. Tasks (oral and written)
 - All tasks can be performed by individual, pair, group or class work with regard to class size, students' language skills and proficiency, their interests and time limit.
 - There is/are 1 - 2 task(s) per a single unit. The structure of the tasks can be guided to free writing, comprehension to production, or presentation and role-play.

Evaluation

Pre-test and Class assignments	30%
Lab. activities	10%
Mid-term Examination	25%
Final Examination	35%
Total	100%

Course 2

Title	:	Business Communication II
Code	:	430314, formerly, HM4314
Status	:	Optional
Credits	:	3 credits

Course Description

This second course is the continuation of the first one. It is designed for Thai students who have already acquired basic knowledge in writing business letters at the advanced level.

Aims

This course aims to develop the learners how to :

- write social business letters logically and appropriately,
- distinguish between business letters and other kinds of writing,
- encode and decode telegrams and telexes and write the fax title page,
- write agenda and minutes from the conversation and video meetings.

Contents

There are eight units in this course syllabus :

Unit

1 Social Business Letters

Objectives

- to write various types of social business letters
- to organize the information logically
- to use appropriate language related to the situation

2 News Release Writing

Objectives

- to recognize the form of a news release
- to organize the content logically
- to write a news release for various occasions

3 Memorandums

Objectives

- to compare and contrast the form and format of memorandums to those of letters
- to identify each type of memorandum
- to prepare effective memorandums

4 Informal Reports

Objectives

- to understand the purpose of each type of informal business reports
- to identify types of informal reports
- to prepare and write informal business reports of the type discussed

5 Telexes

Objectives

- to write telexes according to the standard rules
- to decode telex messages correctly
- to encode telex messages correctly

6. Facsimile

Objectives

- to understand fax according to the message given
- to compare the fax form and the business letter forms

7 Agenda

Objectives

- to use technical terms in meetings correctly
- to prepare a meeting agenda before the meeting

8. Minutes

Objectives

- to recognize the form of a minute
- to take notes for writing a minute after the meeting

Unit Sections

Each unit consists of five sections as follows :-

Section

1. Examples (4-5 authentic or selected examples in both American and British English.)
2. Discussion (oral)
3. Analyses
4. Conclusion
5. Tasks (oral and written)

- There are 2 tasks per a single unit.

The structure of the tasks can be guided to free writing, problem-solving, case study, or presentation and role-play.

Evaluation

Pre-test and Class assignments	30%
Lab. activities	10%
Mid-term Examination	25%
Final Examination	35%
Total	100%



APPENDIX 2
The Questionnaire

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**QUESTIONNAIRE FOR STUDENTS
ENGLISH MAJOR, FACULTY OF HUMANITIES,
THE UNIVERSITY OF THE THAI CHAMBER OF COMMERCE**

Objectives

This questionnaire is a part of a research entitled "An Evaluation of Contents and Their Objectives in the English for Business Communication Courses at the University of the Thai Chamber of Commerce." The information collected will lead to recommendations for course designers, teachers, instructors and language educators in Business English of the University of the Thai Chamber of Commerce and other educational institutions in order to develop the more effective courses.

English competence is not necessary for answering this questionnaire. On the other hand, your attitudes and recommendations towards the Business Communication 1 and 2 are important in data analysis. Therefore, it will be very useful to this study if you sincerely give the information.

This questionnaire is an instrument of the Master's Degree Thesis in the Applied Linguistics Programme at Mahidol University. Your responses are important to succeed the study and to serve the purposes of the study.

Directions

This questionnaire is categorized into 3 main parts.

Part 1 : General background of the students

Part 2 : Students' needs and problems towards the objectives and contents of Business Communication 1 and 2

Part 3 : Additional recommendations

Please answer every item.

Part 1 : General background of the students

Instruction Please fill in the blanks and/or put a check [/] in the box of each item.

1. I.D. Number _____
2. Sex male female
3. Age _____
4. What is your type of high school education?
 - Science - Mathematics
 - English - Mathematics
 - English - Social science
 - English - French
 - Commerce
 - Others (please specify)
5. What is your grade point average of the previous semester?
 - Lower than 2.00
 - 2.00 - 2.99
 - 3.00 - 4.00
6. What is your grade on the Business Communication 1 (430313)?
 - A B+ B C+ C D+ D F
7. What is your grade on the Business Communication 2 (430314)?
 - A B+ B C+ C D+ D F

Part 2 : Student's needs and problems towards the objectives and contents of the Business Communication 1 and 2

Section 1

Instruction Please put a check (X) in the box of each item to rate the degree of *needs* towards the objectives and contents mentioned.

Number	Meaning
5	extremely needed
4	quite needed
3	needed
2	not quite needed
1	not really needed

Business Communication 1

1. Writing a Business Letter	5	4	3	2	1	1
1.1 To recognize parts of a business letter	5	4	3	2	1	2
1.2 To distinguish between styles of business letters	5	4	3	2	1	3
1.3 To address a business envelope	5	4	3	2	1	4
1.4 To plan a business letter organizationally	5	4	3	2	1	5
2. Making an Enquiry	5	4	3	2	1	6
2.1 To state the request clearly	5	4	3	2	1	7
2.2 To give necessary details for the reader to comply with the request	5	4	3	2	1	8
2.3 To clarify complicated request with lists and tables	5	4	3	2	1	9
2.4 To close with cordial request for specific action	5	4	3	2	1	10
3. Writing a Reply	5	4	3	2	1	11
3.1 To answer the enquiry by using formal tone	5	4	3	2	1	12
3.2 To answer the enquiry by using informal tone	5	4	3	2	1	13
3.3 To comply with the enquiry	5	4	3	2	1	14
3.4 To refuse the enquiry rationally	5	4	3	2	1	15
3.5 To close with polite statements	5	4	3	2	1	16
4. Placing an Order	5	4	3	2	1	17
4.1 To write letters placing order by stating sufficient information	5	4	3	2	1	18

4.2 To compare and contrast order letters to other kinds of letters	5	4	3	2	1	19
4.3 To fill in the order form	5	4	3	2	1	20
5. Acknowledgement Letters	5	4	3	2	1	21
5.1 To acknowledge the orders	5	4	3	2	1	22
5.2 To resell the new product strategically	5	4	3	2	1	23
5.3 To give and offer many kinds of details when writing acknowledgement letters	5	4	3	2	1	24
5.4 To compare reply letters to acknowledgement letters	5	4	3	2	1	25
6. Employment Letters	5	4	3	2	1	26
6.1 To know the characteristics of a well-written letter of application	5	4	3	2	1	27
6.2 To identify items that should appear in each section of the letter of application	5	4	3	2	1	28
6.3 To identify the letter of acceptance	5	4	3	2	1	29
6.4 To identify the letter of refusal	5	4	3	2	1	30
6.5 To identify the letter of resignation	5	4	3	2	1	31
7. Resume	5	4	3	2	1	32
7.1 To identify the contents found in a resume	5	4	3	2	1	33
7.2 To identify the process in writing an effective resume	5	4	3	2	1	34
8. Complaint Letters	5	4	3	2	1	35
8.1 To make a polite complaint	5	4	3	2	1	36
8.2 To make a clear complaint	5	4	3	2	1	37
8.3 To make a reasonable complaint	5	4	3	2	1	38
8.4 To identify types of complaints whether they are mild or strong complaints	5	4	3	2	1	39
9. Adjustment Letters	5	4	3	2	1	40
9.1 To write a letter granting the adjustment	5	4	3	2	1	41
9.2 To write a letter refusing the adjustment	5	4	3	2	1	42
9.3 To choose appropriate expression against the complaint	5	4	3	2	1	43
10. Credit Letters	5	4	3	2	1	44
10.1 To ask for credit facilities from the sellers	5	4	3	2	1	45
10.2 To extend credit to the buyers	5	4	3	2	1	46
10.3 To refuse credit to the buyers	5	4	3	2	1	47
10.4 To offer credit facilities to the prospective buyers	5	4	3	2	1	48
11. Collection Letters	5	4	3	2	1	49

11.1 To identify the characteristics of collection letters	5	4	3	2	1	50
11.2 To identify the types of appeals in the collection series	5	4	3	2	1	51
11.3 To identify the differences between the stages of the collection series	5	4	3	2	1	52
11.4 To analyze the plan in writing various stages of collection letters	5	4	3	2	1	53

Business Communication 2

1. Social Business Letters	5	4	3	2	1	54
1.1 To write various types of social business letters	5	4	3	2	1	55
1.2 To organize the information logically	5	4	3	2	1	56
1.3 To use appropriate language related to the situation	5	4	3	2	1	57
2. News Release	5	4	3	2	1	58
2.1 To recognize the form of news release	5	4	3	2	1	59
2.2 To organize the content logically	5	4	3	2	1	60
2.3 To write news release in various occasions	5	4	3	2	1	61
3. Memorandums	5	4	3	2	1	62
3.1 To compare and contrast the format of memorandum to those of letters	5	4	3	2	1	63
3.2 To identify each type of memorandum	5	4	3	2	1	64
3.3 To prepare effective memorandum	5	4	3	2	1	65
4. Informal Reports	5	4	3	2	1	66
4.1 To understand the purpose of each type discussed	5	4	3	2	1	67
4.2 To identify types of informal reports	5	4	3	2	1	68
4.3 To prepare and write informal business reports of the type discussed	5	4	3	2	1	69
5. Telexes	5	4	3	2	1	70
5.1 To write telexes according to standard rules	5	4	3	2	1	71
5.2 To decode telex messages correctly	5	4	3	2	1	72
5.3 To encode telex messages correctly	5	4	3	2	1	73
6. Facsimile	5	4	3	2	1	74
6.1 To understand a fax according to messages given	5	4	3	2	1	75
6.2 To compare the fax form and the business letter forms	5	4	3	2	1	76

7.	Agenda	5	4	3	2	1	77
	7.1 To understand and use technical terms in meetings correctly	5	4	3	2	1	78
	7.2 To process a meeting agenda before the meeting	5	4	3	2	1	79
8.	Minutes	5	4	3	2	1	80
	8.1 To identify the form of minutes	5	4	3	2	1	81
	8.2 To take notes for writing a minute after the meeting	5	4	3	2	1	82

Section 2

Instruction Please put a check (X) in the box of each item to rate the degree of **problems** towards the objectives and contents mentioned.

Number	Meaning
5	extremely problematical
4	quite problematical
3	problematical
2	not quite problematical
1	not really problematical

Business Communication 1

1.	Writing a Business Letter	5	4	3	2	1	83
	1.1 To recognize parts of a business letter	5	4	3	2	1	84
	1.2 To distinguish between styles of business letters	5	4	3	2	1	85
	1.3 To address a business envelope	5	4	3	2	1	86
	1.4 To plan a business letter organizationally	5	4	3	2	1	87
2.	Making an Enquiry	5	4	3	2	1	88
	2.1 To state the request clearly	5	4	3	2	1	89
	2.2 To give necessary details for the reader to comply with the request	5	4	3	2	1	90
	2.3 To clarify complicated request with lists and tables	5	4	3	2	1	91
	2.4 To close with cordial request for specific action	5	4	3	2	1	92
3.	Writing a Reply	5	4	3	2	1	93
	3.1 To answer the enquiry by using formal tone	5	4	3	2	1	94
	3.2 To answer the enquiry by using informal tone	5	4	3	2	1	95
	3.3 To comply with the enquiry	5	4	3	2	1	96
	3.4 To refuse the enquiry rationally	5	4	3	2	1	97
	3.5 To close with polite statements	5	4	3	2	1	98
4	Placing an Order	5	4	3	2	1	99

4.1 To write letters placing order by stating sufficient information	5	4	3	2	1	100
4.2 To compare and contrast order letters to other kinds of letters	5	4	3	2	1	101
4.3 To fill in the order form	5	4	3	2	1	102
5. Acknowledgement Letters	5	4	3	2	1	103
5.1 To acknowledge the orders	5	4	3	2	1	104
5.2 To resell the new product strategically	5	4	3	2	1	105
5.3 To give and offer many kinds of details when writing acknowledgement letters	5	4	3	2	1	106
5.4 To compare reply letters to acknowledgement letters	5	4	3	2	1	107
6. Employment Letters	5	4	3	2	1	108
6.1 To know the characteristics of a well-written letter of application	5	4	3	2	1	109
6.2 To identify items that should appear in each section of the letter of application	5	4	3	2	1	110
6.3 To identify the letter of acceptance	5	4	3	2	1	111
6.4 To identify the letter of refusal	5	4	3	2	1	112
6.5 To identify the letter of resignation	5	4	3	2	1	113
7. Resume	5	4	3	2	1	114
7.1 To identify the contents found in a resume	5	4	3	2	1	115
7.2 To identify the process in writing an effective resume	5	4	3	2	1	116
8. Complaint Letters	5	4	3	2	1	117
8.1 To make a polite complaint	5	4	3	2	1	118
8.2 To make a clear complaint	5	4	3	2	1	119
8.3 To make a reasonable complaint	5	4	3	2	1	120
8.4 To identify types of complaints whether they are mild or strong complaints	5	4	3	2	1	121
9. Adjustment Letters	5	4	3	2	1	122
9.1 To write a letter granting the adjustment	5	4	3	2	1	123
9.2 To write a letter refusing the adjustment	5	4	3	2	1	124
9.3 To choose appropriate expression against the complaint	5	4	3	2	1	125
10. Credit Letters	5	4	3	2	1	126
10.1 To ask for credit facilities from the sellers	5	4	3	2	1	127
10.2 To extend credit to the buyers	5	4	3	2	1	128
10.3 To refuse credit to the buyers	5	4	3	2	1	129

10.4 To offer credit facilities to the prospective buyers	5	4	3	2	1	130
11. Collection Letters	5	4	3	2	1	131
11.1 To identify the characteristics of collection letters	5	4	3	2	1	132
11.2 To identify the types of appeals in the collection series	5	4	3	2	1	133
11.3 To identify the differences between the stages of the collection series	5	4	3	2	1	134
11.4 To analyze the plan in writing various stages of collection letters	5	4	3	2	1	135
<u>Business Communication 2</u>						
1. Social Business Letters	5	4	3	2	1	136
1.1 To write various types of social business letters	5	4	3	2	1	137
1.2 To organize the information logically	5	4	3	2	1	138
1.3 To use appropriate language related to the situation	5	4	3	2	1	139
2. News Release	5	4	3	2	1	140
2.1 To recognize the form of news release	5	4	3	2	1	141
2.2 To organize the content logically	5	4	3	2	1	142
2.3 To write news release in various occasions	5	4	3	2	1	143
3. Memorandums	5	4	3	2	1	144
3.1 To compare and contrast the format of memorandum to those of letters	5	4	3	2	1	145
3.2 To identify each type of memorandum	5	4	3	2	1	146
3.3 To prepare effective memorandum	5	4	3	2	1	147
4. Informal Reports	5	4	3	2	1	148
4.1 To understand the purpose of each type discussed	5	4	3	2	1	149
4.2 To identify types of informal reports	5	4	3	2	1	150
4.3 To prepare and write informal business reports of the type discussed	5	4	3	2	1	151
5. Telexes	5	4	3	2	1	152
5.1 To write telexes according to standard rules	5	4	3	2	1	153
5.2 To decode telex messages correctly	5	4	3	2	1	154
5.3 To encode telex messages correctly	5	4	3	2	1	155
6. Facsimile	5	4	3	2	1	156
6.1 To understand a fax according to messages given	5	4	3	2	1	157
6.2 To compare the fax form and the business letter forms	5	4	3	2	1	158

7.	Agenda	5	4	3	2	1	159
	7.1 To understand and use technical terms in meetings correctly	5	4	3	2	1	160
	7.2 To process a meeting agenda before the meeting	5	4	3	2	1	161
8.	Minutes	5	4	3	2	1	162
	8.1 To identify the form of minutes	5	4	3	2	1	163
	8.2 To take notes for writing a minute after the meeting	5	4	3	2	1	164

Part 3 : Additional recommendations

Instruction Please write your recommendations to the two Business Communication courses.

Business Communication1

1. Problems

1.1 Objectives _____

1.2 Contents _____

2. Comments

2.1 Objectives _____

2.2 Contents _____

Business Communication 2

1. Problems

1.1 Objectives _____

1.2 Contents _____

2. Comments

2.1 Objectives _____

2.2 Contents _____

Other recommendations _____

THANK YOU VERY MUCH FOR YOUR COOPERATION



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แบบสอบถามสำหรับนักศึกษา สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์ มหาวิทยาลัยหอการค้าไทย

วัตถุประสงค์

แบบสอบถามนี้เป็นส่วนหนึ่งในการวิจัยเรื่อง “การประเมินผลเนื้อหา และวัตถุประสงค์ในหลักสูตรภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจ ของมหาวิทยาลัยหอการค้าไทย” ข้อมูลที่ได้จากแบบสอบถามจะเป็นข้อเสนอแนะให้กับผู้สร้างหลักสูตร ครู อาจารย์ และนักวิชาการทางด้านภาษาอังกฤษเชิงธุรกิจของมหาวิทยาลัยหอการค้าไทย และ สถาบันการศึกษาแห่งอื่น ๆ ในการที่จะพัฒนา และ ปรับปรุงหลักสูตรให้มีประสิทธิภาพต่อไป

ความรู้ความสามารถทางภาษาอังกฤษไม่ใช่สิ่งจำเป็นในการตอบแบบสอบถามครั้งนี้ หากแต่ความคิดเห็น ความต้องการ ทักษะคิด หรือข้อเสนอแนะที่ท่านมีต่อวิชาการสื่อสารธุรกิจ 1 และ 2 เท่านั้นที่มีผลต่อการวิเคราะห์ข้อมูล ดังนั้น การให้ข้อมูลตามความเป็นจริงและตอบคำถามตามความคิดเห็นที่แท้จริงของท่านจะเป็นประโยชน์อย่างยิ่งในการวิจัยครั้งนี้

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร-ประยุกต์ ของมหาวิทยาลัยมหิดล ข้อมูลจากการตอบแบบสอบถามนี้จะเป็นประโยชน์ในการที่จะทำให้การวิจัยนี้ประสบความสำเร็จ และ บรรลุวัตถุประสงค์ที่วางไว้

ขอรับรองว่าคำตอบจากท่านจะถือเป็นความลับ การนำเสนอข้อมูลจะนำเสนอโดยรวมเท่านั้น

ข้อแนะนำ

- แบบสอบถามนี้แบ่งออกเป็น 3 ส่วนคือ
- ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตัวผู้ตอบแบบสอบถาม
 - ส่วนที่ 2 ทักษะคิดด้านความจำเป็น และ ปัญหา ของวัตถุประสงค์ และ เนื้อหาในหลักสูตร การสื่อสารธุรกิจ 1 และ 2
 - ส่วนที่ 3 ข้อเสนอแนะเพิ่มเติม

ขอความกรุณาให้ตอบคำถามทุกข้อ

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตัวผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อความ และ/หรือกาเครื่องหมาย X ลงในช่อง หน้าหัวข้อที่เลือก

1. เลขรหัส _____
2. เพศ ชาย หญิง
3. อายุ _____ ปี
4. ท่านสำเร็จการศึกษาในระดับมัธยมปลายในแผนการเรียนใด
 - วิทยาศาสตร์ - คณิตฯ
 - อังกฤษ - คณิตฯ
 - อังกฤษ - สังคม
 - อังกฤษ - ฝรั่งเศส
 - วิชาชีพ
 - อื่น ๆ (โปรดระบุ) _____
5. คะแนนเฉลี่ยสะสมของภาคเรียนที่แล้ว
 - ต่ำกว่า 2.00
 - 2.00 - 2.99
 - 3.00 - 4.00
6. เกรดวิชาการสื่อสารธุรกิจ 1 (430313)
 - A B+ B C+ C D+ D F
7. เกรดวิชาการสื่อสารธุรกิจ 2 (430314)
 - A B+ B C+ C D+ D F

ส่วนที่ 2 ทักษะคิดด้านความจำเป็น และ ปัญหา ของวัตถุประสงค์ และ เนื้อหา ในหลักสูตร การสื่อสารธุรกิจ 1 และ 2

ตอนที่ 1

คำชี้แจง โปรดเขียนเครื่องหมายกากบาท X ลงในช่องของแต่ละข้อความถึงลำดับ **ความจำเป็น** ที่มีต่อวัตถุประสงค์ และ เนื้อหาแต่ละข้อในการเรียนวิชาการสื่อสารธุรกิจ 1 และ 2

ช่องหมายเลข	ความหมาย
5	จำเป็นมากที่สุด
4	จำเป็นมาก
3	จำเป็นปานกลาง
2	จำเป็นน้อย
1	ไม่จำเป็น

ท่านคิดว่าวัตถุประสงค์และเนื้อหาต่อไปนี้มีความจำเป็นต่อการเรียนรู้เพื่อใช้ในการทำงานในอนาคตสำหรับท่านมากน้อยเพียงใด

วิชาการสื่อสารธุรกิจ 1

1.	การเขียนจดหมายธุรกิจ (Writing a Business Letter)	5	4	3	2	1	1
1.1	การเรียนรู้ส่วนต่างๆ ของจดหมายธุรกิจ	5	4	3	2	1	2
1.2	การเรียนรู้รูปแบบของจดหมาย เช่น แบบ BLOCK STYLE และ SEMIBLOCK STYLE	5	4	3	2	1	3
1.3	การเรียนรู้การจำหน่ายของจดหมายธุรกิจอย่างถูกต้อง	5	4	3	2	1	4
1.4	การเรียนรู้การเตรียมจดหมายธุรกิจอย่างถูกต้องตามขั้นตอน	5	4	3	2	1	5
2.	การเขียนจดหมายในการสอบถาม (Making an Enquiry)	5	4	3	2	1	6
2.1	การเรียนรู้การสื่อข้อความสำคัญในจดหมายอย่างชัดเจน	5	4	3	2	1	7
2.2	การเรียนรู้การเขียนข้อความสำคัญที่จะทำให้ผู้รับทำตามความต้องการได้	5	4	3	2	1	8
2.3	การเรียนรู้การแสดงความบ่งบอกสิ่งที่ซับซ้อน โดยการใช้รายการ หรือ ตาราง	5	4	3	2	1	9
2.4	การเรียนรู้การลงท้ายจดหมายโดยการขอร้องให้ผู้รับทำตามคำขอร้องอย่างเต็มใจ	5	4	3	2	1	10
3.	การตอบจดหมาย (Writing a Reply)	5	4	3	2	1	11
3.1	การเรียนรู้การตอบจดหมายที่สอบถามมาโดยใช้ภาษาที่เป็นทางการ	5	4	3	2	1	12
3.2	การเรียนรู้การตอบจดหมายที่สอบถามมาโดยใช้ภาษาที่ไม่เป็นทางการ	5	4	3	2	1	13
3.3	การเรียนรู้การตอบตกลงทำตามคำขอที่สอบถามมา	5	4	3	2	1	14

3.4	การเรียนรู้การปฏิเสธคำขอที่สอบถามมา	5	4	3	2	1	15
3.5	การเรียนรู้การลงท้ายจดหมายด้วยข้อความที่สุภาพ	5	4	3	2	1	16
4.	การสั่งซื้อสินค้า (Placing an Order)	5	4	3	2	1	17
4.1	การเรียนรู้การเขียนจดหมายสั่งซื้อสินค้าโดยให้ข้อมูลที่เพียงพอ	5	4	3	2	1	18
4.2	การเรียนรู้การเปรียบเทียบจดหมายเพื่อการสั่งซื้อสินค้ากับจดหมายประเภทอื่น ๆ ในแง่ของวิธีการเขียน	5	4	3	2	1	19
4.3	การเรียนรู้การกรอกแบบฟอร์มใบสั่งซื้อสินค้า	5	4	3	2	1	20
5.	การเขียนจดหมายตอบรับ (Acknowledgement Letters)	5	4	3	2	1	21
5.1	การเรียนรู้การตอบรับการสั่งซื้อสินค้า	5	4	3	2	1	22
5.2	การเรียนรู้การให้รายละเอียดต่าง ๆ เมื่อเขียนจดหมายตอบรับ	5	4	3	2	1	23
5.3	การเรียนรู้การเสนอขายสินค้าใหม่อย่างมีกลยุทธ์	5	4	3	2	1	24
5.4	การเรียนรู้การเปรียบเทียบจดหมายตอบรับกับการตอบจดหมายทั่วไป	5	4	3	2	1	25
6.	การเขียนจดหมายเกี่ยวกับการจ้างงาน (Employment Letters)	5	4	3	2	1	26
6.1	การเรียนรู้คุณสมบัติของจดหมายสมัครงานที่ดี	5	4	3	2	1	27
6.2	การเรียนรู้การเขียนใจความที่ควรอยู่ในส่วนต่าง ๆ ของจดหมายสมัครงาน	5	4	3	2	1	28
6.3	การเรียนรู้การเขียนจดหมายตอบรับการจ้างงาน	5	4	3	2	1	29
6.4	การเรียนรู้การเขียนจดหมายปฏิเสธการจ้างงาน	5	4	3	2	1	30
6.5	การเรียนรู้การเขียนจดหมายลาออก	5	4	3	2	1	31
7.	การเขียนประวัติย่อเพื่อการสมัครงาน (Resume)	5	4	3	2	1	32
7.1	การเรียนรู้เนื้อหาที่จำเป็นในประวัติย่อเพื่อการสมัครงาน	5	4	3	2	1	33
7.2	การเรียนรู้ขั้นตอนการเขียนประวัติย่อเพื่อการสมัครงาน	5	4	3	2	1	34
8.	การเขียนจดหมายเพื่อการตำหนิ (Complaint Letters)	5	4	3	2	1	35
8.1	การเรียนรู้การตำหนิโดยการใช้อักษรที่สุภาพ	5	4	3	2	1	36
8.2	การเรียนรู้การตำหนิโดยการใช้อักษรที่ชัดเจน	5	4	3	2	1	37
8.3	การเรียนรู้การตำหนิโดยการใช้อักษรที่มีเหตุผล	5	4	3	2	1	38
8.4	การเรียนรู้ลักษณะของการตำหนิว่าเป็นแบบรุนแรงหรือไม่รุนแรง	5	4	3	2	1	39
9.	การเขียนจดหมายปรับความเข้าใจ (Adjustment Letters)	5	4	3	2	1	40
9.1	การเรียนรู้การเขียนจดหมายปฏิเสธในการปรับความเข้าใจทางธุรกิจ	5	4	3	2	1	41
9.2	การเรียนรู้การเขียนจดหมายยอมรับในการปรับความเข้าใจทางธุรกิจ	5	4	3	2	1	42
9.3	การเรียนรู้การเลือกใช้ข้อความที่เหมาะสมในการตอบจดหมายที่ตำหนิมา	5	4	3	2	1	43
10.	การเขียนจดหมายขอความเชื่อถือ (Credit Letters)	5	4	3	2	1	44

10.1 การเรียนรู้การขอความเชื่อถือจากผู้ชาย	5	4	3	2	1	45
10.2 การเรียนรู้การตอบรับความเชื่อถือกับลูกค้า	5	4	3	2	1	46
10.3 การเรียนรู้การปฏิเสธความเชื่อถือกับลูกค้า	5	4	3	2	1	47
10.4 การเรียนรู้การเสนอความเชื่อถือกับลูกค้าในภายหลัง	5	4	3	2	1	48
11. การเขียนจดหมายทวงหนี้ (Collection Letters)	5	4	3	2	1	49
11.1 การเรียนรู้คุณสมบัติของจดหมายทวงหนี้	5	4	3	2	1	50
11.2 การเรียนรู้ชนิดของการทวงหนี้ในขั้นตอนของการทวงหนี้	5	4	3	2	1	51
11.3 การเรียนรู้ความแตกต่างของการทวงหนี้ในระดับต่าง ๆ	5	4	3	2	1	52
11.4 การเรียนรู้การวิเคราะห์การเขียนจดหมายทวงหนี้ ในระดับต่าง ๆ	5	4	3	2	1	53

การสื่อสารธุรกิจ 2

1. การเขียนจดหมายธุรกิจสังคม (Social Business Letters)	5	4	3	2	1	54
1.1 การเรียนรู้การเขียนจดหมายธุรกิจสังคมชนิดต่าง ๆ	5	4	3	2	1	55
1.2 การเรียนรู้การรวบรวมข้อมูลในการเขียนจดหมายได้อย่าง ถูกต้อง	5	4	3	2	1	56
1.3 การเรียนรู้การใช้ภาษาที่เหมาะสมกับสถานการณ์	5	4	3	2	1	57
2. การทำเอกสารเผยแพร่ (News Release)	5	4	3	2	1	58
2.1 การเรียนรู้ รูปแบบของเอกสารเผยแพร่	5	4	3	2	1	59
2.2 การเรียนรู้การเขียนเนื้อหาของเอกสารเผยแพร่ อย่างมีเหตุผล	5	4	3	2	1	60
2.3 การเรียนรู้การเขียนเอกสารเผยแพร่เพื่อใช้ในโอกาสต่าง ๆ	5	4	3	2	1	61
3. การเขียนหนังสือเวียน (Memorandum)	5	4	3	2	1	62
3.1 การเรียนรู้การเปรียบเทียบรูปแบบของหนังสือเวียนกับรูปแบบ ของจดหมายต่าง ๆ	5	4	3	2	1	63
3.2 การเรียนรู้ชนิดต่าง ๆ ของหนังสือเวียน	5	4	3	2	1	64
3.3 การเรียนรู้การเตรียมหนังสือเวียนที่มีประสิทธิภาพ	5	4	3	2	1	65
4. การเขียนรายงานอย่างไม่เป็นทางการ (Informal Reports)	5	4	3	2	1	66
4.1 การเรียนรู้วัตถุประสงค์ของรายงานอย่างไม่เป็นทางการ	5	4	3	2	1	67
4.2 การเรียนรู้ชนิดของรายงานอย่างไม่เป็นทางการ	5	4	3	2	1	68
4.3 การเรียนรู้การเขียนรายงานอย่างไม่เป็นทางการแต่ละชนิด	5	4	3	2	1	69
5. การเขียนเทเลกซ์ (Telexes)	5	4	3	2	1	70
5.1 การเรียนรู้การเขียนเทเลกซ์ตามกฎเกณฑ์ที่ถูกต้อง	5	4	3	2	1	71
5.2 การเรียนรู้การถอดรหัสข้อความของเทเลกซ์ที่ถูกต้อง	5	4	3	2	1	72
5.3 การเรียนรู้การสร้างรหัสข้อความของเทเลกซ์ที่ถูกต้อง	5	4	3	2	1	73
6. การเขียนโทรสาร (Facsimile)	5	4	3	2	1	74
6.1 การเรียนรู้การเข้าใจโทรสารตามรูปแบบที่กำหนดให้	5	4	3	2	1	75

6.2 การเรียนรู้การเปรียบเทียบรูปแบบโทรสารและจดหมายธุรกิจ	5	4	3	2	1	76
7. การเขียนวาระการประชุม (Agenda)	5	4	3	2	1	77
7.1 การเรียนรู้การใช้คำศัพท์เฉพาะในการประชุมได้อย่างถูกต้อง	5	4	3	2	1	78
7.2 การเรียนรู้ขั้นตอนการเขียนวาระการประชุมก่อนการประชุม	5	4	3	2	1	79
8. การเขียนรายงานการประชุม (Minutes)	5	4	3	2	1	80
8.1 การเรียนรู้รูปแบบของรายงานการประชุม	5	4	3	2	1	81
8.2 การเรียนรู้การบันทึกใจความเพื่อการเขียนรายงานการประชุม ภายหลังการประชุม	5	4	3	2	1	82

ตอนที่ 2

คำชี้แจง โปรดเขียนเครื่องหมายกากบาท X ลงในช่องของแต่ละข้อความถึงลำดับ **ปัญหาในการเรียน** ที่มี
ต่อ วัตถุประสงค์และเนื้อหา ในแต่ละข้อ

ช่องหมายเลข	ความหมาย
5	มีปัญหามากที่สุด
4	มีปัญหา
3	มีปัญหาปานกลาง
2	มีปัญหาน้อย
1	ไม่มีปัญหา

ท่านคิดว่าวัตถุประสงค์และเนื้อหาต่อไปนี้มีปัญหาสำหรับท่านในการเรียนมากน้อยเพียงใด

วิชาการสื่อสารธุรกิจ 1

1. การเขียนจดหมายธุรกิจ (Writing a Business Letter)	5	4	3	2	1	83
1.1 การเรียนรู้ส่วนต่างๆ ของจดหมายธุรกิจ	5	4	3	2	1	84
1.2 การเรียนรู้รูปแบบของจดหมาย เช่น แบบ BLOCK STYLE และ SEMIBLOCK STYLE	5	4	3	2	1	85
1.3 การเรียนรู้การจําหน้าของจดหมายธุรกิจอย่างถูกต้อง	5	4	3	2	1	86
1.4 การเรียนรู้การเตรียมจดหมายธุรกิจอย่างถูกต้องตามขั้นตอน	5	4	3	2	1	87
2. การเขียนจดหมายในการสอบถาม (Making an Enquiry)	5	4	3	2	1	88
2.1 การเรียนรู้การสื่อข้อความสำคัญในจดหมายอย่างชัดเจน	5	4	3	2	1	89
2.2 การเรียนรู้การเขียนข้อความสำคัญที่จะทำให้ผู้รับทำตามความต้องการได้	5	4	3	2	1	90
2.3 การเรียนรู้การแสดงความบงบอกสิ่งที่ยับยั้ง โดยการใช้รายการ หรือ ตาราง	5	4	3	2	1	91
2.4 การเรียนรู้การลงท้ายจดหมายโดยการขอร้องให้ผู้รับทำตาม คำขอร้องอย่างเต็มใจ	5	4	3	2	1	92
3. การตอบจดหมาย (Writing a Reply)	5	4	3	2	1	93

3.1 การเรียนรู้การตอบจดหมายที่สอบถามมาโดยใช้ภาษาที่เป็นทางการ	5	4	3	2	1	94
3.2 การเรียนรู้การตอบจดหมายที่สอบถามมาโดยใช้ภาษาที่ไม่เป็นทางการ	5	4	3	2	1	95
3.3 การเรียนรู้การตอบตกลงทำตามคำขอที่สอบถามมา	5	4	3	2	1	96
3.4 การเรียนรู้การปฏิเสธคำขอที่สอบถามมา	5	4	3	2	1	97
3.5 การเรียนรู้การลงท้ายจดหมายด้วยข้อความที่สุภาพ	5	4	3	2	1	98
4. การสั่งซื้อสินค้า (Placing an Order)	5	4	3	2	1	99
4.1 การเรียนรู้การเขียนจดหมายสั่งซื้อสินค้าโดยให้ข้อมูลที่เพียงพอ	5	4	3	2	1	100
4.2 การเรียนรู้การเปรียบเทียบจดหมายเพื่อการสั่งซื้อสินค้ากับจดหมายประเภทอื่น ๆ ในแง่ของวิธีการเขียน	5	4	3	2	1	101
4.3 การเรียนรู้การกรอกแบบฟอร์มใบสั่งซื้อสินค้า	5	4	3	2	1	102
5. การเขียนจดหมายตอบรับ (Acknowledgement Letters)	5	4	3	2	1	103
5.1 การเรียนรู้การตอบรับการสั่งซื้อสินค้า	5	4	3	2	1	104
5.2 การเรียนรู้การให้รายละเอียดต่าง ๆ เมื่อเขียนจดหมายตอบรับ	5	4	3	2	1	105
5.3 การเรียนรู้การเสนอขายสินค้าใหม่อย่างมีกลยุทธ์	5	4	3	2	1	106
5.4 การเรียนรู้การเปรียบเทียบจดหมายตอบรับกับการตอบจดหมายทั่วไป	5	4	3	2	1	107
6. การเขียนจดหมายเกี่ยวกับการจ้างงาน (Employment Letters)	5	4	3	2	1	108
6.1 การเรียนรู้คุณสมบัติของจดหมายสมัครงานที่ดี	5	4	3	2	1	109
6.2 การเรียนรู้การเขียนใจความที่ควรอยู่ในส่วนต่างๆ ของจดหมายสมัครงาน	5	4	3	2	1	110
6.3 การเรียนรู้การเขียนจดหมายตอบรับการจ้างงาน	5	4	3	2	1	111
6.4 การเรียนรู้การเขียนจดหมายปฏิเสธการจ้างงาน	5	4	3	2	1	112
6.5 การเรียนรู้การเขียนจดหมายลาออก	5	4	3	2	1	113
7. การเขียนประวัติย่อเพื่อการสมัครงาน (Resume)	5	4	3	2	1	114
7.1 การเรียนรู้เนื้อหาที่จำเป็นในประวัติย่อเพื่อการสมัครงาน	5	4	3	2	1	115
7.2 การเรียนรู้ขั้นตอนการเขียนประวัติย่อเพื่อการสมัครงาน	5	4	3	2	1	116
8. การเขียนจดหมายเพื่อการตำหนิ (Complaint Letters)	5	4	3	2	1	117
8.1 การเรียนรู้การตำหนิโดยการใชภาษาที่สุภาพ	5	4	3	2	1	118
8.2 การเรียนรู้การตำหนิโดยการใชภาษาที่ชัดเจน	5	4	3	2	1	119
8.3 การเรียนรู้การตำหนิโดยการใชภาษาที่มีเหตุผล	5	4	3	2	1	120
8.4 การเรียนรู้ลักษณะของการตำหนิว่าเป็นแบบรุนแรงหรือไม่รุนแรง	5	4	3	2	1	121
9. การเขียนจดหมายปรับความเข้าใจ (Adjustment Letters)	5	4	3	2	1	122
9.1 การเรียนรู้การเขียนจดหมายปฏิเสธในการปรับความเข้าใจทางธุรกิจ	5	4	3	2	1	123

9.2 การเรียนรู้การเขียนจดหมายยอมรับในการปรับความเข้าใจทางธุรกิจ	5	4	3	2	1	124
9.3 การเรียนรู้การเลือกใช้ข้อความที่เหมาะสมในการตอบจดหมายที่ตำหนิมา	5	4	3	2	1	125
10. การเขียนจดหมายขอความเชื่อถือ (Credit Letters)	5	4	3	2	1	126
10.1 การเรียนรู้การขอความเชื่อถือจากผู้ขาย	5	4	3	2	1	127
10.2 การเรียนรู้การตอบรับความเชื่อถือกับลูกค้า	5	4	3	2	1	128
10.3 การเรียนรู้การปฏิเสธความเชื่อถือกับลูกค้า	5	4	3	2	1	129
10.4 การเรียนรู้การเสนอความเชื่อถือกับลูกค้าในภวหน้า	5	4	3	2	1	130
11. การเขียนจดหมายทวงหนิ (Collection Letters)	5	4	3	2	1	131
11.1 การเรียนรู้คุณสมบัติของจดหมายทวงหนิ	5	4	3	2	1	132
11.2 การเรียนรู้ชนิดของการทวงหนิในขั้นตอนของการทวงหนิ	5	4	3	2	1	133
11.3 การเรียนรู้ความแตกต่างของการทวงหนิในระดับต่าง ๆ	5	4	3	2	1	134
11.4 การเรียนรู้การวิเคราะห์การเขียนจดหมายทวงหนิในระดับต่าง ๆ	5	4	3	2	1	135

การสื่อสารธุรกิจ 2

1. การเขียนจดหมายธุรกิจสังคม (Social Business Letters)	5	4	3	2	1	136
1.1 การเรียนรู้การเขียนจดหมายธุรกิจสังคมชนิดต่าง ๆ	5	4	3	2	1	137
1.2 การเรียนรู้การรวบรวมข้อมูลในการเขียนจดหมายได้อย่างถูกต้อง	5	4	3	2	1	138
1.3 การเรียนรู้การใช้ภาษาที่เหมาะสมกับสถานการณ์	5	4	3	2	1	139
2. การทำเอกสารเผยแพร่ (News Release)	5	4	3	2	1	140
2.1 การเรียนรู้ รูปแบบของเอกสารเผยแพร่	5	4	3	2	1	141
2.2 การเรียนรู้การเขียนเนื้อหาของเอกสารเผยแพร่อย่างมีเหตุผล	5	4	3	2	1	142
2.3 การเรียนรู้การเขียนเอกสารเผยแพร่เพื่อใช้ในโอกาสต่าง ๆ	5	4	3	2	1	143
3. การเขียนหนังสือเวียน (Memorandum)	5	4	3	2	1	144
3.1 การเรียนรู้การเปรียบเทียบรูปแบบของหนังสือเวียนกับรูปแบบของจดหมายต่าง ๆ	5	4	3	2	1	145
3.2 การเรียนรู้ชนิดต่าง ๆ ของหนังสือเวียน	5	4	3	2	1	146
3.3 การเรียนรู้การเตรียมหนังสือเวียนที่มีประสิทธิภาพ	5	4	3	2	1	147
4. การเขียนรายงานอย่างไม่เป็นทางการ (Informal Reports)	5	4	3	2	1	148
4.1 การเรียนรู้วัตถุประสงค์ของรายงานอย่างไม่เป็นทางการ	5	4	3	2	1	149
4.2 การเรียนรู้ชนิดของรายงานอย่างไม่เป็นทางการ	5	4	3	2	1	150
4.3 การเรียนรู้การเขียนรายงานอย่างไม่เป็นทางการแต่ละชนิด	5	4	3	2	1	151
5. การเขียนเทเลกซ์ (Telexes)	5	4	3	2	1	152

5.1 การเรียนรู้การเขียนตัวเลขตามกฎเกณฑ์ที่ถูกต้อง	5	4	3	2	1	153
5.2 การเรียนรู้การถอดรหัสข้อความของตัวเลขที่ถูกต้อง	5	4	3	2	1	154
5.3 การเรียนรู้การสร้างรหัสข้อความของตัวเลขที่ถูกต้อง	5	4	3	2	1	155
6. การเขียนโทรสาร (Facsimile)	5	4	3	2	1	156
6.1 การเรียนรู้การเข้าใจโทรสารตามรูปแบบที่กำหนดให้	5	4	3	2	1	157
6.2 การเรียนรู้การเปรียบเทียบรูปแบบโทรสารและจดหมายธุรกิจ	5	4	3	2	1	158
7. การเขียนวาระการประชุม (Agenda)	5	4	3	2	1	159
7.1 การเรียนรู้การใช้คำศัพท์เฉพาะในการประชุมได้อย่างถูกต้อง	5	4	3	2	1	160
7.2 การเรียนรู้ขั้นตอนการเขียนวาระการประชุมก่อนการประชุม	5	4	3	2	1	161
8. การเขียนรายงานการประชุม (Minutes)	5	4	3	2	1	162
8.1 การเรียนรู้รูปแบบของรายงานการประชุม	5	4	3	2	1	163
8.2 การเรียนรู้การบันทึกใจความเพื่อการเขียนรายงานการประชุม ภายหลังการประชุม	5	4	3	2	1	164

ส่วนที่ 3 ข้อเสนอแนะเพิ่มเติม

คำชี้แจง ให้ท่านเสนอแนะความคิดเห็นอื่นๆ รวมทั้งวิธีแก้ไขปัญหาดังกล่าว ที่มีต่อวัตถุประสงค์ และเนื้อหาของ
วิชาการสื่อสารธุรกิจ 1 และ 2

วิชาการสื่อสารธุรกิจ 1

1. ปัญหา

1.1 วัตถุประสงค์ _____

1.2 เนื้อหา _____

2. ข้อเสนอแนะ

2.1 วัตถุประสงค์ _____

2.2 เนื้อหา _____

วิชาการสื่อสารธุรกิจ 2

1. ปัญหา

1.1 วัตถุประสงค์ _____

1.2 เนื้อหา _____

2. ข้อเสนอแนะ

2.1 วัตถุประสงค์ _____

2.2 เนื้อหา _____

ข้อเสนอแนะอื่นๆ _____

ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม





APPENDIX 3
The Semi-Structured Interview

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SEMI-STRUCTURED INTERVIEW

Objectives

This interview is a part of a research entitled "An Evaluation of Contents and Their Objectives in the English for Business Communication Courses at the University of the Thai Chamber of Commerce." The information collected will lead to recommendations for course designers, teachers, instructors and language educators in Business English of the University of the Thai Chamber of Commerce and other educational institutions in order to develop more effective courses.

This interview is an instrument of the Master's Degree Thesis in the Applied Linguistics Programme at Mahidol University. Your responses are important to the success of the study and to serve the purposes of the study.

Directions Information about the attitudes towards the objectives and the contents of the English for Business Communication courses of English Department, Faculty of Humanities, the University of the Thai Chamber of Commerce

Please answer YES or NO to the following questions based on actual information. (If the interviewee answers "NO" in any main item, the interviewer will skip to the next one.)

YES NO

Business Communication 1

1. Should the students be taught Writing a Business Letter? _____

1.1 Should the students be able to recognize parts of a business letter? _____

1.2 Should the students be able to distinguish between styles of business letters (e.g. Block Style and Semi-block Style)? _____

1.3 Should the students be able to address a business envelope? _____

	YES	NO
1.4 Should the students be able to plan a business letter organizationally?	_____	_____
Others _____		
Comment(s) _____		
2. Should the students be taught Making an Enquiry?	_____	_____
2.1 Should the students be able to state the request clearly?	_____	_____
2.2 Should the students be able to give necessary details for the reader to comply with the request?	_____	_____
2.3 Should the students be able to clarify a complicated request with lists and tables?	_____	_____
2.4 Should the students be able to close with cordial request for specific action?	_____	_____
Others _____		
Comment(s) _____		
3. Should the students be taught Writing a Reply?	_____	_____
3.1 Should the students be able to answer the enquiry by using a formal tone?	_____	_____
3.2 Should the students be able to answer the enquiry by using an informal tone?	_____	_____
3.3 Should the students be able to comply with the enquiry?	_____	_____
3.4 Should the students be able to refuse the enquiry rationally?	_____	_____
3.5 Should the students be able to close with polite statements?	_____	_____
Others _____		
Comment(s) _____		
4. Should the students be taught Placing an Order?	_____	_____
4.1 Should the students be able to write letter placing orders by stating sufficient information?	_____	_____
4.2 Should the students be able to compare and contrast order letters to other kinds of letters?	_____	_____

	YES	NO
4.3 Should the students be able to fill in the order form?	_____	_____
Others _____		
Comment(s) _____		
5. Should the students be taught Acknowledgement Letters?	_____	_____
5.1 Should the students be able to acknowledge the orders?	_____	_____
5.2 Should the students be able to give many kinds of details when writing acknowledgement letters?	_____	_____
5.3 Should the students be able to resell the new product strategically?	_____	_____
5.4 Should the students be able to compare reply letters to acknowledgement letters?	_____	_____
Others _____		
Comment(s) _____		
6. Should the students be taught Employment Letters?	_____	_____
6.1 Should the students be able to know the characteristics of a well - written letter of application?	_____	_____
6.2 Should the students be able to identify items that should appear in each section of the letter of application?	_____	_____
6.3 Should the students be able to identify the letter of acceptance?	_____	_____
6.4 Should the students be able to identify the letter of refusal?	_____	_____
6.5 Should the students be able to identify the letter of resignation?	_____	_____
Others _____		
Comment(s) _____		
7. Should the students be taught Resume?	_____	_____
7.1 Should the students be able to identify the contents found in a resume?	_____	_____

	YES	NO
7.2 Should the students know the process of writing an effective resume?	_____	_____
Others _____		
Comment(s)_____		
8. Should the students be taught Complaint Letters?	_____	_____
8.1 Should the students be able to make a complaint politely?	_____	_____
8.2 Should the students be able to make a complaint clearly?	_____	_____
8.3 Should the students be able to make a complaint reasonably?	_____	_____
8.4 Should the students be able to identify types of complaints whether they are mild or strong?	_____	_____
Others _____		
Comment(s)_____		
9. Should the students be taught Adjustment Letters?	_____	_____
9.1 Should the students be able to write letters refusing the adjustment?	_____	_____
9.2 Should the students be able to write letters granting partial adjustments?	_____	_____
9.3 Should the students be able to choose appropriate expressions against the complaint?	_____	_____
Others _____		
Comment(s)_____		
10. Should the students be taught Credit Letters?	_____	_____
10.1 Should the students be able to ask for credit facilities from the sellers?	_____	_____
10.2 Should the students be able to extend credit to the buyers?	_____	_____

	YES	NO
10.3 Should the students be able to refuse credit to the buyers?	_____	_____
10.4 Should the students be able to offer credit facilities to the prospective buyers?	_____	_____
Others _____		
Comment(s) _____		
11. Should the students be taught Collection Letters?	_____	_____
11.1 Should the students be able to identify the characteristics of collection letters?	_____	_____
11.2 Should the students be able to identify the types of appeals in the collection series?	_____	_____
11.3 Should the students be able to identify the differences between the stages of the collection series?	_____	_____
11.4 Should the students be able to analyze the plan in writing various stages of collection letters?	_____	_____
Others _____		
Comment(s) _____		

Business Communication 2

1. Should the students be taught Social Business Letters?	_____	_____
1.1 Should the students be able to write various types of social business letters?	_____	_____
1.2 Should the students be able to organize the information logically?	_____	_____
1.3 Should the students be able to use appropriate language related to the situation?	_____	_____
Others _____		
Comment(s) _____		
2. Should the students be taught News Release Writing?	_____	_____
2.1 Should the students be able to recognize the form of a news release?	_____	_____

	YES	NO
2.2 Should the students be able to organize the content logically?	_____	_____
2.3 Should the students be able to write a news release for various occasions?	_____	_____
Others _____		
Comment(s) _____		
3. Should the students be taught Memorandums?	_____	_____
3.1 Should the students be able to compare and contrast the form and format of memorandums to those of letters?	_____	_____
3.2 Should the students be able to identify each type of memorandums?	_____	_____
3.3 Should the students be able to prepare effective memorandums?	_____	_____
Others _____		
Comment(s) _____		
4. Should the students be taught Informal Reports?	_____	_____
4.1 Should the students be able to understand the purpose of each type of informal business reports?	_____	_____
4.2 Should the students be able to identify types of informal reports?	_____	_____
4.3 Should the students be able to prepare and write informal business reports of the type discussed?	_____	_____
Others _____		
Comment(s) _____		
5. Should the students be taught Telex?	_____	_____
5.1 Should the students be able to write a telex according to standard rules?	_____	_____
5.2 Should the students be able to decode telex messages correctly?	_____	_____
5.3 Should the students be able to encode telex messages correctly?	_____	_____

	YES	NO
Others _____		
Comment(s) _____		
6. Should the students be taught Facsimile?		
6.1 Should the students be able to understand a fax according to the messages given? _____	_____	_____
6.2 Should the students be able to compare the fax form and the business letter forms? _____	_____	_____
Others _____		
Comment(s) _____		
7. Should the students be taught Agenda?	_____	_____
7.1 Should the students be able to use technical terms in meetings correctly? _____	_____	_____
7.2 Should the students be able to prepare a meeting agenda before the meeting ? _____	_____	_____
Others _____		
Comment(s) _____		
8. Should the students be taught Minutes?	_____	_____
8.1 Should the students be able to recognize the form of a minute? _____	_____	_____
8.2 Should the students be able to take notes for writing a minute after the meeting? _____	_____	_____
Others _____		
Comment(s) _____		

แบบสัมภาษณ์

วัตถุประสงค์

แบบสัมภาษณ์นี้เป็นส่วนหนึ่งในการวิจัยเรื่อง "การประเมินผลเนื้อหา และวัตถุประสงค์ในหลักสูตรภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจ ของมหาวิทยาลัยหอการค้าไทย" ข้อมูลที่ได้จากการสัมภาษณ์นี้จะเป็นข้อเสนอแนะให้กับผู้สร้างหลักสูตร ครู อาจารย์ และนักวิชาการทางด้านภาษาอังกฤษเชิงธุรกิจของมหาวิทยาลัยหอการค้าไทย และ สถาบันการศึกษาแห่งอื่นๆ ในการศึกษาที่จะพัฒนา และ ปรับปรุงหลักสูตรให้มีประสิทธิภาพต่อไป

การสัมภาษณ์นี้เป็นส่วนหนึ่งของวิทยานิพนธ์ ปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์-ประยุกต์ ของมหาวิทยาลัยมหิดล ข้อมูลจากการสัมภาษณ์นี้จะเป็นประโยชน์ในการที่จะทำให้การวิจัยนี้ประสบความสำเร็จ และ บรรลุวัตถุประสงค์ที่วางไว้

คำแนะนำ ข้อมูลเกี่ยวกับทัศนคติต่อวัตถุประสงค์และ เนื้อหา วิชาของหลักสูตรภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจ ของภาควิชาภาษาอังกฤษ คณะมนุษยศาสตร์ มหาวิทยาลัยหอการค้าไทย กรุณาตอบข้อสัมภาษณ์แต่ละข้อให้ตรงต่อความเป็นจริง ว่า เห็นด้วย หรือ ไม่เห็นด้วย (ถ้าข้อใดผู้ตอบให้คำตอบว่าไม่เห็นด้วย ให้ข้ามไปถามข้อใหญ่ข้อถัดไป)

วิชาการสื่อสารธุรกิจ 1

	เห็นด้วย	ไม่เห็นด้วย
1. นักศึกษาควรเรียนรู้การเขียนจดหมายทางธุรกิจ	_____	_____
1.1 เรื่องส่วนต่าง ๆ ของจดหมายทางธุรกิจ	_____	_____
1.2 เรื่องรูปแบบของจดหมาย เช่น แบบ BLOCK STYLE และ SEMIBLOCK STYLE	_____	_____
1.3 เรื่องการจำหน่ายของจดหมายทางธุรกิจอย่างถูกต้อง	_____	_____
1.4 เรื่องการ เตรียมจดหมายทางธุรกิจได้อย่างถูกต้องตามขั้นตอน	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
2. นักศึกษาควรเรียนรู้การเขียนจดหมายในการสอบถาม	_____	_____
2.1 เรื่องการสื่อข้อความสำคัญในจดหมายอย่างชัดเจน	_____	_____
2.2 เรื่องเขียนข้อความสำคัญที่จะทำให้ผู้รับทำตามความต้องการได้	_____	_____

	เห็นด้วย	ไม่เห็นด้วย
2.3 เรื่องการแสดงความบ่งบอกสิ่งที่ซับซ้อน โดยการไ้รายการหรือ ตาราง	_____	_____
2.4 เรื่องการลงท้ายจดหมายโดยการขอร้องให้ผู้รับทำตาม คำขอร้องอย่างเต็มใจ	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
3. นักศึกษาควรเรียนรู้การตอบจดหมายสอบถาม	_____	_____
3.1 เรื่องการตอบจดหมายที่สอบถามมาโดยใช้ภาษาที่เป็น ทางการ	_____	_____
3.2 เรื่องการตอบจดหมายที่สอบถามมาโดยใช้ภาษาที่ ไม่เป็นทางการ	_____	_____
3.3 เรื่องการตอบตกลงทำตามคำขอที่สอบถามมา	_____	_____
3.4 เรื่องการตอบปฏิเสธคำขอที่สอบถามมา	_____	_____
3.5 เรื่องการลงท้ายจดหมายด้วยข้อความที่สุภาพ	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
4. นักศึกษาควรเรียนรู้การสั่งสินค้า	_____	_____
4.1 เรื่องการเขียนจดหมายสั่งสินค้าโดยให้ข้อมูลที่เพียงพอ	_____	_____
4.2 เรื่องการเปรียบเทียบจดหมายเพื่อการสั่งสินค้ากับ จดหมายประเภทอื่น ๆ ในแง่ของวิธีการเขียน	_____	_____
4.3 เรื่องการกรอกแบบฟอร์มใบสั่งสินค้า	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
5. นักศึกษาควรเรียนรู้การเขียนจดหมายตอบรับ	_____	_____
5.1 เรื่องการตอบรับการสั่งสินค้า	_____	_____
5.2 เรื่องการให้รายละเอียดต่าง ๆ เมื่อเขียนจดหมายตอบรับ	_____	_____
5.3 เรื่องการเสนอขายสินค้าใหม่อย่างมีกลยุทธ์	_____	_____
5.4 เรื่องการเปรียบเทียบจดหมายตอบรับ กับ การตอบ จดหมายทั่วไป	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
6. นักศึกษาควรเรียนรู้การเขียนจดหมายเพื่อการสมัครงาน	_____	_____
6.1 เรื่องคุณสมบัติของจดหมายสมัครงานที่ดี	_____	_____

	เห็นด้วย	ไม่เห็นด้วย
6.2 เรื่องใจความที่ควรอยู่ในส่วนต่าง ๆ ของจดหมายสมัครงาน	_____	_____
6.3 เรื่องการเขียนจดหมายตอบรับการจ้างงาน	_____	_____
6.4 เรื่องการเขียนจดหมายปฏิเสธการจ้างงาน	_____	_____
6.5 เรื่องการเขียนจดหมายลาออก	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
7. นักศึกษาควรเรียนรู้การเขียนประวัติย่อเพื่อการสมัครงาน (RESUME)	_____	_____
7.1 เรื่องเนื้อหาที่จำเป็นในการเขียนประวัติย่อเพื่อการสมัครงาน (RESUME)	_____	_____
7.2 เรื่องขั้นตอนการเขียนประวัติย่อเพื่อการสมัครงาน	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
8. นักศึกษาควรเรียนรู้การเขียนจดหมายเพื่อตำหนิ	_____	_____
8.1 เรื่องการตำหนิโดยการใชภษาอย่างสุภาพ	_____	_____
8.2 เรื่องการตำหนิโดยการใชภษาที่ชัดเจน	_____	_____
8.3 เรื่องการตำหนิโดยการใชภษาที่มีเหตุผล	_____	_____
8.4 เรื่องลักษณะของการตำหนิว่าเป็นแบบ รุนแรง หรือไม่รุนแรง	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
9. นักศึกษาควรเรียนรู้การเขียนจดหมายเพื่อการปรับความเข้าใจทางธุรกิจ	_____	_____
9.1 เรื่องการเขียนจดหมายปฏิเสธการปรับความเข้าใจทางธุรกิจ	_____	_____
9.2 เรื่องการเขียนจดหมายยอมรับการปรับความเข้าใจ	_____	_____
9.3 เรื่องการเลือกใชข้อความที่เหมาะสม ในการตอบจดหมายที่ตำหนิมา	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
10. นักศึกษาควรเรียนรู้การเขียนจดหมายขอความเชื่อถือ (CREDIT)	_____	_____

	เห็นด้วย	ไม่เห็นด้วย
10.1 เรื่องการขอความเชื่อถือจากผู้ชาย	_____	_____
10.2 เรื่องการตอบรับความเชื่อถือกับลูกค้า	_____	_____
10.3 เรื่องการปฏิเสธความเชื่อถือกับลูกค้า	_____	_____
10.4 เรื่องการเสนอความเชื่อถือกับลูกค้าในภายภาคหน้า	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
11. นักศึกษาควรเรียนรู้การเขียนจดหมายทวงหนี้	_____	_____
11.1 เรื่องคุณสมบัติของจดหมายทวงหนี้	_____	_____
11.2 เรื่องชนิดของการทวงหนี้	_____	_____
11.3 เรื่องความแตกต่างของการทวงหนี้ในระดับต่าง ๆ	_____	_____
11.4 เรื่องการวิเคราะห์การเขียนจดหมายทวงหนี้ใน ระดับต่าง ๆ	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
การสื่อสารธุรกิจ 2		
1. นักศึกษาควรเรียนรู้การเขียนจดหมายธุรกิจสังคม	_____	_____
1.1 เรื่องการเขียนจดหมายธุรกิจสังคมชนิดต่าง ๆ	_____	_____
1.2 เรื่องการรวบรวมข้อมูลเพื่อการเขียนจดหมายได้อย่าง ถูกต้อง	_____	_____
1.3 เรื่องการใช้ภาษาที่เหมาะสมกับสถานการณ์	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
2. นักศึกษาควรเรียนรู้การเขียนเอกสารเผยแพร่ (News Release)	_____	_____
2.1 เรื่องรูปแบบของ เอกสารเผยแพร่	_____	_____
2.2 เรื่องการเขียนเนื้อหาของเอกสารเผยแพร่ อย่างสมเหตุผล	_____	_____
2.3 เรื่องการเขียน เอกสารเผยแพร่ เพื่อใช้ในโอกาสต่าง ๆ	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
3. นักศึกษาควรเรียนรู้การเขียนหนังสือเวียน	_____	_____
3.1 เรื่องการเปรียบเทียบรูปแบบของหนังสือเวียนกับ จดหมายต่าง ๆ	_____	_____

	เห็นด้วย	ไม่เห็นด้วย
3.2 เรื่องชนิดต่าง ๆ ของหนังสือเวียน	_____	_____
3.3 เรื่องการเตรียมหนังสือเวียนที่มีประสิทธิภาพ	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
4. นักศึกษาควรเรียนรู้การเขียนรายงานอย่างไม่เป็นทางการ	_____	_____
4.1 เรื่องวัตถุประสงค์ของรายงานอย่างไม่เป็นทางการแต่ละชนิด	_____	_____
4.2 เรื่องชนิดต่าง ๆ ของรายงานอย่างไม่เป็นทางการ	_____	_____
4.3 เรื่องการเขียนรายงานอย่างไม่เป็นทางการแต่ละชนิด	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
5. นักศึกษาควรเรียนรู้การเขียนเทเลกซ์	_____	_____
5.1 เรื่องการเขียนเทเลกซ์ ตามกฎเกณฑ์ที่ถูกต้อง	_____	_____
5.2 เรื่องการถอดรหัสข้อความของเทเลกซ์ที่ถูกต้อง	_____	_____
5.3 เรื่องการสร้างรหัสข้อความของเทเลกซ์ที่ถูกต้อง	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
6. นักศึกษาควรเรียนรู้การเขียนโทรสาร	_____	_____
6.1 เรื่องการเข้าใจโทรสารตามรูปแบบที่กำหนดให้	_____	_____
6.2 เรื่องการเปรียบเทียบรูปแบบโทรสารกับรูปแบบจดหมายธุรกิจ	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
7. นักศึกษาควรเรียนรู้การเขียนวาระการประชุม	_____	_____
7.1 เรื่องการใช้คำศัพท์เฉพาะการประชุมได้อย่างถูกต้อง	_____	_____
7.2 เรื่องขั้นตอนการเขียนวาระการประชุมก่อนการประชุม	_____	_____
เรื่องอื่น ๆ _____		
ข้อเสนอแนะ _____		
8. นักศึกษาควรเรียนรู้วิธีการเขียนรายงานการประชุม	_____	_____



เห็นด้วย

ไม่เห็นด้วย

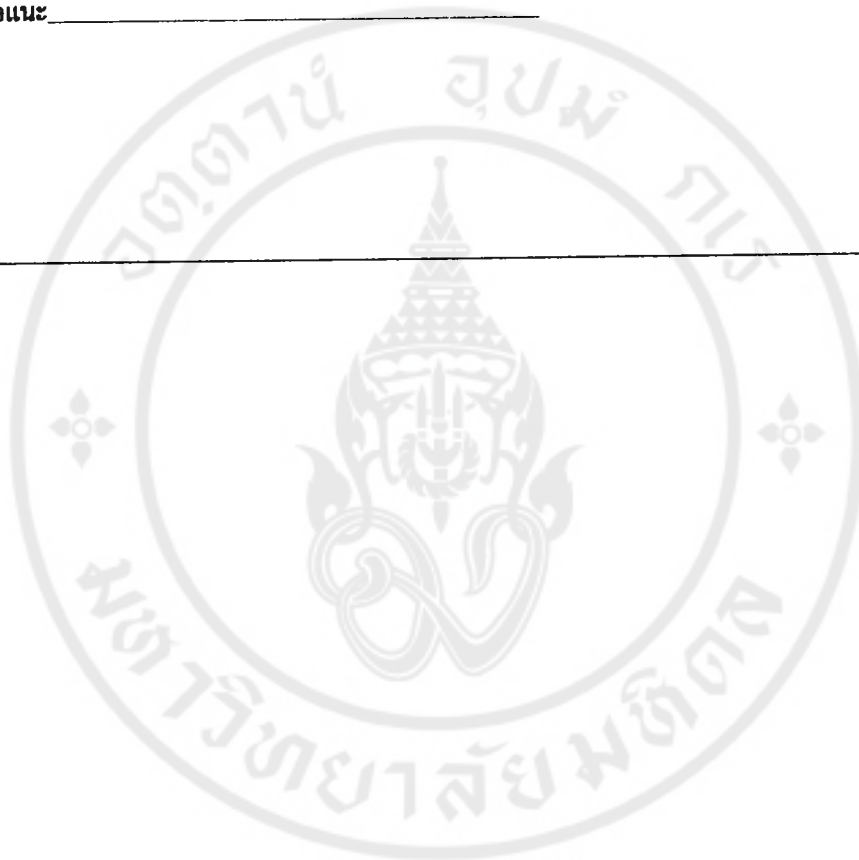
8.1 เรื่องรูปแบบของรายงานการประชุม _____

8.2 เรื่องการบันทึกใจความเพื่อการเขียนรายงานการประชุม _____

ภายหลังการประชุม _____

เรื่องอื่น ๆ _____

ข้อเสนอแนะ _____



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