

การพัฒนาโมดูลการเรียนการสอนแบบร่วมมือระหว่างผู้เรียนโดยใช้กรณีศึกษาบนระบบเครือข่าย
สำหรับรายวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสาร



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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

THE DEVELOPMENT OF AN ONLINE CASE-BASED COLLABORATIVE
LEARNING MODULE FOR BUSINESS ENGLISH COMMUNICAITON COURSE



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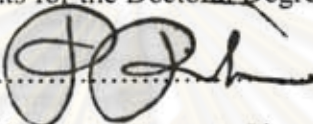
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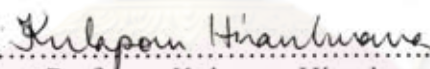
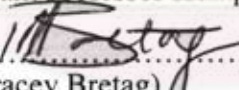
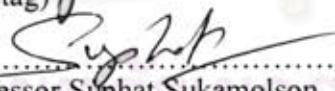


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มัทนา เมฆโสภารรณกุล : การพัฒนาโมดูลการเรียนการสอนแบบร่วมมือระหว่างผู้เรียน
โดยใช้กรณีศึกษาบนระบบเครือข่ายสำหรับรายวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสาร.(THE
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งานวิจัยฉบับนี้มีจุดมุ่งหมายเพื่อสร้างพัฒนาและประเมิน โมดูลการเรียนการสอนแบบร่วมมือระหว่างผู้เรียน โดยใช้กรณีศึกษาบนระบบ
เครือข่ายสำหรับรายวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารและประเมินประสิทธิภาพของ โมดูลการเรียนการสอนแบบร่วมมือระหว่างผู้เรียน โดยใช้
กรณีศึกษาบนระบบเครือข่าย โดยได้ทดลองสอนนักศึกษาภาควิชาบริหารธุรกิจ มหาวิทยาลัยราชภัฏวชิรวิทยาดำรงศึกษานานลำปางจำนวน 22 ราย

ผู้เรียนได้สอบแบบทดสอบภาษาอังกฤษก่อนเรียน โดยใช้แบบทดสอบความรู้ภาษาอังกฤษเพื่อการสื่อสาร (BECA test) จากนั้นผู้เรียน
เรียนรู้ภาษาอังกฤษเพื่อการสื่อสารเป็นเวลา 18 สัปดาห์ และได้ทดสอบความรู้ภาษาอังกฤษอีกครั้งด้วยแบบทดสอบเดิม นอกเหนือจากนี้มีการสังเกต
โดยใช้แบบประเมินความสามารถทางภาษาอังกฤษทางธุรกิจและทักษะในวิชาชีพพิเศษของผู้เรียน โดยศึกษาเพิ่มผลงานของผู้เรียน (Portfolio)
เครื่องมือหลักในการวิจัยประกอบด้วยแบบทดสอบความรู้ภาษาอังกฤษเพื่อการสื่อสารและเพิ่มผลงานของผู้เรียน แบบสอบถามทัศนคติของผู้เรียนต่อ
การเรียนรู้ด้วยกรณีศึกษาและการเรียนแบบร่วมมือ แบบสอบถามพัฒนาการคิดวิเคราะห์ของผู้เรียน เป็นต้น การวิเคราะห์ข้อมูลใช้ค่าเฉลี่ย การทดสอบ
ความแตกต่างของค่าเฉลี่ยของประชากร 2 กลุ่มที่ไม่เป็นอิสระต่อกัน ขนาดของผล (Effect Size) คำนวณประสิทธิผล (E1/E2) รวมทั้งวิธีวิเคราะห์เชิง
คุณลักษณะ ได้แก่ การวิเคราะห์เนื้อหาของงานเขียนและการวิเคราะห์บทสัมภาษณ์

ผลการทดลองสามารถสรุปได้ว่าทักษะด้านการฟังและการอ่านภาษาอังกฤษของผู้เรียนเพิ่มขึ้นอย่างมีนัยสำคัญ ซึ่งแสดงให้เห็นถึง
ประสิทธิภาพของบทเรียนที่ได้รับการพัฒนาขึ้น นอกจากนี้ยังสรุปได้ว่าความสามารถทางการเขียนและการพูดภาษาอังกฤษของผู้เรียนได้พัฒนาขึ้น
รวมทั้งทักษะด้านการคิดเชิงวิเคราะห์ของผู้เรียนได้พัฒนาขึ้น เนื่องจากผู้เรียนได้แสดงพฤติกรรมที่เป็นองค์ประกอบของการคิดวิเคราะห์เช่นการจัด
หมวดหมู่ความคิดของอย่างเป็นระบบของตนเองและของผู้อื่นเช่นผู้เขียนหรือเพื่อนร่วมทีมและเพื่อนร่วมห้อง และการนำเสนอความคิดของผู้อื่นหรือ
ลำดับความคิดของตนเองและของผู้อื่น เช่นผู้เขียนหรือเพื่อนร่วมกลุ่มและเพื่อนร่วมห้องได้ ทั้งนี้ปรากฏว่าผู้เรียนได้นำกลยุทธ์ในการอ่านที่ได้เรียน
จากบทเรียนมาใช้ และพบว่าผู้เรียนได้เรียนรู้ถึงวิธีการอ้างอิง

จากการทดลองพบว่าผู้เรียนได้ประเมิน โมดูลการเรียนการสอนแบบร่วมมือระหว่างผู้เรียน โดยใช้กรณีศึกษาบนระบบเครือข่ายโดยรวมใน
ระดับดีและแนะนำให้ปรับปรุงในบางเรื่องเช่นรูปแบบตัวอักษรที่ใช้อ่านในบทเรียนและการมีกิจกรรมได้คอบมากขึ้น ข้อมูลจากการสัมภาษณ์ยัง
รายงานว่าผู้เรียนคิดว่าทักษะทางภาษาของตนเองได้พัฒนาขึ้น รวมทั้งผู้เรียนมีทัศนคติที่ดีต่อรูปแบบการเรียนที่ใช้นั้นคือการใช้กรณีศึกษาและการ
เรียนแบบร่วมมือ อย่างไรก็ตามผลการวิเคราะห์คำนวณประสิทธิผล (E1/E2) พบว่าโมดูลการเรียนการสอนแบบร่วมมือระหว่างผู้เรียนโดยใช้กรณีศึกษาบน
ระบบเครือข่ายยังมีข้อที่ต้องแก้ไข

ผลของการศึกษานี้ชี้ให้เห็นว่าปัจจัยเบื้องหลังของความสำเร็จของโมดูลที่ได้รับการพัฒนาเพื่องานวิจัยนี้มีประสิทธิภาพเป็นเพราะการ
เสริมศักยภาพหรือการปรับพื้นฐานของผู้เรียน กระบวนการปรับปรุงแก้ไขบทเรียนอย่างต่อเนื่อง การใช้ภาษาแม่ในห้องเรียน จำนวนนักเรียน
คุณสมบัติบางประการของผู้เรียนเช่นความเพียรและความพยายามของผู้เรียน รูปแบบการจัดการเรียนการสอนแบบผสมผสาน และเพื่อให้งานศึกษานี้
ได้รับการพัฒนาขึ้นสามารถสรุปได้ว่ามีข้อเสนอแนะให้ผู้ที่เกี่ยวข้องนำโมดูลนี้ไปใช้ที่จังหวัดเชียงใหม่ซึ่งสถานการณ์ปัจจัยตามประการคือความสำคัญของการเสริม
ศักยภาพหรือการปรับพื้นฐานของผู้เรียน การรับรู้ข้อมูลที่เกี่ยวข้องกับผู้เรียนอย่างละเอียดรวมทั้งข้อมูลด้านเทคโนโลยี

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา 2552

ลายมือชื่อนักศึกษา.....
ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก.....
ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์ร่วม.....

#4789676820: MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
KEYWORDS: BUSINESS ENGLISH FOR COMMUNICATION/ CASE-BASED
METHOD/ COLLABORATIVE LEARNING SETTINGS/ WEB-BASED
INSTRUCTION/ BLENDED LEARNING

MANTANA MEKSOPSOPHAWANNAGUL: THE DEVELOPMENT OF AN
ONLINE CASE-BASED COLLABORATIVE LEARNING MODULE FOR
BUSINESS ENGLISH COMMUNICATION COURSE. THESIS ADVISOR:
ASSISTANT PROFESSOR KULAPORN HIRANBURANA, PH.D., THESIS
CO-ADVISOR: DR. TRACEY BRETAG, 575 pp.

The objectives of this research and development (R&D) study were to construct, develop and evaluate an online Case-based Collaborative Learning (CBCL) module for a business English for communication course as well as to evaluate the effectiveness of the online CBCL module. The subjects of the study were 22 students from the Faculty of Business, Rajamangala Institute of Technology Lanna, Lampang Campus, (RMUTLL), Lampang, Thailand.


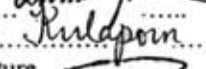

Before taking the course, the students' language proficiency was assessed using the Business English Communicative Achievement (BECA) test and it was reassessed after 18 weeks of study. Moreover, the students' performance was observed regarding their development in terms of business English communication together with their professional behavior and it was evaluated using portfolio assessment. Apart from the test and students' portfolio, the instruments included, for example, a questionnaire on the students' attitude towards the CBL method, the CL settings and a questionnaire on critical thinking skills enhancement. Quantitative data were analyzed via analysis of arithmetic means, t-test dependent sample, the effect size (ES) on students' gained scores and level of effectiveness index (E1/E2). Qualitative data were investigated using the content analysis of test takers' written documents, and the semi-structured interview.

The findings suggested that the developed module was effective since the students' listening and reading skills had improved. This showed the effectiveness of implementing the module for the Business Communication for Global World (BCGW), a business English communication course in language learning and teaching. Also, it was possible to conclude that the students were able to write and speak better English after taking the course. They were able to gain the critical thinking skills since they performed noticeably well in the following activities which required critical thinking skills, namely, organizing or structuring their ideas into categories, logically presenting their ideas and employing the reading strategies they have learned from the course as well as doing referencing.

Additionally, the findings confirmed the quality of the BCGW course since all of the students viewed the BCGW course as a 'good' language course but it some parts needed further revision such as looking more closely at the type of font being used together with the range of interactive activities. Interestingly, the results of the interviews indicated that the students believed that their language skills had improved and they had positive attitudes towards the CBL method and the CL settings. However, based on the value of effectiveness index (E1/E2), it suggested that the BCGW course especially the BECA test needed further revision.

These findings revealed that the underlying success or the effectiveness of the BCGW course could be explained by the concept of scaffolding, ongoing changes or adjustments, the use of L1 or mother tongue, a small class size, students' personal attributes, for example, great effort and persistence, and blended learning settings. With further development and research, the concept of scaffolding, acknowledgment of the students' backgrounds and technology issues were highly recommended.

Field of study: English as an International Language
Academic Year: 2007

Student's Signature... 
Advisor's Signature... 
Co-Advisor's Signature 

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CONTENTS

	PAGE
THAI ABSTRACT	iv
ENGLISH ABSTRACT	v
ACKNOWLEDGEMENTS	vi
CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF ABBREVIATION	xvi
CHAPTER I: INTRODUCTION	1
1.1 Background to the study	1
1.2 Objectives of the study	11
1.3 Research questions.....	12
1.4 Statement of hypothesis.....	12
1.5 Scope of the study.....	12
1.6. Assumptions of the study	13
1.7 Limitation of the study.....	14
1.8 Definition of terms.....	15
1.9 Significance of the study.....	19
1.10 Overview of the Dissertation.....	21
CHAPTER II: RELATED LITERATURE	23
2.1 Introduction.....	23
2.2 Part One–Teaching Business English.....	23
2.2.1. Roles of Business English in Thailand.....	23
2.2.2 Business English–general English; Business Communication– Business English for Communication.....	25
2.2.3 Skills needed for business communication.....	29
2.2.4 Approach of teaching Business English.....	37
2.2.5 Application for the development of an online CBCL module for business English communication course	48
2.3 Part Two–Case-based learning (CBL) method.....	49
2.3.1 Definition.....	49
2.3.2 Types of case	50
2.3.3 Quality of case.....	51
2.3.4 Case-based learning procedures.....	55
2.3.5 Effectiveness of integrating case-based learning (CBL) method in teaching and learning process.....	58

	PAGE
2.3.6. Problems or difficulties of learning through case-based method.....	65
2.3.7 Application for the development of an online CBCL module for business English communication course	68
2.4 Part Three–Collaborative learning approach.....	69
2.4.1 Benefits of the CL approach	70
2.4.2 Difficulties of learning and teaching through the CL approach.....	72
2.4.3 Application for the development of an online CBCL module for business English communication course.....	74
2.5 Part Four –Web-based Instruction (WBI).....	75
2.5.1 Definition	75
2.5.2 Types of WBI.....	76
2.5.3 Differences between the traditional classroom (face-to-face /conventional classroom) and the WBI classroom.....	77
2.5.4 The short history of WBI.....	78
2.5.5 Instructional theories.....	79
2.5.6 Constructivism theory.....	82
2.5.7 Instructional framework and instructional design for e-learning.....	86
2.5.8 Advantages of WBI in teaching and learning.....	95
2.5.8 Difficulties of WBI in teaching and learning.....	97
2.5.10 Application for the development of an online CBCL module for business English Communication course.....	99
2.6 Part Five–Material development and evaluation, WBI evaluation, and ESP course evaluation.....	100
2.6.1 Material development and evaluation.....	100
2.6.2 Application for the development of online CBCL module for business English communication course	111
2.6.3 Validating WBI program.....	112
2.6.4 Application for the development of an online CBCL module for business English communication course.....	120
2.6.5 ESP Course Evaluation.....	120
2.6.6 Application for the development of an online CBCL module for business English communication course.....	126
2.7 Part Six–Thai cultures and Thai learners.....	127
2.8 Part Seven–Scaffolding instruction.....	132
2.8 Summary of basic information for designing, developing, and assessing the BCGW course using the online CBCL module.....	141
CHAPTER III: RESEARCH METHODOLOGY.....	144
3.1 Introduction.....	144
3.2 Part One–Procedure: Framework of the study.....	144
3.3 Part Two–Research Methodology.....	147

	PAGE
3.4 Part Three– Description of the Research Method.....	164
3.4.1 Research Question One.....	164
3.4.2 Research Question Two.....	171
3.4.3 Research Question Three.....	185
3.5 Conclusion.....	199
CHAPTER IV: RESULTS.....	201
4.1 Introduction.....	201
4.2 Part One– Findings of Research Question One	201
4.3 Part Two– Findings of Research Question Two	226
4.3.1 Expert’s reflection on the quality of the developed online CBCL module.....	226
4.3.2 Students’ reflection on the quality of the developed online CBCL module for the BCGW course.....	231
4.4 Part Three–Findings of Research Question Three.....	269
4.4.1 Effectiveness of the developed online CBCL module on the students’ business English communication proficiency.....	269
4.4.2 Effectiveness of the developed online CBCL module on the students’ performance–improvement of English performance and professional skills (i.e. communication skill in business, critical thinking skills, study skills and collaborative learning skills).....	273
4.5 Conclusion.....	285
CHAPTER V: CONCLUSION, DISCUSSION, RECOMMENDATION AND SUGGESTION FOR FUTURE STUDY.....	288
5.1 Introduction.....	288
5.2 Part One–Discussion of the findings.....	288
5.2.1 Effectiveness of the developed online CBCL module for the BCGW course in terms of educational multimedia instructional design.....	288
5.2.2 Effectiveness of the developed online CBCL module on the language proficiency and on the students’ performance in two areas.....	312
5.3 Part Two–Recommendations and suggestion for future study	324
5.3.1 Recommendations and suggestions for language teachers or researchers.....	325
5.3.2 Recommendations and suggestions for language instructional designers.....	336
5.3.2 Recommendations and suggestions for language testing developers...	338
5.4 Part Three–Implications and contributions.....	340
5.4.1 Implication.....	340

	PAGE
5.4.2 Contribution.....	342
5.5 Final remarks.....	344
REFERENCES	345
APPENDICES	373
Appendix A: Name list of experts.....	374
Appendix B: Instrument for evaluating the online CBCL module.....	376
B1: Validating the quality of case study by experts	377
B2: Instrument of validating of the online CBCL module for business English communication – Business Communication in a Global World – by experts.....	381
B3: Instrument of validating of the online CBCL module for business English communication – Business Communication in a Global World – by students.....	389
B3.1: Student Evaluation of the online CBCL module for business English communication – Business Communication for a Global World.....	389
B3.2: Attitude questionnaire on the CBL method, and the CL settings learning.....	389
B3.3: Example of questions for semi-structure interviews questions on Students’ perception of the CBL method and the CL settings	396
Appendix C: The online CBCL Module.....	397
C1 Foundation information used for constructing the online CBCL module.....	398
C2: Tentative course syllabus of Essential Business English in the Workplace.....	405
C3: The BCGW course after revision and the skills enhancement.....	423
C4: Examples of learning content in the BCGW course.....	434
Appendix D: Instruments for Assessing Students’ Performance.....	464
D1: Business English Communicative Achievement (BECA) Test.....	466
D1.1 Test Specification.....	466
D1.2 Example of the BECA test.....	473
D1.3 Test evaluation form.....	485
D1.4 Quality of the BECA test.....	516
D1.4.1 Reliability estimate: Evaluating the quality of the BECA test with RMUTLL students.....	516

	PAGE
D1.4.2 Item analysis: Evaluating the quality of the BECA test with RMUTLL students.....	519
D2: Portfolio assessment.....	520
D2.1 Required evidence.....	521
D2.2 Teacher's note.....	527
D3: Teacher's Observation Checklists of Professional Behavior –TOCPB....	529
D4: Teachers' Observation Checklists of English Performance –TOCEP.....	530
D5: Critical Thinking Enhancement Questionnaires.....	532
Appendix E: The online CBCL module flowchart and story board.....	533
Appendix F: Listening, reading, writing, and speaking scores.....	540
Appendix G: Item-Objective Congruence Index of the BECA test.....	550
Appendix H: Experts' reflection on case study and the online CBCL module..	558
Appendix I: 20 available question for presentation 2– English practice presentation.....	559
Appendix J: Findings of the study.....	560
BIOGRAPHY	571


 ศูนย์วิทยทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย

LIST OF TABLES

TABLE	PAGE
2.1 The checklist for a good case.....	53
2.2 The correlation of Bloom’s Taxonomy, problem-solving steps and critical thinking.....	59
2.3 The four categories of thinking skills	61
2.4 An empirical taxonomy of critical thinking.....	61
2.5 A checklist for evaluating business meeting teaching materials.....	108
2.6 A checklist for evaluating business meetings teaching materials in terms of discourse features.....	108
2.7 Summary of the seven dimensions of evaluating communicative tasks.....	110
2.8 The evaluation components relates to three viewpoints: effectiveness, efficient and attitudes.....	125
3.1 Description of the research method.....	157-163
3.2 Criteria for difficult index and discrimination index.....	166
3.3 Tests of Normality–RMUTL, Tak Campus	167
3.4 KR-20 values of listening and reading section–RMUTL, Tak students	167
3.5 Tests of Normality–RMUTLL	168
3.6 KR-20 value of listening and reading section–RMUTLL students...	169
3.7 Summary of <i>p</i> -value the listening and reading tests–RMUTLL students	170
3.8 Summary of <i>r</i> -value the listening and reading tests–RMUTLL students	170
3.9 Details of the eight cases in this study	173
3.10 Scores assigned for quality of the case	173
3.11 Elements or indicators of instructional design quality	174
3.12 Elements or indicators of multimedia instructional quality	175
3.13 Criteria or ranges of scores assigned for assessing the quality of the online CBCL module.....	176
3.14 Six aspects of backgrounds of 22 RMUTLL students.....	177-178
3.15 Elements of instructional design quality	181
3.16 Elements of multimedia instructional design quality	182
3.17 Ranges of mean or ranges of criteria for assessing the quality of the developed online CBCL module evaluated by students	183

TABLE	PAGE
3.18 Ranges of mean or the set criteria used for investigating students' reaction and attitudes towards the CBL method and the CL settings.....	184
3.19 Types of documents and number of documents needed for the required evidence	187
3.20 Types of documents and number of documents needed for the teacher's note.....	187
3.21 Scoring details of portfolio assessment.....	188
3.22 Summary of a tentative assessment of the course or the scoring details of portfolio assessment	189
4.1 Summary of important aspects for constructing conceptual instructional framework	203
4.2 Key design concepts of the online CBCL theoretical model.....	209
4.3 Overarching structure of the developed online CBCL module for the BCGW course.....	224
4.4 Mean of each criterion-case study.....	227
4.5 Details of each criterion for assessing the quality of the cases.....	228
4.6 Quality of the developed online CBCL module evaluated by six experts.....	229
4.7 Summary of students' comments after trialing the developed online CBCL module	232
4.8 Examples of learning content included in the additional support class.....	241
4.9 Five activities and tasks of the BCGW course added after trailing the course for one week	242
4.10 Adjustments of scoring and the adjustments of documents collected in the portfolio after trialing the developed online CBCL module for one week	252
4.11 Adjustment or modification of scoring in the individual portfolio when the developed online CBCL module was trialed by RMUTLL students for one semester.....	257
4.12 Summary of six themes that emerged from the interview data.....	261-264
4.13 Frequency, means and standard deviations of the students towards the CBL method and the CL settings.....	266
4.14 Tests of Normality–listening and reading.....	270
4.15 Comparisons of mean scores of the listening pre-test and post-test scores before adjusted value.....	271
4.16 Comparisons of mean scores of the reading pre-test and post-test scores.....	272
4.17 Eight students' reflection on the critical thinking skills enhancement.....	280
4.18 Tests of Normality–Reading Test Part III.....	282

TABLE	PAGE
4.19 A comparison of means scores pre-test and post-test scores of Reading Test Section– Part III.....	282
4.20 RMUTLL students' previous attitudes towards referencing.....	284



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

LIST OF FIGURES

FIGURE	PAGE
2.1 Differentiation of Business English (BE) and General English (GE).....	25
2.2 Business teaching materials.....	27
2.3 Case-based learning (CBL) model proposed by Graf (1999).....	56
2.4 The levels of instructional approaches.....	86
2.5 Instructional strategies.....	89
2.6 The model for Design and Development by Alessi & Trollip.....	92
2.7 A model for linking research and pedagogy through the process of material evaluation.....	106
2.8A holistic framework for developing topic-specific checklist.....	107
2.9 Nine steps of evaluation software instruction.....	113
2.10 Three dimensions that shape points of view on evaluation.....	122
2.11 The overarching basic information for designing, developing and assessing the BCGW course.....	141
3.1 The procedure or framework of this study.....	146
3.2 Overarching research approach of the online CBCL module.....	148
3.3 The research procedure of the development of an online CBCL module for business English communication course.....	152
3.4 The level of effectiveness index (E1/E2).....	180
3.5 The effect size (ES) formula by Hedges	186
4.1 The conceptual instructional framework.....	206
4.2 The tentative learning procedure of the online CBCL module.....	218
4.3 Outline of online CBCL theoretical model	220
4.4 The structure of the <u>Business Communication in a Global World</u> (BCGW) course	223
4.5 Revision of learning procedure of the developed online CBCL module	243
5.1 Tentative two research cycles of this study.....	329

LIST OF ABBREVIATION

CBCL	Case-Based Collaborative Learning
BCGW	Business Communication in a Global World
BECA	Business English Communicative Achievement
CBL	Case-Based Learning
WBI	Web-Based Instruction
CL	Collaborative Learning
RMUTLL	Rajamangala Institute of Technology Lanna , Lampang Campus
TOCPB	Teachers' Observation Checklists of Professional Behavior
TOCEP	Teachers' Observation Checklists of English Performance
TOCCP	Teacher's observation Checklist of Class Participation
ES	Effect Size
CTS	Critical Thinking Skills
R&D	Research and Development
EFL	English as a Foreign Language
ESL	English as a Second Language
ESP	English for Specific Purposes
CLT	Communicative Language Teaching
L1	First Language

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CHAPTER I

INTRODUCTION

1.1 Background to the Study

This study attempted to develop a Business English Communication course in order to improve learners' language and professional skills as well as to help facilitate and motivate learners with language learning.

Four main drivers for developing multimedia instruction in this study included: (1) the importance of English; (2) the effectiveness of case-based learning (CBL) method; (3) the effectiveness of using collaborative learning in education settings; and (4) the significant role of technology in education. Each of these four aspects will now be described in more detail.

1.1.1 The importance of English

It is now well established that English plays an important role in global communication. Of the 4,000-5,000 languages currently used throughout the world, English is used as an international language. According to Crystal (1997), at least 337 million people learn English as their first language, 235 million as a second language and 100 million as a foreign language. Moreover, English serves a very important role in business communication and transactions. Increasingly, companies in countries with English as a foreign language (EFL) require their employees to be able to communicate in English effectively.

The important role of English in the Thai academic environment, as well as the existing problems, will be discussed, followed by a discussion of the influences of English in the Thai academic and business settings and the risk factors for English learning and teaching in Thailand.

In Thailand, English is a compulsory second language in schools and in tertiary education, (Wongsothorn et al. 1996: 93). English is considered to be the most popular foreign language in school and in private tuition classes, and the second most commonly

used language in the Thai media (Wongsothorn et al 1996: 93). However, it is often found that the level of English proficiency among secondary and university students throughout Thailand is below the international standard especially for higher education and at work (Keyurawong, 2002; Prapphal and Opanon-amata, 2002; Wiriyachitra, 2002; Wongsothorn, 2003;). Three main causes of the low English proficiency of Thai EFL students are the fact that English is not the national language, the large classroom size, and the inadequate class materials (Biyaem,1997), all of which are major risk factors for English learning in Thailand.

First, since English is not the national language of Thailand, students have little opportunity to use English in day-to-day communication, except within an English classroom situation. As a result, some Thai EFL students think that English is not important for their academic and daily life. Secondly, the typically large number of students in each English class makes it difficult for Thai students to receive adequate practice and guidance within the classroom. In general, many language institutes set the maximum number of ESL and EFL students in each class at 'less than or equal to sixteen'. However, in reality, a primary school in Thailand has at least thirty Thai EFL students in an English class. And thirdly, although English is used as a compulsory second language in schools and in tertiary education and is globally considered to be an international language in business settings, the high cost of EFL and ESL materials and textbooks in Thailand remains the major cause for inadequate EFL materials used in an English class.

Not only does English play an important role in the Thai academic environment, but English is the most commonly used second language in business both by native and non-native speakers in Thailand (Wongsothorn et al 1996: 93). Employers in EFL countries, including Thailand, actively seek employees that are fluent in business English communication. However, there is a mismatch between what students learn from classes with what employers demand from new employees as the level of English proficiency of Thai graduates remains marginal and thus insufficient to deal with real-world situations.

To solve this problem, many companies currently expend large amounts of time, resources and budgets in pre-training and in-house training for their new employees.

Since the language course developed in this study is designed using authentic or simulated real-life academic and workplace tasks and activities, where hands-on language learning experiences are provided for Thai EFL students in preparing and practicing their language and professional skills for future study and at work, it is hoped that the development process and the findings of the study could help bridge the gaps between needs of employers and employees. Most importantly, the students could achieve all or some learning outcomes, feel confident when confronted with actual language situations, gain familiarity with real life language situations and develop their professional skills.

1.1.2 The effectiveness of case-based learning (CBL) method

For many decades, EFL instructors have attempted to find a more effective learning and teaching method for better English instruction for EFL students and the CBL method is considered to be a good one (Esteban and Canado, 2004).

By definition, the CBL method uses cases as a way to give students an opportunity to put themselves in the decision makers' or problem solvers' shoes (Leenders and Erskine, 1973). Leenders, Erskine and Leenders (1997: 2) define a case as

... a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person (persons) in an organization.

McWilliam (1992: 361) describes case studies as

... realistic accounts of situations encountered by professionals in the workplace completed with extraneous information, missing information, and conflicting values of the people involved in the situation.

The use of case studies provides actual situations with real-life tasks, for which learners have the opportunity to think, qualify and quantify different points of view, and make decisions using democratic and collaborative processes, for example, engaging students in group discussion (Graf, 1999). In other words, the CBL method allows learners to

make connections between theory and practice by giving learners the opportunity of first-hand knowledge and experience within authentic or simulated real-life environments (Elksnin, 1998; Grosse, 1988; Jackson 1998; Henson, Kennett and Kennedy, 2003).

Authenticity concepts play an important role in language learning and teaching as well. Authenticity is regarded as a central criterion for selection and evaluation of language teaching materials (Windowson, 1979; Taylor, 1994; Tomlinson, 2000; MacDonald, Badger and White, 2000) and serves as a motivator to promote learners' interest in language learning (MacDonald, Badger and White, 2000). The fact that CBL method fosters authenticity features is in line with Breen's opinion (1985: 63, cited in MacDonald, Badger and White, 2000: 254). He concludes that the CBL method is considered to be the learning and teaching method that fosters the features of authenticity (i.e. text authenticity, task authenticity, learner authenticity and teacher authenticity). As the design and the nature of a case activity –discussion tasks– reflect authentic or real-life settings, learners are placed into text and task authenticity. That is, the interaction between the learners and the learning texts and tasks through the CBL method reflects the condition of the learner authenticity. However, reaching the quality of the last feature of authenticity mostly relies on the teachers' decision on their roles and responsibilities in each class.

Although, many studies show the benefits of incorporating authenticity concepts into language learning and teaching (Windowson, 1979; Taylor, 1994; MacDonald, Badger and White, 2000), the effects of using authentic language learning through the CBL method have rarely been examined. It is still a challenge to language educators to determine whether a language program that integrates the CBL method adds value to language learners. As a result, it is worth investigating the effectiveness of the CBL method in the Thai EFL contexts.

The potential benefits of designing and developing courses which are designed to engage and prepare learners for future work within authentic tasks, activities and environments through the CBL method in the Thai EFL contexts are discussed in the following section.

First, it is hoped that the findings of this study can be used as evidence and implications for foreign language educators and those in other disciplines where cases are used. If the results illustrate positive effectiveness, the course can be re-used or re-developed as a language learning and teaching method for Thai EFL learners at a national level as well as a global level. On the contrary, if the results illustrate negative effectiveness, language educators can still gain benefits since they can acknowledge many authenticity factors that connect classroom activities and real-life activities such as contexts, learners, tasks, and social interactions. Moreover, the results will provide valuable lessons or empirical evidence for foreign language educators and those in other disciplines in identifying solutions, and the positive and negative effects of using these courses in practice.

Secondly, the use of authentic problems or materials via a case study might give students a better opportunity to learn from authentic scenarios by actively engaging them in real-world situations. Such is in line with the current goal of many higher educational institutes in Thailand that seek ways to improve language learning and teaching curriculum by putting a more emphasis on the practical application of theory as well as improving students' thinking skills and providing hands-on experience (The National Education Act, 1999).

Finally, the course developed in this study would help prepare Thai EFL students to meet the needs required by the future employers (i.e. English business communication, thinking, collaborative, and interpersonal skills) by engaging them in the real-life settings or scenarios, since this course design focuses on enhancing these particular skills. At the same time, since this course was designed to simulate workplace environments, it might help EFL students prepare themselves for situations that they might face at work. That is, the gaps between employees and employers can be closed. In other words, the

qualifications of the graduates meet the needs of future employers and the large budget for pre-training and in-house training can be reduced.

1.1.3 Collaborative learning (CL) approach

Another important aspect that helps increase motivation and achievement of ESL/EFL learners is to have learners practice oral communication skills through a CL approach.

The term ‘collaborative learning’ refers to an instruction method in which students in various performances work together in small groups toward a common goal. Students are responsible for one another’s learning as well as their own. Thus, the success of one student helps other students to be successful (Gokhale, 1995).

The CL approach provides a channel for students to communicate ideas, express emotions and undertake tasks within the group settings. Each group member is expected to play multiple roles and the objective of the group is to fulfill a given set of goals (Yager, Johnson, Johnson and Snider, 1985). Additionally, the CL approach helps increase conversation topics among students in a more relaxed atmosphere, increase levels of comprehension, and develop social interaction and thinking skills (Johnson, Johnson and Holubec 1984; Johnson, Johnson and Smith, 1991; Slavin, 1995; Hancock, 2004). At the same time, the CL approach helps address different learning styles among students, promotes a positive attitude toward the subject matter, enhances long-term learning and learning responsibility and corresponds well with the constructivist approach and learner-center approach (Curtis and Lawson, 2001).

However, the effectiveness of the CL approach depends upon multiple conditions such as group composition (e.g. size, age, gender, heterogeneity, etc.), task features and communication media (Dillenbourg, 2002). This leads to a question about the difficulty of implementing the CL approach in the Thai contexts which include Thai learners’ styles, Thai learning cultures, Thai teaching cultures, and relationship between Thai teachers and students. For example, Thai students are likely to be passive learners (Jones et al, 1993; Thein, 1994; Braddock et al, 1995; Cortazzi and Jin, 1996; Tsui, 1996; Bijaem, 1997; Park and Oxford, 1998). Thai learners generally enjoy working alone

(Thein, 1994; Biyaem, 1997). Such cultural factors could be a 'barrier' to CL settings. If the findings of this study show that Thai EFL learners enjoy the CL settings, they can be used as evidence to support the increasing use of the CL approach in a language classroom in Thailand in the future.

Another important aspect of the CL approach is discussion activity. Since the cognitive benefits that are claimed for the CL settings, the discussions must be mediated by verbal exchanges among learners (Curtis and Lawson, 2001). Thus, it is a challenge for Thai EFL teachers to design the tasks and activities that can engage learners' discussions, especially when English is not the national language and Thai learners are more likely passive learners (Jones et al, 1993; Braddock et al, 1995; Cortazzi and Jin, 1996; Tsui, 1996; Thein, 1994; Biyaem, 1997; Park and Oxford, 1998). Siritongthaworn, Krairit, Dimmit and Paul (2006) suggest that in general, Thai students rarely initiate class discussions until they are called on because of their fear of losing face. This fear reduces significantly when they are called on as a group.

Hence, to promote successful language learning through the CL approach, Thai EFL educators should construct meaningful tasks containing interactive components with realistic and comprehensible goals for the students. This is not an easy task but it is worth exploring since it will greatly benefit both learners and teachers. *For learners*, if the CL approach, which is one of the four aspects for developing the course in this study, proves that it helps students develop their ability to communicate effectively, express themselves confidently, provide an opportunity to gain a firsthand experience in a workplace situation, and enhance thinking skills, it means that such an educational instruction can produce (better) qualified graduates for the job market and the society. That is, the needs of employers can be fulfilled. If the result is on the contrary, at least learners could have experienced authentic workplace environments, for example, presentation and discussion tasks. *For teachers*, they will have an opportunity to construct, explore, and evaluate the CL tasks. Moreover, the findings of this study can be considered as the proof or evidence of whether and how the CL settings can be globally promoted in Thai EFL contexts.

1.1.4 The application of technology in the language classroom

As the budget and resources required for language teaching in EFL countries are relatively high, uses of new technology for communication, networking, and interactive tools offer a cheap but effective way for instruction (Cuban, 1993, cited in Relan and Gillani, 1995; Khan, 1997; Sigal, 1997). The application of technology in the language classroom through the use of electronic forms of media such as films, videos, language labs with audio and video facilities and computer facilities including computer-based instruction and web-based instruction have increased in all educational levels in Thailand in recent years.

The important role of technology in Thailand is evidenced by the number of the Internet users. The total number of Internet users in Thailand increased from 600,000 in 1998 to 1,600,000 in 2000 and the Thai government plans call for approximately 12 million internet users by the year 2006 and 14 million in 2008 (Charmonman, 2001: 4 cited in Pagram and Pagram, 2006). Thai authorities also recognize the important role of technology in the Thai education system. The last chapter of the National Education Act (1999) focuses on such issues as technology for education and transitory provisions in the Thai educational reform (Tetiawat and Huff, 2003). In fact, e-learning has now expanded in many educational institutes in Thailand, including Web-Based Instruction (WBI), web-based interactive learning environment, and web-based multimedia presentations. There are many reasons why WBI has now become an alternative instrument for language learning and teaching.

First, the WBI helps motivate learners by means of infinite and interactive content (Khan, 1997; Reeves and Reeves, 1997; Santi, 1997) as well as increasing the chances for learners to communicate with people in different countries by using real-life language in real-life settings (Khan, 1997; Murphy-Judy, 1997; Mcllellan, 1997). Kearsley (1996) concludes that the knowledge gap between students' proficiency and employers' requirements can be bridged with the help of the capabilities of Internet technology and dominant features of WBI. Secondly, learning English through WBI helps increase EFL

students' opportunities, including Thai EFL students, to study English anytime and anyplace in authentic communication language settings, as opposed to the typically large number of students in each class which makes it difficult for learners to receive adequate practice and guidance in the classroom. In other words, WBI helps Thai EFL teachers solve the problem of large classroom size. Students can study, do exercises, and communicate with the lecturer via the Internet without having to physically attend the class (Relan and Gillani, 1995; Khan, 1997). Computers and the Internet also help EFL students to use real-life English as they are placed in the real-life communication settings (Signal, 1997). For example, students' e-mail writing skills can be enhanced through the Internet communication tools. Additionally, a variety of activities provided through computer and Internet devices can help serve different needs and styles of EFL students. However, there are several factors which hinder e-learning and other internet based materials in Thailand. Firstly, as Thailand regards English as a foreign language, not much information is transmitted to Thai teachers and students since most of the information is in English (Pagram and Pagram, 2006). On top of that, it seems that much of the information on foreign websites is non-educational and obtains a potentially bad influence for Thai children (Pagram and Pagram, 2006). Secondly, the speed of the Internet connection is another major problem of learning through the Website (Lyman, 1998). Thirdly, the Thai educational websites have poor interface designs and do not take into account the mental model of the intended learners, as confirmed by Reeves' study (1997 cited in Pagram and Pagram, 2006) which investigated six e-learning sites chosen from different types and levels of educational institution within Thailand. It was found that six Thai educational websites generally lack consistency and have an over use of graphics and animations. In many cases the screen design chosen seems to have little to do with the plan of instructional design and seems to have been chosen as a showcase of the programmers' cleverness in achieving as many flashy icons, video clips, and sounds as possible. Pagram and Pagram (2006: 6) point out:

Thai educators and those undertaking instruction design and development of e-learning materials intended for Thai students should think of

- If possible, use e-learning for additional learning support and not to replace the classroom and teachers
- Use tools such as chat, discussion groups and if possible video conferencing to provide online learners with a sense of community.
- Minimize the exposure of younger children to e-learning as the culture indoctrination takes place in the younger years.
- Always use the minimum of technology for maximum effects (don't use all the features technically possible - let pedagogy lead design).
- Provide learner support for both technology and learning.

All of the previously mentioned issues including English as a foreign language, Thai educational website design, and asynchronous e-learning pedagogy are taken into consideration and lead to the use of the blended learning – a combination of face-to-face classroom and e-learning – in this study. Teerararoungchaisri et al (2009) conclude that students who study in the blended learning environment gain both direct and indirect benefits. When the language course is designed to have either traditional classes or online classes, students have the freedom to choose the approach they are most comfortable with. Thus, students improve their learning by having more access to learning resources with flexible time and place and with cost effectiveness. Students also benefit indirectly as e-learning helps to prepare the students to meet the 21st century employer's requirements, improve learning skills such as effective communication, team work, collaboration, problem-solving, and thinking skills and enhance students' lifelong learning.

It is hoped that the design of the developed online CBCL module for business English communication course might help create an environment where students can learn, apply and practice the target language in a simulated authentic workplace, as well as increasing students' opportunities to communicate with one other, with instructors and online resources. Although this study was a small case, investigating strengths and weaknesses of WBI in Thai contexts can reveal some important issues for other researchers to reconsider. Even though educators need more time and energy to theoretically and practically design and develop WBI, this study can lead Thai educators

to discover an effective WBI design as well as investigating the factors that support or hinder the use of WBI in Thai contexts.

In brief, in this study, the case attributes are considered as learning tools that help transfer knowledge through the authentic learning tasks. Learners are actively engaged in simulated or realistic workplace settings through the CL approach. Multimedia instructional tools help create meaningful message for learning within an interactive and easily accessible learning setting by using English as a means of communication. Hence, learners can learn from knowledge constructed or provided on the website, through the conventional classroom environment, and from participation in CL settings. That is, learners receive both technological and learning supports from the blended learning settings.

The language course developed in this study—the online CBCL module— will hopefully promote learners' business English communication knowledge and skills as well as professional skills needed for future targeted employees. It is also believed that that this course might help them excel in their future profession through a process of self-study, education, training and experience designed in this study.

As Herbert Spencer (1820-1903), Century English philosopher once said:

The great aim of education is not simply the gaining of knowledge, but its translation into action.

That is, through the BCGW course using the online CBCL module, academic and non-academic pursuits can be harnessed and integrated into the process of learning.

1.2 Objectives of the Study

The purposes of this study are:

1. To conduct and develop an online case-based collaborative learning (CBCL) module for a Business English for Communication course
2. To evaluate the developed online CBCL module for a Business Communication in a Global World course

3. To evaluate the effectiveness of the developed online CBCL module for a Business Communication in a Global World course

1.3 Research Questions

This study addresses the following research questions:

1. How can the online CBCL module a Business English Communication course be constructed and developed?

2. How is the developed online CBCL module for Business Communication in a Global World course evaluated?

3. What is effectiveness of the developed online CBCL module for Business Communication in a Global World course?

1.4 Statement of Hypothesis

The hypotheses of this study are as follows:

Hypothesis 1: The students have *positive* attitude towards the developed course.

Hypothesis 2: The students have *positive* attitude towards the case-based learning (CBL) method.

Hypothesis 3: The students have *positive* attitude towards the collaborative learning (CL) settings after taking the course.

Hypothesis 4: The means of students' language proficiency *post-test scores* is higher than *that of pre-test scores* of students taking the online CBCL module.

There should be *an increase in the magnitude gain scores* between the pre-test and post-test scores of students taking the online CBCL module.

1.5 Scope of the Study

The scope of the present study is as follows:

1. The contents covered by the BCGW course consist of two modules:

1.1 Communication Skills for International Students in Business Module consisting of three sub-modules

- 1.1.1 *The English for Global Business Sub-Module* is based upon the four themes: getting acquainted, describing your work, discussing issues, and intercultural business communication.
- 1.1.2 *The Academic Communication Sub-Module* consists of five themes: effective reading for academic purposes, note-taking, paraphrasing, and summarizing, essay writing, academic conventions, and improving your writing.
- 1.1.3 *The Professional Communication Sub-Module* has five essential themes: writing genres, report writing, business document writing, oral presentation skills, and employment communication

1.2 *The Global Business Case Study Module* comprises eight case studies, and encompasses four different professional business fields: service, media, marketing, and technology.

2. The population is a group of undergraduate business or economic students in North Thailand, in their 2nd, 3rd or 4th year.

The sample of this study was the 2nd, 3rd or 4th year students from the Faculty of Business at Rajamangala Institute of Technology Lanna, Lampang Campus, (RMUTLL), Lampang, Thailand.

1.6. Assumptions of the Study

- 1.** This study assumed that participants should study the two foundation English courses before studying this course.
- 2.** This study assumed that all of the participants are familiar with computer programs (e.g. Microsoft Word, Microsoft Excel, and Power Point), computer accessories (e.g. a speaker, a microphone, a web camera), and Internet communication tools (e.g. e-mail), and that they should have a computer at home or have access to a computer at the university with Internet access.
- 3.** All of the participants were assumed to have their learning responsibility to read the online learning content before studying in the class. However, they also still had

opportunities to enhance their comprehension during the face-to-face or traditional classroom.

4. All of the participants were assumed to do the questionnaire and answer the questions about the course frankly without worrying about their grades and be sincere in evaluating themselves and their peers.

5. The instruments used in this study, namely, the BECA test, evaluation criteria for assessing students' performance –writing and oral skills – and the business document evaluation form, may not be generalized because they were developed to suit the objectives of the study, but might be re-used for the course that related to fields (for example Economic, Business Law, or Business Education) and for students who study the BCGW course only.

1.7 Limitations of the Study

1. Students who tried out the online CBCL module for one week as well as students who learned with the developed online CBCL module for one semester were the same group since they should be trained to accommodate and assimilate the learning conditions and methods constructed in this study. That is, the familiarity of the learning settings is recommended in this study.

2. Since the teacher was not positioned as a full-time teacher at RMUTLL, the insufficient information of the backgrounds of learning , namely, previous English learning experiences and cultural learning contexts and learners, namely, motivation factors, learning style, and language ability of students caused difficulties in gathering information . Moreover, due to the limitation of the researcher's authorities, university resources and technical facilities, the capacity of the server and the Internet could not be controlled.

3. The sample size of a population of 800 is 260 (Krejcie and Morgan, 1970: 908). In this study, the sample size was limited to the RMUTLL students and the method of selecting the sample was the intact group. Thus, the findings of this study may be generalized only to the population who has similar backgrounds as this study.

4. The effectiveness of the developed online CBCL module on the students' language proficiency, especially speaking and writing could not be reported for the following reasons. Firstly, the students' language ability, especially of their speaking and writing skills was lower than the course requirements. Moreover, the students had no experience on assessing these two skills. Most importantly, the assessment instrument—the BECA test was designed as an 'achievement' test, especially writing and speaking part so that they must student the learning content provided in the developed online CBCL module before assessing the test. Thus, the effectiveness of the developed online CBCL module on speaking and writing English in terms of a comparison of pre-and post test scores by means of t-test dependent sample and the effect size (ES) on students' gained scores could not be reported in this study.

5. The students' scores on presentation 3 (group task) were used as evidence to demonstrate the students' oral communication skills in business. However, it should be notes that the students' scores on oral performance might not be reliable since video tape recording of presentation 3 had operational errors and this task was assessed by only one rater.

1.8 Definition of Terms

To increase the comprehensibility of the study on the development of an online CBCL Module used for Business English for Communication course, four terms were defined.

Case-based learning (CBL) method was defined as a device to enhance the students' language ability, critical thinking, collaborative learning, and study skills professional skills encountered by four different professional business fields (i.e. service, media, marketing, and technology). All of the cases are presented in terms of hypertext–written document and/or hypermedia –audio and visual presentation (where possible). The eight cases were designed and developed in both the international and Thai contexts.

Collaborative learning (CL) setting referred to the environment of the learning process in which two or more learners work together to complete tasks or activities in the

BCGW course. Three types of the CL environment were (1) two or more than two members in a group working together on the *Communication Skills for International Students in Business Module* as a small discussion; (2) a group of five members working together on the *Global Business Case Study Module*; and (3) the whole class discussion works together to find possible solutions.

The online case-based collaborative learning (CBCL) module: The online CBCL module was developed for the course – Business Communication in a Global World (BCGW) course.

The online CBCL module was considered to be a blended language course—a combination of WBI and face-to-face classroom learning. It is used interchangeably with the BCGW course since the design and development of the online CBCL module was mainly for the BCGW course.

The BCGW course consisted of two main modules: Communication Skills for International Students in Business Module; and the Global Business Case Study Module.

The Communication Skills for International Students in Business Module is itself made up of three sub-modules:

- *English for Global Business* (Lites and Thorpe, 2004)
- *Academic Communication* (Bretag, Crossman and Bordia, 2007), and
- *Professional Communication* (Bretag, Crossman and Bordia, 2007).

Only *the English for Global Business Sub-Module* was taught through the online learning environment. The rest was taught via the blended learning settings. Each sub-module provided the links to various websites which contained two important parts: links for general business knowledge and links for language knowledge (see syllabus in Appendix C2).

Student performance: In this study, student's performance was classified into two observable performances: English for communication performance and professional skills.

English communication performance was defined as an observable manifestation of business English proficiency assessed by two methods –business English communication proficiency assessed by using the BECA test, a tailor-made test – the Business English Communicative Achievement (BECA) test and students' language ability being observed to convey the message in the actual events or in the simulated settings

- *Business English communication proficiency assessed by using the BECA test* referred to the score of a student with proficiency in business English communication on *the BECA test* over **50**. Skills being assessed in the BECA test can be seen in the Test specification (Appendix D1.1). It showed the student was able to proficiently use English for communication such as reading, writing, speaking, and listening.
- *Students' ability being observed to convey the message in the actual events or in the simulated settings* referred to the students' performance in their portfolio which was used as a tool for gathering information. Students' writing performance on a general topic, academic writing styles and business English for communication were used as evidence to illustrate the development of English performance.

Professional Skills or Employment Ability consisted of four skills: communication skills in business, critical thinking skills, study skills, and collaborative learning skills.

- *Communication Skills in Business* was defined as oral communication skills in business and writing communication skills in business.

Oral Communication Skills in Business referred to the students' oral presentation skills as a result of their interaction in reading and writing tasks or activities provided in this study.

Writing Communication Skills in Business referred to the students writing skills as a result of their interaction in reading and writing tasks with a focus on general, academic and business communication topics.

- *Collaborative Learning (CL) Skills* referred to ability of the students to work together to complete tasks or activities in collaborative learning settings.
- *Critical Thinking Skills*: Critical thinking skill was the complex range of person's mental processes. It involves problem solving, decision making critical thinking, logical judgment, and evaluating. In this study, critical thinking skill can be divided into two categories – the low level and the high level of critical thinking skills.

The low level of critical thinking skills included: finding information to support the topic, summarizing information from resources, identifying ideas, brainstorming ideas, organizing or structuring ideas into categories, and logically presenting ideas. The high level of critical thinking skills included: making reasonable judgments on to what extent what students read is appropriate to be used as support and synthesizing what students have read.

- Study Skills were skills needed to help students to acquire good grades as well as being useful for them in the future and they consisted of two sub-skills: reading strategies and referencing.
 - Reading strategies referred to the chosen techniques that students use or employ to achieve their reading goals. In this study, they included scanning and skimming techniques and identifying the main point and details.
 - Referencing referred to the students' citation of author information in a particular format.

1.9 Significance the Study

The development of online CBCL module could be useful if the program works effectively.

1. Theoretically, since it is known that there is a limitation on the research on English for Specific Purposes (ESP), especially development of ESP course for EFL students, its outcome and design procedure might contribute to empirical evidence for future research. Furthermore, it can serve as reference and provide valuable information for educators who want to design and develop an online course based on the constructivism and real-life approaches. Moreover, it might be considered as reference and evidence for educators who would like to study systematic multimedia instruction evaluation.

2. Pedagogically, if the developed online CBCL module with carefully designed instructional activities based on the proposed online theoretical CBCL model works effectively,

- it might be widely used as an alternative online instruction model in different courses to make connections between knowledge and practice.
- it might promote the use of the CBL method in different language courses.
- it might help increase understanding of the collaborative learning techniques as well as increasing the use of a collaborative learning method to a language classroom.

3. Practically, if the developed online CBCL module works effectively,

- it might help students successfully achieve all or some learning outcomes, feel confident when confronted with actual language situations, develop their professional skills and gain familiarity with real life language situations.
- it might contribute to the next movement of Thai learning and teaching process which bridges the gap between what businesses want and what businesses get by preparing employees to meet the needs of employers.

Training or education expenditure of business companies might decrease as future employees will have most or some of the skills needed.

- it might help other teachers or researchers to use it as a ground for future research in assessing both learning process and product approach – which includes both what students learn and what they can do with what they have learned.
- it might provide valuable information in the process of language program improvement because continuous development of the online CBCL module might be considered as effective evidence for parties concerned.
- it might be valuable for other researchers to conduct research on the time used to complete the task through online learning by comparing between collaborative learning (learning by group) and individual learning, or research on learning style preferences that influence the CBL method in online and collaborative settings, or research on the effects of authenticity to learners in different course disciplines.
- it might help the authorities , namely teachers, education administrators, and government officers, adapt the findings and apply them as a tool to improve the quality of teaching and learning English corresponding to the Educational Act B.E. 2542.

4. Practically, if the developed online CBCL module does not work properly,

- the study could practically be valuable in helping students be prepared for some situation that can happen in their own future work. That is, students would practically be exposed to different points of view, and biases through the online CBCL module where they share different opinions and ideas. The study might reveal students' strengths and weaknesses, needs, lacks and interests during the learning process. Students have opportunities to engage in an innovative learning process at any time and place through the

online instruction with unlimited resources so that they might be able to think critically which content is suitable for their assignment and future work.

- the study can pedagogically be valuable in creating an opportunity for teachers to explore key issues of integrating authentic materials or real life practices in language learning and teaching process, contribute knowledge of factors needed for teachers to evaluate an effectiveness and quality of an online course as well as improve students' performance, and ascertain other appropriated methods and strategies that enhance or engage language performance.
- the study can theoretically be valuable for researchers in conducting other studies on factors , namely, the CBL method, collaborative learning, and computer factors such as computer anxiety, computer literacy that might affect a specific learning process.

1.10 Overview of the Dissertation

Chapter One – Introduction: This chapter presents the backgrounds of the study. It includes the objectives of the study, research questions and hypotheses, scope of the study, assumption of the study, limitations of the study, definition of terms and the significance of the study.

Chapter Two – Literature Review: This chapter provides a review of related literature on seven main areas which are: business English learning and teaching approaches and business English for communication, case-based learning (CBL) method, collaborative learning, Web-based instruction (WBI), Thai culture, scaffolding, and course evaluation, namely, material evaluation, WBI evaluation, and course evaluation. The first six aspects are for the course design and development. The last aspect is for assessing the quality of the course.

Chapter Three – Research Methodology: This chapter is divided into two parts:

Part One– Framework of the Study: The process of or framework of developing this study –the development of an online CBCL module for business English communication is discussed briefly in this part.

Part Two– Research Methodology: This part describes the research methodology that consists of the research approach, the research design, the stages of the research and the research method used in this study.

Chapter Four – Results: The findings of the study in accordance with its research questions. Details of the results are presented in three parts.

- **Part One:** describes the process for constructing and developing the online CBCL module is reported in this part.
- **Part Two** describes the quality of the developed online CBCL module. The new module was assessed into two components. The quality of the developed online CBCL module was assessed by two parties–experts and students’ perspectives.
- **Part Three:** The effectiveness of the developed online CBCL module is reported in two areas, namely, effectiveness of the developed online CBCL module on the students’ language proficiency and on the students’ performance–improvement of English performance and professional skills.

Chapter Five – Discussion, Recommendations and Implications of the study: The conclusion, discussion, recommendations and suggestions for future study, and implication or contributions of the study are included in this chapter.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review on theoretical frameworks which are considered the main aspects or concepts for designing, developing and evaluating the developed online CBCL module for a business English Communication course. The review of literature is divided into seven main parts, namely, teaching business English, case-based learning (CBL) method, collaborative learning (CL) approach, web-based instruction (WBI), Thai culture, scaffolding, and course evaluation.

The first six aspects were used for designing and developing the online CBCL module. The last aspect, consisting of material evaluation, WBI evaluation, and language course evaluation, was for assessing the quality of the BCGW course using the online CBCL Module as a course material.

2.2 Part One-Teaching Business English

This part begins with the role of business English in Thailand, followed by the terms 'business English' and 'communication skills', and the approach and theory for teaching Business English underlying the development of the online CBCL module.

2.2.1 Roles of Business English in Thailand

English now plays an important role in global communication. English is increasingly recognized as an international language in academic and occupational fields, especially in business (Gilsdorf, 2002).

For the academic field, in Thailand, English is one of the compulsory subjects for primary school up to college education (Office of the Education Council, 2004).

International programs which have recently become prevalent in Thailand use English as the medium of instruction. Wiriyaichitra (2002) concludes:

As of last year, there were 56 international schools around Thailand. There were three foreign colleges and universities in Thailand. In private Thai

universities, there were 77 undergraduate, 30 graduate and five PhD curricula using English as the language of instruction. In governmental higher education institutions, there were 143 undergraduate, 205 graduate and 77 doctoral international programs in English which have been established either independently by Thai institutes or have links with overseas institutes. It is expected that most new programs to be opened in universities in the future will be international programs.

English is also required in the national tests organized by the Office of the Basic Education Commission for students of grades 6 and 9 (Office of the Education Council, 2004: 92).

For the business field, many companies in Thailand, both local and multi-national companies, require that the employees should be able to communicate in English. As a result, the number of Business English courses in college and university in Thailand has increased significantly during the last two decades.

The needs and uses of business English in the workplace for Thai business graduates were investigated. The results suggest that of the four English language skills (i.e. listening, speaking, reading, and writing), the important skill needs were:

- *listening skill*: Meemak (2002) and Rungnirundorn and Rongsa-ard (2005);
- *speaking skill*: Supatakulrat and Wasanasomsithi (2005) ;
- *reading skill*: Wongsothorn et al, (1980); Chandavimol et al, (1999); and Wongsothorn et al,(2002);
- *writing skill*: Sunthornwatanasiri (2000).

Some studies (Kanchanasatit,1980; Sawangwarorose, 1994; Chuaichuwong and Jarubrutt, 2003) report that speaking and listening skills are equally significant for business people, while the study of Sonsaardjit (1989) shows that speaking, listening and writing skills were equally important. Based on these studies, it can be concluded that the ability to communicate in English particularly in the Thai business contexts is crucial

for success in a profession. People with high language proficiency might have a higher chance to receive an offer for better jobs.

To design an effective business English course responding to the demands of job market, the comprehension of definitions of business English and business English for communication are required.

In fact, it seems that the definitions between Business English (BE) and General English (GE) as well as business communication and business English for communication possibly overlap. The following section discusses them.

2.2.2 Business English – General English; Business Communication – Business English for Communication Skills

John and Dudley-Evans (1998) define the two terms –Business English (BE) and General English (GE). The definitions of Business English (BE) and General English (GE) are concisely illustrated in Figure 2.1 (John and Dudley-Evans, 1998: 54).

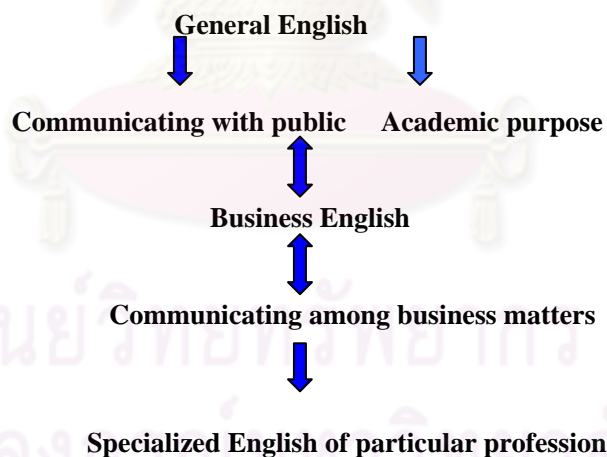


Figure 2.1 Illustration of differentiation of Business English and General English

Source: John and Dudley-Evans ,1998

As shown in Figure 2.1, a General English course is designed to improve not only learners' confidence and fluency in four skills but also the knowledge of grammar and vocabulary, whereas a Business English course is designed to provide certain language skills used at a workplace in order to meet the learners' specific needs.

Business English is a branch of ESP (Robinson, 1991; Pickett, 1989 cited in John and Dudley-Evans 1998; St. John and Johnson, 1996) but it might have some different features from ESP suggested by two scholars Pickett (1986) and St John and Johnson (1996).

Pickett (1986 cited in John and Dudley-Evans, 1998:16) concludes that Business English is considered as English for Specific Purposes (ESP) but also it is viewed as ‘... a lot nearer to the everyday language spoken by general public than many other segments of ESP’.

St John and Johnson (1996:3) state that

Business English itself has become an umbrella term encompassing what we can call English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP). Where Business English courses require ‘the careful research and design of pedagogical materials and activities for unidentifiable group of adult learners within a specific learning context’ (John & Dudley-Evans, 1991) and are ‘designed to meet specified needs of the learner’. They are clearly ESP and thus ESBP. Broadly, in Western Europe, EGBP courses, although set in business contexts, follow EFL course designs and can largely be equated with pre-experience, open registration, extensive courses. ESBP courses are more likely to be post-experience, intensive and company-based.

As concluded by the two scholars, Business English is different from other varieties of ESP since it represents a combination of both specific and general contents. That is, business students need to develop not only ‘general English knowledge’ but also the ‘knowledge to effectively deal with actual situations’ in the future.

Business English teaching materials is classified in four categories (St. John and Johnson, 1996). Figure 2.2 shows the four categories of business teaching materials.

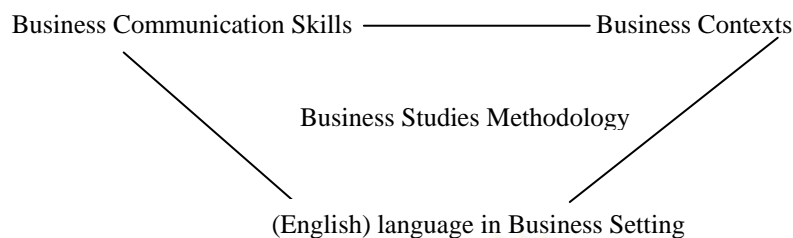


Figure 2.2 Illustration of business teaching materials

Source: St. John and Johnson, 1996

As shown in Figure 2.2, the three corners of the triangle are related to the three main features of the linguistic environments.

St. John and Johnson (1996: 9) conclude that

- Business communication skills focus mainly on the core skills of business activity—(1) receptive skills consisting telephoning, socializing, giving presentation, taking part in meetings, and negotiation and (2) productive skills consisting corresponding and report writing. All activities are dependent not only on verbal language but also on a number of other aspects such as organizational skills, non-verbal language and awareness of audience.
- Business contexts category consists of materials built on specific disciplines – finance and marketing.
- Business study methodology is the extensive use of case studies and simulations
- Language in business settings is the materials which relate most closely to EFL material and forms the core of much EGBP work.

As summarized by St. John and Johnson (1996), it can be concluded that it is quite difficult to precisely distinguish all the four categories as they are overlapped.

As this study aimed at constructing a business English communication course using case study as the method of teaching and learning, it is essential to understand the definition of business English communication and case study. Definition of case study will be discussed in Part 2: the case-based learning (CBL) method, below.

Business communication is concerned the communication in oral or written form between the people inside or outside of the organization (Lesikar and Flatley, 2005). It can say that business communication focuses on the core skills of business activity such as telephoning, socializing, giving presentations, taking part in meetings, corresponding, business letters and report writing in business contexts.

Business English for communication or language in business contexts (the fourth business teaching category by St. John and Johnson (1996) can be an English communication (spoken, written, signed, or otherwise communicated) used to interact with others both inside and outside of the organization. That is, business English for communication focuses on improving business communication skills and English knowledge and skills.

Therefore, business English for communication and business communication skills are similar; the medium of communication, English, makes them different.

The following section discusses the roles of business communication in Western countries followed by the roles of business communication and business English for communication in Thailand.

Roles of Business communication skills: Many scholars attempt to investigate the skills needs for employees, including business communication skills (Curtis, Winsor, and Stephens, 1989; Ray, Stallard, and Hunt, 1994; Dowd and Liedtka, 1994; Usoff and Feldermann, 1998; Fann and Lewis, 2001; Davis, Riley and Fisher, 2003; Burnett, 2003; National Association of Colleges and Employers, 2004). Although, all studies were conducted from the Western views where English is used as a first language, they demonstrate the important of business communication skills. They could be applied or implied to be the needs of business English for communication. Curtis, Winsor, and Stephens (1989) (cited in Jennings and Janna, 1999), for example, report that communication skills are more important to applicants in obtaining entry-level positions than their technical skills, grade point averages, or their degrees. A study by Ray,

Stallard, and Hunt (1994); and Dowd and Liedtka (1994) revealed that communication skill is the most common skill sought by the majority of corporate recruiters in final-round interviews with MBAs (1994). In addition, the empirical studies by Usoff and Feldermann (1998); the College of Business Administration at Rider University (2000); Fann and Lewis(2001); Burrnett (2003); Davis, Riley and Fisher(2003); National Association of Colleges and Employers (2004);and discovered that the first of the top ten personal qualities employers seek in job candidates is communication skills.

In Thailand, English communication skill is the most important ability employers are looking for in a new employee, followed by professional responsibility skills, collaborative teamwork skills, problem-solving and analytical skills (Sunthornwatanasiri, 2000). In addition, employers in Thailand seek employees who have at least one English language skill, namely, listening, speaking, reading, or writing considered to be business English for communication in business contexts (Wongsothorn et al, 1980; Chandavimol et al, 1999; Sunthornwatanasiri ,2000; Meemak ,2002; Wongsothorn et al,2002;Rungnirundorn and Rongsa-ard, 2005; Supatakulrat and Wasanasomsithi ,2005).

2.2.3 Skills needed for business communication:

In this study, the skills needed in business communication, namely , speaking in public; making presentations; writing letters and reports; and conducting discussion were used as a fundamental consideration in designing the online developed CBCL module for business English communication course.

One criterion for selecting the commercial business English textbooks to be part of this course is that they should provide activities or tasks that help learners practice communicative activities, draw on the pre-experience and job-experienced to learners which mirror the real-life business environment and meet specified needs of the learners (Ellis and Johnson,1994). Students taking the developed online CBCL module should engage in the tasks and activities that enhance knowledge and skills of general English, business English, business communication, business English for communication as well

as business since they are considered to be part of the learning goals and objectives of the developed online CBCL module.

As previously mentioned, after taking this course, the students' employability–English, communication in business, critical thinking, and team work ability were expected to be enhanced.

English ability: In this study, language skills were classified into four sub-skills–reading, writing, speaking, and listening.

English reading skills: There are six sub-skills of reading Bennett (1972) suggests the reading sub-skills that students should have as followed:

- (1) Literal comprehension consists of recognition (of detail, of main ideas, of a sequence, of comparison, of cause-and-effect relationships, of character traits).
- (2) Recall consists of recall (of detail, of main ideas, of a sequence, of comparison, of cause-and-effect relationships, of character traits)
- (3) Reorganization consists of classifying, outlining, summarizing and synthesizing.
- (4) Inferential comprehension or application is composed of inferring supporting details, main ideas, sequence, comparisons, cause-and-effect relationships, character traits and predicting outcomes
- (5) Evaluation consists of judgments (of reality of fantasy, of fact or opinion, of adequacy and validity, of appropriateness, and of worth, desirability, and acceptability).
- (6) Appreciation consists of emotional response to content, identification characters or incidents, reactions to the author's use of language, and imagery.

In this study, some reading sub-skills can clearly be investigated and assessed by the test developed –BECA test but some sub-reading skills (adapted from Bennett's framework, 1972 cited in Richards ,2001 and Braun, 2004) were expected to be enhanced by the writing activities and tasks designed, as follows:

- recognizing and recalling of main ideas, sequence, comparison, and cause-and-effect relationships
- classifying and determining facts and opinion
- drawing conclusions on what they have read
- outlining what students have read or organizing or structuring what students have read into categories
- synthesizing what they have read
- making reasonable judgment on how far what students have read can be appropriated to be used as support evidence or argument
- evaluating information into two perspectives (i.e. pros and cons).

English writing skills: Two particular activities – preparation for a writing plan and final draft of written documents were used for observing and assessing the students' English writing skills in this study. The skills acquired from the preparation for a writing plan would be expected ability after studying the particular task and activity. The final draft of written document could be considered as the explicit evidence that illustrates the students' English writing skills. The following section reports the writing sub-skills that the students should have after taking the developed online CBCL module.

Task one– preparation for a writing plan, at the end of this task, students should be able to identify and classify ideas, brainstorm ideas, organize or structure the ideas into categories and logically present ideas

Task two–final draft of written documents consists of two main written assignments (1) an essay or a short report and (2) a written communication in business. The skills enhanced by an essay or a short report were reported by marking criteria of an essay or a short report (Appendix D2.1.1 and D2.1.2). Moreover, writing communication skill in business consisted of two types of documents (a résumé and a cover letter). The ability to write business communication document was illustrated by the criteria of each business document. However, each document had its own contributes. The summary of

skills that students should be able to do at the end of this task included using correct layout and avoiding slang or jargon and technical terms, providing necessary information concisely and clearly, presenting information in logically sequenced, stating the details clearly and concisely, using corrected grammar and structure , and demonstrating overall comprehensibility.

English speaking skills: In this study, two particular activities–practicing oral presentation and actual oral presentation were used for observing and assessing the students’ English speaking skills. The skills acquired from the practicing oral presentation would be expected ability that students should have after studying this activity. The actual oral presentation could be considered as the explicit evidence to illustrate the students’ English speaking skills. The following section reports the writing sub-skills that the students should have after taking the developed online CBCL module.

Task one–practicing oral presentation: At the end of task one, the students should be able to decide how the presentation will be used, to create the presentation or outlining the presentation, to practice speak English to increase students’ confidence, to keep within time constraints, and to practice oneself to be familiarized with the equipment to be used

Task two–actual oral presentation skills: The ability to perform oral business communication was illustrated by the criteria for assessing the students’ oral business communication consisting four indicators (See Appendix D2.1.10.).

English listening skills: English listening skill was planned based on the taxonomy for the domain of listening skills (Brindley, 1997) which includes:

- Orienting oneself to a spoken text consists of identifying the purpose/genre of a spoken text, identifying the topic, and identifying the broad,
- Identifying the main ideas(s) in a spoken text consists of distinguishing main ideas from supporting detail, distinguishing fact from example, distinguishing fact from opinion when explicitly stated in text,

- Extracting specific information from a spoken text consists of extracting key detail explicitly stated in text and identifying key vocabulary items,
- Understanding discourse structure and organization is composed of following discourse structure, identifying key discourse/cohesive markers and tracing the development of an argument,
- Understanding meaning not explicitly stated consists of relating utterances to the social, situational context, identifying the speaker's attitudes/emotional state, recognizing the communicative function of stress/intonation patterns, recognizing the speaker's illocutionary intent, deducing meaning of unfamiliar words, evaluating the adequacy of the information provided, and using information from discourse to make a reasonable prediction.

The students were assessed some listening sub-skills suggested by Brindley, (1997) when they sat in the BECA test (See test specifications in D1.1.). Moreover, the students were expected to observe the actual listening skills using the focus group videotape recording. Unfortunately, because of the problem of taping the students' behavior in the discussion class, the actual listening skills of students could not be observed.

Other employment skills were grouped and called as professional skills.

Professional skills: In this study, professional skills consisted of four skills: collaborative learning skill, critical thinking skill, communication skill in business, and study skills.

Collaborative learning skills: CL skills consisted of eleven sub-skills (adapted from Effective Team Member Checklist). Some sub-skills can be explicitly observed by the teacher but some should be noted by the students. The Effective Team Member Checklist (adapted from the University of Victoria's Learning and Teaching Centre's handout on "Team learning: A brief Guide for Implementation") was developed based on the general behavior the students perform during working in group. It consists of eleven behaviors: brainstorming ideas on the topic, attending and always being prepared for

team meetings and other team activities, making an effort to encourage and involve others, sharing resources, opinions, and suggestions, meeting team deadline, completing the quality of the work and consistently meeting or exceeding the expectations of the group, willingly sharing in the work of the group, treating other members of the team positively and avoiding 'put down' when others made suggestions, willing to change his or her mind based on new information, giving and receiving constructive feedback, and effectively working towards creating agreements and building consensus in the team

Critical thinking skills: Critical thinking skills consisted of two categories: critical thinking and creative thinking skills.

- Critical thinking skills (adapted from Norris and Ennis, 1989; Braun, 2004) are composed of six sub-skills.
 - Knowledge : Able to read and understand what students read or write
 - Knowing or recalling where and how to get information
 - Classifying and determining facts and evidence
 - Comprehension: Recognizing what students read or write
 - Recognizing central thesis or arguments
 - Outlining what students read or write
 - Assembling information into one's own words
 - Application: Using appropriate support evidence or arguments
 - Identifying cause and effect relationships
 - Assessing relevance, truth, validity, and strength of information
 - Analysis: Scientific analytical reasoning on what students read and write
 - Brainstorming ideas on the topic
 - Recognizing stated and implied assumptions
 - Identifying cause and effect relationships
 - Evaluating information from multiple perspectives
 - Assessing strengths and weaknesses of options
 - Synthesis: Synthesizing on what students read or write

- Drawing conclusions and evaluating the effectiveness and justification of the conclusion
- Evaluating information from multiple perspectives
- Creating multiple options
- Determining the criteria to use to evaluate options
- Assessing strength and weakness of options
- Evaluation: Making reasonable judgment on what students read or write
 - Identifying cause and effect relationships
 - Evaluating information from multiple perspectives
 - Assessing strength and weaknesses of options
- Creative thinking skills consisted of two sub-skills (adapted from Norris and Ennis, 1989)
 - Allowing students to have more answers or looking for many possible answers
 - Illustrating positive attitudes and self-confidence

In this study, the sub-skills suggested by Braun (2004) and Norris and Ennis, (1989) were grouped into two levels of critical thinking skills – the low level and the high level of critical thinking skills.

The low level of critical thinking skills included: finding information to support the topic, summarizing information from resources, identifying ideas, brainstorming ideas, organizing or structuring ideas into categories, and logically presenting ideas.

The high level of critical thinking skills included: making reasonable judgments on to what extent what students read is appropriate to be used as support and synthesizing what students have read.

All of the critical thinking skills in this study were explicitly observed by the tasks and activities designed for the developed online CBCL module.

Communication skills in business: Communication is any behavior, verbal (spoken or written) or nonverbal that was perceived by each other within and between business organizations.

In this study, communication skill in business is defined as oral communication in business and writing communication in business. Students with oral communication in business were observed and assessed by the criteria for observing the oral communication skills in business consisting content, language performance, and presentation technique. Moreover, students' with writing communication skills in business were justified by the criteria for observing and assessing the students' writing communication skill in business which were depended on what types of business documents the students performed. There were a short report (Appendix D.2.1.2), a résumé (Appendix D.2.1.7), and a cover letter (Appendix D.2.1.4).

Study skills: Study skills consisted of many types of skills such as ability to take note, manage time, actively learn, use e-learning, work collaboratively, set goal to improve your work, manage anxiety, and monitor themselves (suggested by Cortrell,2003).

In this study, study skills were composed of four sub-skills: reading strategies, note-taking, referencing, and learning skills or learning how to learn.

- Reading strategies
 - Using scanning techniques to extract specific information from what the students have read to find related articles to support their arguments from what the students have read to find related articles to support their arguments
 - Using skimming for overall comprehension from what the students have read to find related articles to support their argument
 - Identifying the main point or ideas and details from what the students have read to find related articles to support their arguments

- Using techniques (theSQ3R Reading Method) the students have learned from the course
- Note-taking
 - Identifying the main ideas being discussed.
- Referencing
 - Acknowledging or recognizing the importance of referencing
 - Using the correct form which students have learned in their assignment
- Learning skills or learning how to learn
 - Summarizing and synthesizing information from resources in their assignment
 - Finding related articles to support their arguments
 - Taking responsibilities for their own learning as well as taking responsibility to their group's task.

In this study, note-taking skills were overlapped with reading skills. Moreover, the two sub-skills of learning skills were overlapped with reading skills and the last sub-skills were overlapped with collaborative learning skills. What we can conclude was that if the students' reading and collaborative learning were likely to be enhanced, it suggests that the students' note-taking and learning skills were enhanced as well. Thus, the study skills consisted of reading strategies and referencing.

After constructing expected skills the students would acquire from the developed online CBCL module, the particular aspects of teaching English for Business Purposes should be acknowledged to construct an effective business English course. The following section presents the approach of teaching business English used in this study.

2.2.4 Approach of teaching Business English

This section begins with the common characteristics of an ESP course followed by the three broad approaches of business English teaching used in this study, and the overarching approach of teaching Business English used for designing the developed online CBCL module for business English communication course (i.e. Communicative

Language Teaching (CLT), learner-centered, PPP approach, case-based learning (CBL), and collaborative learning approach).

In this section, only the CLT, learner-centered, and PPP approach are discussed since they are considered as the fundamental approaches underlying the course development. The remaining two are discussed in this Chapter, sections 2.3 and 2.4. In this study, the CBL approach was considered as the primary methodology used for enhancing professional skills, especially critical thinking skills, whereas the collaborative learning (CL) approach was given to be positioned as the learning strategy used for enhancing students' teamwork ability.

Business English is considered to be one branch of English for Specific Purposes (ESP). Hence, an acknowledgment of ESP course characteristics as well as the approach of teaching business English is essential.

Characteristics of ESP courses: Three common characteristics of ESP courses are authentic materials, purpose-related orientation and self-direction (Carter, 1983). An ESP course should focus on *authentic material* that encourages business people to use real-life language. The use of authentic materials helps induce learners' motivation, interest, participation, and confidence, as well as developing communicative skills as it gives learners an opportunity to face real situations. Moreover, *purpose-related orientation* refers to simulation of communicative tasks required for setting the target. According to Carter (1983), student simulation involves preparation for a paper, note taking, writing and reading (Gatehouse, 2001). Finally, *self-direction* is a characteristic of an ESP course, that is the '... point of including self-direction ... is that ESP is concerned with turning learners into users' (Carter, 1983: 134). In other words, learners take the responsibility for their own learning. They have freedom to decide when, what, and how they will study (Gatehouse, 2001).

Approaches of business English teaching: At the same time, to specify the ESP course to be English for Business Purposes (EBP) course, the three broad approaches in business English teaching (Sykes, 2000), namely, the general approach, lexical approach,

and context approach should be taken into account. The *general approach* is the largest category and is similar to teaching English in universities or colleges, except that the teaching is conducted in a company. The *lexical approach* has a variety of forms and tends to concentrate on teaching specific vocabularies or words used in business. The *context approach* encourages students to learn and use business English in business situations; it teaches both general knowledge (for example, conversations, presentations and meetings), and specific knowledge (for example, English in marketing, sales, production, and finance).

Based on the two approaches, the ESP course and the business English course have similar characteristics. What makes the two approaches different is the fact that the core skills needed depend on the goals and objectives of the course which derive from what is appropriate for the learners.

What is appropriate for the learners is based on the needs assessment. Needs assessment is considered as the key defining feature of a business English course (St John and Johnson, 1996). The term 'learning need' is concerned with 'what the learner needs to do in order to learn' (Hutchinson and Waters, 1987: 54). The learning need is about understanding learners and also about understanding the communication events in which the learners will participate.

Analysing samples of texts is part of today's needs analysis process (St. John and Johnson, 1996). Needs analysis should cover who the learners are, their level of language performance and intercultural competence, their interests, preferences, attitude, goals and expectations, the target contexts, and the types of communicative skills needed. The rationale for need analysis for EAP/ESP instruction is to identify elements of students' target English situation and use them. As a result, teachers are able to provide students with the specific language they need to be successful in their course and future career (Johns and Dudley-Evan, 1991). Moreover, as business people face budget and time constraints, a business English course should be related to their work. As a result, needs

analysis must be carried out before designing an ESP course and a company-training program to make a course worthwhile to invest in.

Besides, the three common characteristics of developing an ESP course, three broad approaches of business English teaching, and roles of needs assessment, the language teaching approach should be acknowledged and synthesized since they are considered as the basic principles of developing a language course.

There are many language teaching approaches for example Grammar Translation Approach, Direct Method Approach, Audio-Lingual Approach, Situational Approach, Cognitive Approach, Affective Humanistic Approach, Comprehension Approach and Communicative Approach (Mazhar, 2006). However, at present, the Communicative language teaching (CLT) approach is well established as the dominant theoretical model in English Language Teaching (ELT), especially in Thailand. The Ministry of University Affairs has issued the reform of English language teaching and learning in Thai higher institutions that are mainly focused on the two distinguish approaches: CLT approach and learner-centred approach (Office of the Education Council, 2004).

Communicative language teaching (CLT) approach: The principle of CLT approach is 'communicative competence'. Communicative competence refers to an individual's capacity to utilize mental representations of language built up through practice or experience in order to convey meaning (Purpura, 2004). That is, the CLT approach emphasizes communicative competence as a goal for language learning by means of the learning process based on authenticity, real-world simulation and meaningful tasks.

Eight principles on the CLT approach are summarized by Berns (1990). To begin with, The CLT approach views language teaching as communication. In other words, language is seen as a '*social tool*' that speakers use to communicate something to someone for some purpose, either orally or in writing. Secondly, the CLT approach believes that '*diversity is recognized and accepted as part of language development*' and used by second language learners as with first language users. The third principle is that

'learner's competence is considered in relative terms', not absolute ones. Moreover, *'more than one variety of a language is recognized as a viable model'* for learning and teaching. Additionally, *'culture'* is recognized as instrumental in shaping speakers' communicative competence, both in their first and subsequent languages. Besides, *'no single methodology'* or a fixed set of techniques is prescribed. Furthermore, language use is recognized as serving *'ideational, interpersonal, and textual functions'* and is related to the development of learners' competence. Finally, it is essential that *'learners be engaged in doing things with language'*, that is, they use a language for a variety of purposes in all phases of learning.

Nunan (1991: 279) lists five basic characteristics of the CLT approach:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

As summarized by the two scholars, the principles of the CLT approach are to encourage students to communicate in the target language within a real-life situation and help increase students' self confidence in using the target language by using a variety of teaching methodologies. The CLT approach puts more emphasis on functions over fluency and fluency over accuracy. That is, as students are allowed to make mistakes, they will not feel anxious about learning the target language. With a low level of anxiety, students might have a higher chance to be successful in learning the target language.

Moreover, students are encouraged to practice language with others in pairs and group work. At the same time, a teacher can develop learning situations to promote

students' language proficiency in real communication settings. The key principle underlining the CLT approach is to help teachers fill the gaps of language teaching by enhancing students use the target language in a common activity. Furthermore, the CLT approach is strongly associated with a number of particular activity types, such as problem-solving and pair work. The important feature of the CLT approach is that both processes and goals (or products) involved both learners and teachers in learning and teaching the target language.

However, since this method focuses more on fluency not accuracy, students may be able to communicate well but using wrong grammar. Some students may not be able to pass the national exam which consists mostly of grammar, reading, vocabulary and translation, especially in Thai situation. And, EFL students do not use English in everyday communication and they lack confidence in language using. The communicative approach may be difficult to apply in an EFL environments. To implement the CLT approach, it is essential to construct a good communicative lesson and clear away the misconception of the CLT approach.

Nunan (1989: 132) suggests the following good characteristics of a communicative lesson: (1) derive input from authentic sources; (2) involve learners in problem-solving activities in which they are required to negotiate meaning; (3) incorporate tasks which relate to learners real-life communicative needs; (4) allow learners choices in what, how and when to learn; (5) allow learners to rehearse, in class, real-world language tasks; (6) require learners and teachers to adopt a range of roles, and use language in a variety of settings in and out of the classroom; (7) expose learners to the language as system; (8) encourage learners to develop skills in learning how to learn; (9) integrate the four macroskills; (10) provide controlled practice in enabling microskills, namely, reading, listening, speaking and writing; and (11) involve learners in creative language use.

In brief, for constructing the CLT lessons, learners should place themselves in the environment (authentic or simulated real-life, relaxed settings) that encourages and enhances their skills as much as possible.

As mentioned before, course designers and teachers should clear away the misconceptions of the CLT approach since they could cause the difficulties or failures of the CLT course. Thompson (1996) classifies the four misconceptions of the CLT approach—CLT means not teaching grammar, CLT means teaching only speaking, CLT means pair work, which means role play, and CLT means expecting too much from the teacher) before constructing the language course.

For example, the CLT means teaching only speaking – a focus on encouraging learners to communicate leads the language teachers to think about what learners will need to communicate about and why and then develop tasks and activities based on what they think. Sometimes, tasks and activities in the classroom are not likely in reality to use the language outside the classroom (Thompson, 1996). That is, the language teacher might think that only speaking tasks should be taught in the communicative classroom but in fact listening tasks are involved the communicative process as well because of two way direction of communication. Thus, the communicative tasks and activities should be designed by engaging learners' integrated skills not only speaking skills as some educators think.

In this study, English is seen as a social tool that the learners use for communicating with each other and teacher through oral and written English language. Moreover, there is no single methodology used in this course but the 'significant' method used in this study is the case-based learning (CBL) method. Since there are five types of learning associated by the CLT approach: interactive learning, learner-centred learning, cooperative learning, content-based learning, and task-based learning (English Raven.com–on-line), the CBL method used in this study was part of the CLT approach (i.e. the interactive learning concept). One similar feature of the CBL and the CLT approach is that the authentic or simulated sources would be required for enhancing learners' ability.

Authentic or simulated features are considered to be a device of the CBL method which helps engage genuine language input within the 'real world' for meaningful communication. The CBL approach also involves learners in problem-solving activities in which they are required to negotiate meaning, incorporates tasks related to learners real-life communicative needs, allows learners to rehearse, in class, real-world language tasks, and entails pair and group work in the classroom. In other words, learners are engaged in doing things with language by authentic materials (for example case study) in simulated workplace environment. Language and professional skills (for example, communication, thinking, and team work skills) are engaged and enhanced through the case discussion as learners are actively engaged and working together to brainstorm issues, communicate what they know, and develop their plans for learning (Waterman,1998) (See more detail in Part Two– the CBL method).

As mentioned before, Thai higher institutions currently employ the two distinguish approaches: CLT approach and learner-centered approach (Office of the Education Council, 2004). The role of the learner-centred approach in this study was the ways of improving quality of the language course using information examining learners' needs, difficulties and interests.

Learner-centered approach: Learner-centered approach is a principle in which the importance is given to learners, and ideally, it encourages the development of individual thinking skills (Atagi, 2002) and aims at encouraging students to determine what they need to know. It focuses on the benefits of learners, enables learners to apply learning methods in real life, allows learners to acquire knowledge and skills from a variety of sources, and supports individual learning. Essentially, learners are responsible for their work, and create self-assessment, self-improvement and self-discipline.

Nunan (1989: 19) concludes that the learner-centered curriculum contains similar elements and processes to traditional curricula but a key difference is that information by and from learners will be built into every phase of the curriculum process. That is, curriculum development becomes a collaborative effort between teachers and learners,

since learners are involved in decisions on content selection, methodology and evaluation.

The techniques for learner-centered instruction focus on learners' needs, styles and goals, give some control to students (group work or strategy training), allow for students creativity and innovation, and enhance students' sense of competence and self-worth (Brown, 2000). The curricula include consultation and input of students and do not presuppose objectives in advance. In addition, this approach helps students learn by observing good points and improving their weak points. Learners also learn to accept others' opinions and ideas. When applying this particular teaching approach, teachers not only need to have a method to assess students' performance but also establish accountability measurement for activities performed by students. As a result, students' proficiency will be more closely matched with their real proficiency.

However, the practical use of the learner-centered approach is not easy. Teachers need more resources and time to apply this method. Various learning materials help students learn on their own as well as inducing them to think creatively, solve problems wisely and improve their language proficiency but budget and resources required are relatively high. Moreover, it is found, in reality, that students do not work well together; they are not actively responsible for their own learning; and they just learn a target language in order to pass exams. Most importantly, teachers sometimes misunderstand the learner-center approach. Teachers do not prepare lessons, assuming it is the students' responsibility to initiate their own learning (Atagi, 2002), especially when employed in Thailand as found in a study by Pillay (2002: 49).

... the majority of Thai teachers lack a good understanding of the concepts, principles and processes involved in the new approaches of teaching and learning when it began to be utilized. For sustainability, it is extremely important that training also focus on changing teacher beliefs about their practices. Teacher competencies in using student-centered learning also require a high level of content knowledge and an understanding of the multidimensional nature of knowledge.

Kelimeler (2000: 195) makes an interesting conclusion and suggestions on implementing the learner-center approach as follows:

The knowledge and personal qualities that learner involvement requires cannot be taken for granted, and need to be developed overtime. A learner-centered approach needs therefore to contain an element of awareness development, which is designed to help learners deepen their understanding of language learning and develop their ability to play an active and self-directive role in their language study...

...to help learners develop this ability of undertaking responsibilities for their own learning and work toward the goal of becoming autonomous learners, the concept of learner training was developed by learner training...

That is, the CLT approach promotes a learner-centered methodology not only because the design of such programs is based on real-life needs and the communicative goals of the student but also because the practice of communicative methods plays a significant role in learner training (Kelimeler, 2000). That is, there are some correlations on features or principles of the CLT and learner-centered approach and the two approaches could not be separated.

In fact, the learner-centered approach is based on the stakeholder's needs assessment (i.e. learners, employers). In other words, language educators should analyze needs before conducting a language course. That shows learning and learners are the center of the teaching process. Since the learners' involvement in the learner-center approach requires time (Tudor, 1996), the needs of employers and the analysis of previous English textbooks could be used to reflect on what learners should be able to do at the end of the course. To save time, the needs of employers are implied as a device for assessing learners needs before conducting a course. In short, the learning and learners assessment were involved in every step of designing, developing and evaluating in order to improve the quality of the developed online CBCL module.

Not only the CLT approach and learner-centered approach were employed in this study but also the PPP approach was used for designing the developed online CBCL module.

PPP approach: The CLT approach usually utilizes *the PPP approach* as an approach to design communicative language tasks and activities. The ‘PPP’ stands for *Presentation, Practice and Production* [English Raven.com–online]:

Presentation presents the introduction of each lesson, and necessarily requires the creation of a realistic situation requiring the target language to be learned.

...The teacher uses this activity to investigate students’ comprehension, then constructs the ‘language concept’ that students have learned from. After they understood the concept, the model of the target language would be taught and then they are assigned to practice the target language by drill techniques.

Practice is seen as a device to create familiarity and confidence with the new language by providing activities that learners practice what they have learned. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner-centered.

Production is seen as the applicable learning process. That is, learners can become independent *users* of the language rather than *students* of the language.

Richards (2006: 8) provides an example of course development according to the PPP approach that could help clearly understand the concepts of using the PPP approach in the CLT course.

Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students’ comprehension of it.

Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.

Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

The PPP lesson format and assumption has been widely used in language teaching materials and continues in modified form to be used today (Richards, 2006; English Raven.com–online). However, it has been strongly criticized in recent years. Skehan (1996: 18), for example, comments:

The underlying theory for a PPP approach has now been discredited. The belief that a precise focus on a particular form leads to learning and automatization (that learners will learn what is taught in the order in which it is taught) no longer carries much credibility in linguistics or psychology.

It could be concluded that the PPP approach believes learners should learn step-by-step but the learning process does not need to be in order. However, the procedure of each P is considered as an easy aspect which could be easily understood by both students and new or emerging teachers. Also, the PPP approach has given way to functional and skills-based teaching, and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work (Brumfit, 1979).

In brief, of the studies mentioned above, there are some correlations on features or principle of the three approaches (i.e. learner-centered and CLT, and PPP approach). The two approaches (i.e. learner-centered and CLT approach) aim at providing an opportunity for students to communicate a target language in real-life situations or events that are meaningful to students whereas the PPP approach is used as a device to design language tasks and activities easily.

2.2.5 Application for the development of an online CBCL module for business English communication course

The features of the learner-centered, CLT, and PPP approach were used as guidelines for designing the developed online CBCL module for business English communication course with aims at enhancing English language and professional skills of EFL students in Thai contexts. The learner-centered approach was grounded into every phase by using the needs of learners, learners' abilities and difficulties in decisions of learning content, teaching methodology, evaluation and curriculum revision. The activities and tasks were emphasized to provide a learning setting that would enhance learners to communicate through authentic environment and interaction in the target language. That is, the activities and tasks designed for the developed online CBCL module were grounded by the CLT approach. The process of designing activities and tasks was grounded by the PPP format (See details in Chapter 4:4.2.). Authentic or simulated tasks and activities were engaged in the developed online CBCL module for business English communication course by providing the learners with opportunities to practice the target language.

In this study, the method and environment was designed to engage the students to do a task that enhanced the students' use of English to communicate in real situations, apply both present and prior knowledge to find solutions, and take responsibility in the learning process is implemented to make a link between the theory and practicality. The sources from the studies on needs of business English for Thai graduates, the previous English foundation textbooks, content analysis and the ongoing needs analysis of learners were used as a device for gathering necessary information to construct and improve the quality of the developed online CBCL module for business English communication course.

In this study, the authentic tasks and activities were engaged by using the CBL method. Hence definitions, types and quality of the case, the CBL learning procedure, advantages, disadvantages of CBL method in teaching and learning are summarized and synthesized in the following part.

2.3 Part Two–Case-based Learning (CBL) Method

This part begins with the definition of the CBL method, followed by the types of case; the quality of case; the CBL learning procedures; effectiveness of integrating the CBL method in teaching and learning process; and problems of learning and teaching through the CBL method .

2.3.1 Definition

The CBL method has been used as an instructional method for over 100 years. Cases have traditionally been used to teach decision making skills in professional education such as management, law, and medical science (Kleinfeld, 1990; Graf, 1991; Merserth, 1991; Shulman, 1992; Leenders, Erskine and Maufette-Leenders, 1997; Flynn and Klein, 2001; Flynn and Klein, 2001).

The center of case-based instruction is a case study. Leenders and Erskine (1973) define the case method as education vehicles to give students an opportunity to put themselves in the decision makers' or problem solvers' shoes.

The case study is concerned with (Leenders, Erkin and Mauffette-Leenders, 1997: 2):

... a description of an actual situation, commonly involving a decision, a challenger, an opportunity, a problem or an issue faced by a person (or persons) in an organization

McWilliam (1992: 361) describes case studies as:

... realistic accounts of situations encountered by professionals in the workplace completed with extraneous information, missing information, and conflicting values of the people involved in the situation.

A case is typically defined as a written, problem-based account of an on-the-job teaching dilemma (Shulman, 1992). The case formats can be a written document, a newspaper article, a radio or television news, a scientific or nonscientific problem, an actual or fictitious story.

From this perspective, case-based instruction can be defined as *an active-learning pedagogy* designed for problem analysis and problem-solving, stressing a variety of viewpoints and potential outcomes (Cranston-Gingrass et al, 1996).

In this study, the CBL method is viewed as a device and methodology for practicing and enhancing language, academic and professional ability.

2.3.2 Types of case

Case can be separated into a number of types. For example, cases are classified into three basic types (Matejka and Cosse, 1981 cited in Graf, 1999). Firstly, *true cases*, which relate actual problems or situations that happen with person(s) and in some organization. Secondly, *disguised cases*, which are based on real events, but with names of organizations and individuals changed to protect proprietary interests, prevent legal problems or avoid embarrassment. Lastly, *fictitious cases*, which are created by the case author in order to present a specific situation for analyzing.

In designing instructional materials for case-based instruction, Knirk and Hudspeth (1988) (cited in Graf, 1999: 82) characterize three types of case materials suitable for a design course: namely, a brief *case report* (1-2 pages), which describes a critical incident in a new story format, a detailed *case problem* (7-8 pages), which includes background

information and other information. A *case study* is also detailed case but the relationships of people or organizations involved are explained in details. There is also discussion of the problem, including an analysis of how the case was actually solved. That is, the case study is more fully developed than either the case report or case problem.

Willings (1968 cited in Graf, 1999) identifies four types of cases (1) individual problem, (2) isolated incident, (3) organizational problems, and (4) combination of these. The focus of a case study can be on a person, incident, or situation.

Lee (1983) classifies three main case study methods. In the *Harvard Approach*, the student must consider a series of questions on a problem in a narrative form. Secondly, the *Abbreviate Case Approach* condenses the problem situation and avoids the complexities inherent in real situations. *The Incidence Approach* relies on students' responsibility to look up any additional facts necessary to solve the presented problem.

The three types of case (i.e. true, disguised, and fictitious cases) classified by Matejka and Cosse (1981 cited in Graf, 1999) were used in this study because of simple and distinguished classification.

2.3.3 Quality of case

The use of a case in teaching is currently demanding. However, it is not easy to write a good case (Kashani, 1995; Abell, 1997; Leenders and Erskine, 1989 cited in Schreyer Institute for Teaching Excellence, 2004). It is then interesting to know how to write a good case.

The Schreyer Institute for Teaching Excellence (2004) explains the characteristics of a good case. To begin with, a case should be authentic and realistic. The case should be based on real life situations, using as much factual information as possible with extra information such as quotes, exhibits and pictures. The problem scenario in the case should be relevant to the real world so that students can experience and share the snapshot of reality. Secondly, the case structure should start with the broadest questions, followed by specific situations and ended up with the specific issues. Case presentation

should be in a narrative style and story-telling format, giving details about actions and persons involved in a problem situation. That is, the case should use an efficient and basic case structure in writing. Moreover, a fit of the case with students' educational need, and the need in practice is recommended. That is, the topics and content of the case should be appropriate and important to the students who use the case and should be relevant to the learning objectives. In addition, the case should not have profound theories, but rather pose complex, and controversial issues. The controversy of a case can entail a debate or contest. A good case should create learning in many levels-not only substantive learning, but also learning with respect to communication and persuading others. The case should provide sufficient background information to allow students to tackle the issues. That is, a case should include not only the events that happened, but also how the people involved perceive them. A case should have enough description for students to be able to situate the case problem, understand the various issues, and identify themselves with the decision-maker's position. A case should have descriptions of the people involved since understanding an individual's predisposition, position, and values, is an important part of the decision making. Finally, a case should be written in a well-organized structure and in clear language. That is, a case should be easy to read or access. A case outline should be well-prepared and well-organized. The presentation of the case should be refined and clear.

Smith (1999) proposes the features for a good case: (1) a context-based, relevant and relatively realistic scenario; (2) a challenging but not too frustrating problem, task, or situation; (3) a somewhat open-ended problem or situation that requires careful formulation and listing of assumptions; (4) a problem or situation that motivates students to explore, investigate, and study; (5) a problem or situation that encourages or requires interaction among students, between students and faculty, between students and outside resources; and (6) a problem that requires addressing the integration of broader aspects, including technical, economic, social, ethical, and environmental aspects.

Abell (1997) recommends the key features of a good case as follows. A case should not be just a story, it should tackle relevant and important issues, provide a voyage of

discovery or surprises; a case should contain contrasts and comparisons, provide current and useful generalizations, contain sufficient information required to tackle the problem; a case should have a personal touch, be well-structured, easy to read, and short (no more than 8-10 pages).

Many educators attempt to establish criteria to evaluate a quality of a case (McWilliam, 1992; Shulman, 1992; Facione and Facione, 1994; Elksnin, 2001; Pennstate: Schreyer Institute for Teaching, 2004). The Pennstate: Schreyer Institute for Teaching (2004), for example, constructs a case evaluation form consisting two indicators: objective criteria and content criteria (Available from: <http://www.schreyerinstitute.psu.edu/pdf/CaseEvalRubric.pdf>). The objective criteria consist of effectiveness of the case, authenticity of problem scenario, unity of organization, coherence of organization, and clarity of presentation. The content criteria consist of appropriateness of the content, attentive focus of the content, and connection of previous knowledge to new knowledge.

Stivers (1991); McWilliam (1992); Shulman (1992); Elksnin , 2001) suggest a checklist for a good case when (a) writing a case, (b) evaluating cases written by students, or (c) selecting commercial cases. It consists of five criteria (i.e. problem/dilemma selection, presentation issue, preparation issue, curricular issue, and validation) as shown in Table 2.1. All criteria have a clear explanation for the educator to follow.

Table 2.1: The checklist for a good case

Problem/dilemma selection

1. The situation presented is realistic; I can visualize myself in a similar situation.
2. The case is generalizable; knowledge and skills emerging from case analysis can be applied to other teaching situations.
3. The case contains multiple themes, imitating complexity experienced in 'real life.'
4. The problem/dilemma can be addressed (if not solved) by the main character, thus promoting participants' critical-thinking skills.
5. Multiple solutions to the problem/dilemma are possible; there is no single correct answer.

Presentation issues

6. The case begins with a strong opening, which 'sets the stage.
7. A central incident is included that is readily identifiable. Time elapses before main character acts, allowing the reader the opportunity to think about what he or she would do.
8. The case is 'richly written,' with lavish detail, sophisticated/appropriate vocabulary. Descriptive narrative enables reader to form mental images of people and events.
9. Stereotypic situations and characters are avoided. The reader becomes involved with the characters and events. Characters represent people facing problems rather than heroes or villains. Racial and gender stereotypes are avoided.

Table 2.1(cont.): The checklist for a good case**Presentation issues**

10. A summary (abstract) of the case is provided.
11. A case outline is provided, which includes a summary of events.
12. Discussion questions are provided.
13. Teaching notes are provided.
14. Supplemental/extension activities are suggested.
15. Resources (i.e., books, articles, etc.) are suggested.

Curricular issues

16. Case relates to major topics in the curriculum (may be subject-specific or context-specific).

Validation

17. The case has been field tested with subjects with characteristics similar to those of my students.

Source: Elksnin , 2001

In short, a good case should provide opportunities for students to interact in authentic situations, scenarios, tasks and contents through authentic materials in real-life communication. In addition, the good case should provide realistic opportunities for conflicting workplace situations within the safety of the classroom environment. That is, the features of the case should achieve the characteristics of authenticity (i.e. illustrating issues of problems under examination and exploration, reflecting theoretical frameworks, generating decision criteria, assumptions, principles and solution, and integrating realistic situations in order to motivate students to learn effectively).

Cases developed in this study were based on actual problems or situations that happen with person(s) and in some organization – *true cases*– (Matejka and Cosse’s case classification (1981 cited in Graf, 1999). As mentioned before, Matejka and Cosse’s (1981) case classification is considered to be simple. Also, the method of classification of each type of case is precisely distinguished. Moreover, the tasks and activities in each case were to be incorporated consisting of disguised cases and fictitious cases. Moreover, the cases in this study were presented in terms of hypertext and/or hypermedia since the hypertext and hypermedia technology were expected to bring a revolution in Thai language education. All cases were suggested and validated by experts in the fields of business English and business content. The evaluation form of evaluating the quality of the case in this study was adapted from the case evaluation form of the Pennstate: Schreyer Institute for Teaching (2004). This was chosen since it mostly covered

characteristics of a good case and all criteria could be objectively fitted and adapted with all cases designed in this study. The important characteristics or criteria of the cases developed in this study were developed based on the factual information as much as possible. Thus, the authenticity in international and national contexts was considered as the primary principle of case design and development in this study. Also, the cases were designed by promoting students' English language ability as well as communication, collaborative, and critical thinking skills. Not all skills were promoted in one case but one case promoted at least two skills. Most importantly, the cases developed in this study should be related to the major goals and objectives of the developed online CBCL module for business English communication course.

2.3.4 Case-based learning procedures

Many educators propose many different case procedures (Mason, Mayer and Ezell, 1982 cited in Kiewying, 1991; Davis, 1972 cited in Kiewying, 1991; and Leenders, Erkin and Mauffette-Leenders, 1997). For instance, Mason, Mayer and Ezell (1982 cited in Kiewying, 1991: 127) divide case analysis process into five steps, namely, situation analysis, problem definition, development of alternatives, assessment of alternatives, and development of a plan of action.

Many educators propose many different case procedures (Mason, Mayer and Ezell, 1982 cited in Kiewying, 1991; Davis, 1972 cited in Kiewying, 1991; and Leenders, Erkin and Mauffette-Leenders, 1997).

Mason, Mayer and Ezell (1982 cited in Kiewying, 1991: 127) divide case analysis process into five steps, namely, situation analysis, problem definition, development of alternatives, assessment of alternatives, and development of a plan of action.

Davis (1972 cited in Kiewying, 1991: 115) allocates the process of case analysis into seven steps: preparation, problem identification, alternative developing and defining, consequence of alternative analysis, appraisal, and implementation.

There are 10 steps of analyzing the case as follows: identify the problem, determine the nature of the problem or learning issues in the case, decide the importance and urgency

of the situation, analyze the situation quantitatively and qualitatively, generate alternatives, establish decision criteria, select the preferred alternative and predict the outcome, outline an action and implementation of the plan, identify relevant missing information, and list the assumptions made during analysis process (Leenders, Erkin and Mauffette-Leenders,1997).

Many educators attempt to construct the procedure of CBL method. At present many models have been used in specific fields, such as science, and they are mostly based on problem-based learning (PBL), for example models by Flexible Education, University of Tasmania (2005). Flexible Education, University of Tasmania (2005) proposed seven models for health sciences which mainly used the CBL method as a teaching method. Advantages and disadvantages of each model are available from: http://www.healthsci.utas.edu.au/faculty/cases/case_workbook/casewritingworkbook/casehbk_appc05.pdf. However, there is a lack of the CBL model creation in social science. In fact, only one model is currently created for the general purpose – Graf's model (1999). Graf's model consists of 6 components, namely, case overviews, case objectives, case backgrounds, relevant study, discussion, and case solution. Figure 2.3 shows the CBL model proposed by Graf (1999) and the following information explained on each component.

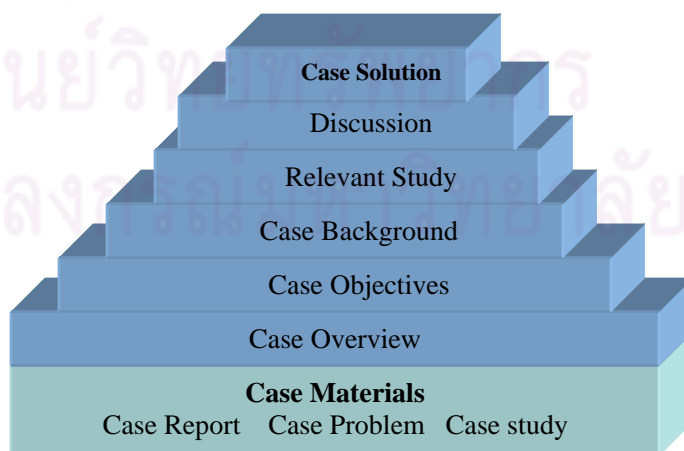


Figure 2.3: Illustration of case-based learning (CBL) model
Source: Graf , 1999

Three types of case materials: case report, case problem, and case study are the learning resources. The CBL learning procedure starts with *Case Overviews*. Its process includes teaching outcomes which comprise the goal of the case materials, description of purposes, a brief description of entry-level skill needed for students to participate in the case, and a description of the relationship of the case to curricular objectives. The overviews should be brief and easy to understand. *Case Objectives* inform students about the purpose of the case, and help instructional designers create effective materials. *Case Background* presents the scenario for the case, describing the problem to be studied and providing a historical and chronological description of the case situation so that students can fully understand the context of the case. *Relevant data* are facts and events directly related to the problem presented in the case. *Discussion part* is the process of asking, searching, and finding the answers. *Case Solution or Debriefing suggestions* provide a reasonable outcome. The best possible solutions are presented since in the real world it is hard to find the right solutions. Case writers will provide specific suggestions for debriefing the case.

The two models – the case model 2 by Flexible Education, University of Tasmania (2005) and Graf's model – were used in this study. The case model 2 by Flexible Education, University of Tasmania, 2005 – contextualisation of theory, research skills and collaboration used for nursing practice 2nd year was integrated for constructing a language learning model as it is designed to have three task activities: individual, group discussion and class discussion. It was used as an overall procedure of learning through the developed online CBCL module. Moreover, the Graf's model is used as a learning procedure when the CBL method was to be used since it provides a clear picture with a rich description of the process of analyzing a case and is easy to follow step-by-step. Moreover, theoretically, it is considered to be logically and easily observed and evaluated students' performance.

To implement the CBL method in a course including a language course, information of the effectiveness and difficulties of utilizing the CBL method in teaching and learning

process should be acknowledged since it is considered to be evidence for supporting or opposing decision on case implementation.

2.3.5 Effectiveness of integrating the CBL method in teaching and learning process

The CBL method is widely accepted as one of the efficient learning and teaching methods, and has gained more popularity in learning and teaching process (Leenders, Erskine and Maufette-Leenders, 2001; McWilliam, 1992, 1995; Merserth, 1991; Graf, 1999;).

The following information also presents the benefits of implementing the CBL method in other aspects.

Based on the constructivist viewpoint: The benefits of implementing the CBL method in the classroom is that the important features of the CBL method is based on the constructivist viewpoint which believes in ‘purposeful knowledge’ which comprises three main features: authenticity, real practice and collaborative learning. (Allain, et al, 1998, Jonassen and McAleese, 1993; Applefield, et al, 2001; Mcdade ,1995; Lebow ,1993). Learners have the chance to learn with text authenticity (the intrinsic quality of the text) and learner authenticity (learners’ interaction with the materials) and practical practice what they have learned (hands-on experience) into the workplace environments, namely, the collaborative learning and discussion settings).

The six prerequisite levels of learning starting from the simplest behavior to the most complex one (i.e. knowledge, comprehension, application, analysis, synthesis and evaluation) can be covered in the process of case analysis and solution (Braun, 2004). Table 2.2 shows the correlation of Bloom’s Taxonomy, problem-solving steps and critical thinking summarized by Braun (2004).

Table 2.2: Correlation of Bloom’s Taxonomy, problem-solving steps and critical thinking

Bloom’s taxonomy level of learning	Problem-solving steps applied to case study	Critical think skills applied
Knowledge	1. Understand the problem situation <ul style="list-style-type: none"> • Read the case study 	<ul style="list-style-type: none"> • Know where and how to get information • Determine facts and evidence
Comprehension	<ul style="list-style-type: none"> • Identify business concepts embedded/illustrated in case 	<ul style="list-style-type: none"> • Recognize central thesis or arguments • Assemble information into one’s own words
Application	<ul style="list-style-type: none"> • Comprehend the effects of the business concepts within the case. 	<ul style="list-style-type: none"> • Identify cause and effect relationships • Assess relevance, truth, validity, and strength of information
Analysis	2. Analyze the problem situation <ul style="list-style-type: none"> • Analyze and evaluate components of the situation and their interaction • Identify underlying facts and assumption • Judge the effectiveness of business concepts in the situation 	<ul style="list-style-type: none"> • Recognize stated and implied assumptions • Identify cause and effect relationships • Evaluate information from multiple perspectives • Assess strengths and weaknesses if options
Synthesis	3. Identify and evaluate alternatives <ul style="list-style-type: none"> • Identify other concepts to apply • Establish criteria to evaluate alternate solution • Evaluate the impact and reasoning of alternatives 4. Select/implement alternative <ul style="list-style-type: none"> • Judge alternatives 	<ul style="list-style-type: none"> • Draw conclusions and evaluate the effectiveness and justification of the conclusion • Evaluate information from multiple perspectives • Create multiple options • Determine the criteria to use to evaluate options • Assess strength and weakness of options
Evaluation	5. Evaluate results <ul style="list-style-type: none"> • Evaluate how the alternative changed the case scenario • Identify potential changes in the business environment that could affect the solution 	<ul style="list-style-type: none"> • Identify cause and effect relationships • Evaluate information from multiple perspectives • Assess strength and weaknesses of options

Source: Braun, 2004

As shown in Table 2.2, the six prerequisite levels of learning as well as the developments of intellectual knowledge and skills (cognitive domain) are engaged and enhanced through a modification of the case study approach. Learners are provided hands-on experience through the CBL tasks and activities.

Enhancing critical thinking skills: The thinking skills, especially critical thinking skills, are considered to be the significant cognitive skills improved by case study as well

as it is now a requirement for economic and social survival in the changing environment and considered to be one of the most important attributes for success in the 21st century.

Before discussing on benefits of case study in terms of enhancing critical thinking skills, the meaning of thinking should be defined.

Dr Skiffington's Mind WorkOut Coaching Programs Behavioral Coaching Institute [online] concludes that Thinking skills is generally includes 'higher level' activities such as problem solving, decision making, critical thinking, logical reasoning and creative thinking It includes some or all of the following behavior—collecting information, sorting information, analyzing information, drawing conclusions from the information, 'brainstorming' new ideas, problem solving, determining cause and effect , evaluating options , planning and setting goals , monitoring progress , decision making , private reflection. Thinking skills are also based upon the assumption that thinking (cognition) goes beyond the acquisition of knowledge (i.e. 'knowing that') and includes the process(es) of knowing about thinking (metacognition).

From this definition, it can conclude that thinking skills are the complex range of a person's mental processes. It includes following activities: problem solving, decision making, critical thinking, logical reasoning and creative thinking.

Critical thinking is concerned with the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action [Critical Thinking.org, 2006-online].

Critical thinking was defined as thinking that is reasonable and reflective and focuses on what to believe or do (Norris and Ennis,1989). Critical thinking is a higher-order thinking skill which mainly consists of evaluating argument. It and is purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanations of the evidential conceptual, methodological, or contextual considerations upon which the judgment is based (Astletiner and Hermann, 2002: 53). Critical thinking skills can be concerned with many elements or sub-skills.

For example, the four categories of critical thinking skills were identified based on Norris and Ennis (1989). Table 2.3, below, contains the four categories of thinking skills.

Table 2.3: The four categories of thinking skills

Table 1. Critical Thinking Skills	
<i>Skill</i>	<i>Description</i>
Clarification	The attempt to appraise and understand the exact nature of the problem, issue, or dilemma. This includes attempting to understand different points of view on an issue.
Assessing evidence	In order to establish a sound basis for inferences, the evidence used to support those inferences must be assessed. This involves judging the credibility of sources of information and making and judging the credibility of observations.
Making and judging inferences	Inductive and deductive inferences and value judgments are involved in making a decision about what to believe or do. Critical thinking involves the ability to judge the soundness of inferences and to make good inferences. Using evidence to support arguments is included in this category.
Using appropriate strategies and tactics	Critical thinking is not a matter of following steps or procedures but some strategies or heuristics can be useful in guiding thinking.

(Based on Norris & Ennis, 1989).

Source: Norris and Ennis, 1989

Dick (1991: 84) summarizes an empirical taxonomy of critical thinking (Table 2.4, below).

Table 2.4: An empirical taxonomy of critical thinking

Identifying arguments Themes, conclusions, reasons, organization
Analyzing arguments Assumptions, vagueness, omissions
Considering external influences Values, authority, emotional language
Scientific analytical reasoning Causality, statistical reasoning, representatively
Reasoning and logic Analogy, deduction, induction

Source: Dick, 1991

Generally, critical thinking skills usually involve three activities: problem solving, decision making, and logical reasoning skills (Facione and Facione, 1994). The creative thinking skills use different approaches to critical thinking skills since they involve a much more relaxed, open, and playful approach [Macmillan Publishers, 2007-online]. Also, sometimes, the risk-taking approach is involved in the creative critical thinking skills since thinkers are allowed to look for many possible answers and they can learn from what has not worked as well as what did [Macmillan Publishers, 2007-online].

In fact, many studies (Shulman, 1986; Christensen and Hansen, 1987; Rasinski, 1989; Merserth, 1991; McWilliam, 1992, 1995; Albanese and Mitchell, 1993; Cooper and McNergney, 1995; Mcdade, 1995; Elksnin, 1998; Allain, et al, 1998; Jackson, 1998, 2004; Pithers and Soden, 2000) indicate the benefits of using CBL method by primarily engaging students in problem-solving and critical thinking. It is worth implementing the CBL method in learning and teaching process since the critical thinking is the skill needed for employees who work in business environment. However, the studies of the effects on the CBL method on the creative thinking skills are rarely examined since its features are less ordered, unstructured and unpredictable as well as being more difficult if educators use an analytical and logical approach to observe and gather information. In this study, the use of CBL method was for investigating the enhancement of critical thinking skills.

Providing authentic and relevant experience to learners: The CBL method provides authentic and relevant experience (Merserth, 1991; Mcdade, 1995; Stepich, Ertmer and Lane, 2001) to learners, for example, a CBL method helps learners engage in realistic or authentic business-related materials (Grosse, 1988). Learners' active engagement in the 'real world' problems is enhanced (Bean, 1996) through the CBL method. Learners are given a chance to reflect on complex situations (Mersert, 1991; Mcdade, 1995; DeMarco, Hayward and Lynch, 2002). Grabinger (1996) concludes that the CBL method is a way of providing rich environment for active learning. It also allows learners to construct knowledge in an authentic environment. In other words, the

CBL method uses real-life situations to teach critical thinking, problem-solving and decision-making skills through active learning participation.

Learning through cases helps ‘narrow the gap between theory and practice’ and supports an educational paradigm shift from memorization to real world application, with an authentic and active learning environment (Knirk, 1991; McWilliam, 1992; Albanese and Mitchell, 1993; Jarz, Lainz and Walpoth, 1997; Jackson, 1998, 2004; Elksnin, 1998; Leenders, Erskine and Maufette-Leenders, 2001; Daly 2002). Cases provide realistic opportunities for learners to experiment with solutions for dilemmas that may be encountered in the workplace within the safety of the classroom environment.

Engaging and enhancing communication skills: Since the three major communication strategies used in the case approach are: (1) class discussion, (2) group discussion, and (3) written reports (Kerin and Robert, 1995), learners’ communication skills are engaged and enhanced through case discussion activities. *Class discussion* expects each student to actively participate in the discussion. At the same time, during a *group discussion* approach, group members of the team are expected to work together in order to solve case problems. Writing a report is the final product of a CBL process which is similar to preparation for class discussion but with a written report which is carefully organized, typed, and grammatically correct. For example, students can study a particular written or oral format from available materials and replicate the tasks. During a presentation or discussion tasks and activities, speakers are forced to practice presentation or discussion skills and write case solutions, thereby enhancing their speaking, writing, and higher-level thinking and analyzing skills.

Communication skills, interpersonal skills and managerial skills are practiced and developed through the use of CBL method (Piotrowski, 1982; Westerfield, 1989; Merseth, 1991; Mcdade, 1995; Ertmer and Russell, 1995; Elksnin, 1998; Grosse, 1988; Jackson, 1998; Daly, 2002; Henson, Kennett and Kennedy, 2003). That is, learners have opportunities to practice a variety of communication skills –speaking, listening, debating, presenting and writing – in the context of large or small group settings since through

case-based learning, students actively read, listen to peers, analyze, give and receive suggestions and ask questions. In other words, the CBL method is viewed as an integrated-skill method as it focuses on an integrated way for people to use language skills in normal communication (Grosse, 1988; Jackson, 1998). Hence, learners will be able to construct their knowledge and solve problems more efficiently when interacting or sharing experience with others with or without adult guidance through case discussion activities. Since they are given a chance to practice what they have learned, namely, communication, discussion, and decision skills), they will be expected to apply what they have learned for their future career.

Enhancing learners' responsibility: As mentioned before, a case study is viewed as an authentic material or actual situation; it commonly involves a decision, a challenge, an opportunity, a problem or an issue faced by a person (or persons) in an organization (Merserth, 1991; Mcdade, 1995; Leenders, Erskine and Maufette-Leenders, 1997). A wide range of topics and vocabulary is presented in one case. As a result, through the CBL method, students take control of the chalkboard, direct the discussion, and set the agenda for solving the problem, whereas the instructor takes the role of facilitator, asking questions, helping students to clarify their thinking, and guiding group processes (Carder, Willingham and Bibb, 2001). That is, through the CBL method, learners are responsible for their own learning and must formulate an understanding on their own by integrating new information to prior experience under an authentic and collaborative environment. As a result, learners can learn, understand and remember best when they discover knowledge of their own exploration through the CBL method indicating that lifelong learning and self-directed or autonomous learning are enhanced.

The use of the CBL method shifts the responsibilities from teachers to students (Henson, Kennett and Kennedy, 2003). In a way, the CBL method helps decrease students' anxiety as they have freedom to learn and find out the solution with teacher guidance. Students have to be active as they have to construct their own knowledge with guidance from teachers. It also reduces the possibility of 'inert' knowledge; and promotes active, responsible, and independent learning (Merserth, 1991; Mcdade, 1995;

Leenders, Erskine and Mauffette-Leenders, 2001; Henson, Kennett and Kennedy, 2003). That is, the roles of students could be transformed from passive to active learners.

Enhancing collaborative learning skills: The CBL method has the potential to be work-group centered. Students can work collaboratively in groups to solve complex situational problems (Piotrowski, 1982; Westerfield, 1989; Merserth, 1991; Madade, 1995; Jackson, 1998; DeMarco, Hayward and Lynch, 2002). Graf (1999) proposed six components of case-based learning: case overviews, case objectives, case background, relevant data, discussion and case solution or debriefing suggestions. Clearly, the last two components (i.e. discussion and case solution or debriefing suggestion) require collaborative learning. With features, learners are given opportunities to complete their work in group and prepare and practice them to be ready for future career.

In fact, implementing the CBL method in practice can be complicated since it is considered as a difficult method. Thus, we will learn the problems or difficulties of learning through the CBL method in the following section.

2.3.6 Problems or difficulties of learning through the CBL method

Many problems of implementing the CBL method are summarized as follows.

Lack of case used in educational and educational field: There is limitation of case used in practice in both educational and language field. Most instructional models that use a CBL method are in the fields of medical sciences and business. The main reasons for a lack of use of critical thinking curricula could be that teachers are not educated in critical thinking, that there are no textbooks on critical thinking available (especially for most European countries), and that teachers have no time and other instructional resources to integrate critical thinking into their daily instruction (Astleitner, 2000, 2002). As a result, few studies on the effect of integrating case-based learning into education and language fields are examined.

In the education field, the study of Andrews (1996) concludes that using cases helped enhance student teachers' classroom problem-solving and planning skills. Tillman

(1992) compares the use of problem solving cases in cooperative learning groups with the use of a traditional lecture format, and found that the case method group performed better than the lecture group in solving a classroom case problem. Ertmer and Russell (1995) suggest that CBL method promotes students' professional growth (through the development of students' analytic and reflective skills) and their personal growth (through improvement of interpersonal and communication skills).

As for the language field, at present, a few studies have investigated the effectiveness of implementing the CBL method in language field. One distinguish study is the research by Esteban and Canado (2004). This study found the drawbacks of integrating the Case Method in Business English, especially when students are non-native speakers of English and the ESP teacher does not have experience in this method, and they also analyzed how these obstacles can be overcome. The study concluded that the key to successful case-based study comprises advanced preparation by a teacher, suitability of the course syllabus, students' motivation, authenticity of materials, and activities in which the learners are involved in. It is a challenge to language educators to determine whether a program integrating a CBL method adds value to language learners since many studies showed benefits of implementing it in other fields.

Limited numbers of cases available: There are quite limited numbers of cases available, especially the cases for English for Specific Purposes (ESP) and English for Business Purposes (EBP) (Jackson, 1998). The cost associated with use of cases is quite high. Currently, a paperback *Marketing Management or Strategy* text book and a casebook of 15 Harvard Business School cases, which are ranked first for case study, can cost more than \$ 150 per student (Henson, Kennett & Kennedy, 2003). Although now, with the technological innovation, learners can have access to the case method via the Internet in a classroom setting, the cases available may be less-structured and of low quality. As a result, learners must identify and prioritize problems when a wide variety of information is available (Henson, Kennett and Kennedy, 2003).

A difficult instructional strategy: Many studies find that a CBL method is a difficult instructional strategy to apply in practice (Piotrowski, 1982; Westerfield, 1989; Boyd, 1991; Jackson, 1998). That is, the implementing the CBL method in the classroom is difficult. Teaching through the CBL method requires a high level of linguistic knowledge and language learners have to read extensively (Esteban and Canado, 2004). It might be difficult for learners who lack content expertise and have low levels of linguistic knowledge (Elksnin, 1998), and students may not be able to apply much of the knowledge gained from their learning experience to real-world situations (Reeves, 1997; Jacobson and Archodidou, 2000). Learners with limited language ability may have some difficulty learning through this method. The success of CBL depends on teachers' ability to apply the right solutions (Piotrowski, 1982; Jackson, 1998). Thus, implementing a case for a classroom can be quite time consuming for teachers.

Difficult to evaluate students' performance: It is more difficult to evaluate students' performance when using a case method in classroom (Elksnin, 1998). Teachers need to know how to accurately assess students' performance, especially, critical thinking skill. To measure critical thinking is process oriented, but the ways of assessing it usually product oriented so that the evaluation of critical thinking must go beyond this to include attitude and behaviors of learners (McMahon, 2007).

To sum up, the CBL method is designed to enhance authentic or simulated situations and create a rich contextual learning environment for learners. Learners' responsibilities are to understand the case, define the problem to be solved, generate alternative solutions by applying previous knowledge and information, evaluate strengths, weaknesses, opportunities and threats to each solution, and make decisions regarding a satisfactory or workable plan. That is, learners are engaged to learn not only by observing knowledge but also by actively constructing knowledge based on authentic situations. They are provided with opportunities to enhance learners' involvement in the content area and learners' responsibility for learning apply both academic and life discourse through the case study. That is, learners have opportunities to have hands-on experiences. Moreover, the CBL method combines all the three current aspects of ESP courses, covers three main

features of constructivism approach: authenticity, real practice and collaborative learning as well as its features related to the CLT and learner-center approach. It is worth to implement its feature into language learning and teaching process.

2.3.7 Application for the development of an online CBCL module for business English communication course

In this study, the CBL method is considered as 'authentic' instructional methodology to help students apply both knowledge and skills acquired in class as well as previous knowledge to find answers or solution. The main aim of case implementation is to enhance critical thinking skills. The significant beneficial feature of the CBL method is to enhance critical thinking skills but it is difficult to assess the students' critical thinking skills. As Jeffery (2001 cited in McMahon, 2007) mentions it is inappropriate to measure critical thinking which is process oriented, with assessment methods that are product oriented. Measuring implies some form of numerical or statistical manipulation. The evaluation of critical thinking must go beyond this to include the attitude and behaviors of students. Thus, the students' thinking skills should be qualitatively explored by observing learning process.

In this study, the students' critical thinking skills were observed by investigating the way students identified what they read and how they summarized and synthesized solutions or the advantages and disadvantages of the topic assigned. In addition, the ways they brainstormed ideas on the topic and made reasonable judgments as well as writing are appropriate to be used as support evidence or arguments were explored. Many possible answers were allowed in each activity since they demonstrated the creative thinking of students. It can be implied that the attitudes of students as well as evidence indicating students' self-confidence were considered as the evidence of students' creative thinking skills.

Although there are many issues of implementing the CBL method – the limited number of cases available in society, limitation cases used in practice in both educational and language field, the difficulty of implementation, the difficulty of evaluating learners'

performance, high level of linguistic knowledge requirement, it is worth implementing the CBL method in a language classroom. Teachers are recommended to recognize the benefits and difficulties as well as investigating the ways to solve problems encountered during the learning and teaching process. The information gathered from this study was considered to be the evidence supporting or opposing the use of case in language classes in the future.

In short, case activities are designed to focus on an integrated way that people use or develop language skills in normal communication in discussion tasks and activities. The strategy used to encourage learners to relax in discussion tasks is constructing group work or collaborative learning settings. Collaborative learning settings is considered as a key for implementing the case in learning and teaching process. The benefits and difficulties of implementing collaborative learning settings in different educational environments are discussed in the following part.

2.4 Part Three–Collaborative Learning (CL) Settings

Collaborative learning (CL) is a teaching strategy that involves setting up a team to work together to achieve a common goal usually a completion of a task or answering a question (Benson, 2001). That is, teamwork or collaborative learning is grounded in the situated learning and assumes that learning and cognition require social interaction settings. Each member of the team does not have to have the same ability but has to acquire knowledge and help each other achieve the team goal.

One technique used in the CL setting is group work where students stay together in the same group for a period of time to learn to work together. It can occur in or outside of class, and with or without on-line class. The CL models have been developed within the social constructivist school of thought to promote communities of learners (Panitz, 1997). An important component of the CL approach is a discussion that occurs during task engagement, since cognitive benefits that are claimed for collaborative learning must be mediated by the verbal exchanges among learners (Curtis and Lawson, 2001). All information could support the conclusion that ‘collaboration is a communicative

approach to problem solving based on an application of social constructivist approach'. Social constructivist learning theory (discussed in details in part-WBI) emphasizes the activity-based situated learning processes.

Since the heart of the collaborative learning is group work, this particular feature is part of the case discussion activities. As mentioned before, case discussion activities consist of three activities: class discussion, group discussion and writing a report. The first two activities are considered to be the strategy designed for help learners practice and acquire communication skills: speaking, listening, debating, discussing, and presenting as well as thinking skills through the CBL method within the group learning setting. It could be concluded that the significant strategy used for the case activities rely on the CL settings. In fact, the CL strategy in teaching and learning process has both benefits and difficulties of implementation in practice.

2.4.1 Benefits of collaborative learning

There are four benefits of the CL approach as follows:

Encouraging participation of learners: First, the CL principles are tools that teachers use to encourage learners' participation in the learning process (Slavin, 1980). When students are actively involved in the learning process, they become interested in learning, feel comfortable to produce the target language to communicate with their peers and teachers because each member helps each other achieve the learning goal. It is believed that learners are placed in a relaxed environment. As a result, their anxiety could be reduced.

Increasing motivation of the learners: Second, many educators believe that an effective method to increase EFL learners' motivation and achievement is to have them practice fluency by recording themselves while speaking in pairs (Schneider, 1998). In this respect, the CL settings help induce students' motivation, while a more relaxed classroom atmosphere in the CL settings enhances further communication.

Enhancing oral communication and thinking skills: Thirdly, learners' oral communication and thinking skills are improved through the CL setting. Yager, et al (1985) conclude that the CL settings help develop students' oral communication skill. For example, in pair settings, one student expresses an idea, while the other listens, asks questions, and gives comments on that idea. Direct experience and use of language with peers help induce more progressive knowledge in the target language. Whenever two or more persons try to solve problems in collaboration, their thinking skill and exploratory learning improve. While working in a small group, one person tries to solve a solution; the others listen, take notes, wait for their turn, ask questions and give comments (Panitz, 1997). Such an environment helps students find answers by themselves. Some educators believe that developing problem-solving and critical thinking skills by formulating students' ideas, discussing ideas including receiving feedback and responding to questions and comments helps enhance the long-term learning (Johnson, 1971; Peterson and Swing, 1985).

Enhancing social and interpersonal skills: Finally, another important component of learning is to include training students on their social skills and interpersonal skills needed for cooperative and collaborative work (Johnson, Johnson and Holubec, 1984). Students with different ability can work together in an interactive community. Working with others gives students a chance to share their strengths thereby helping others to perform better. Small group and whole class discussions should be provided in class to help learners increase their ability to investigate, analyze, evaluate, respond to, and influence ideas, beliefs and attitudes of the others. In the academic world, many (studies) have examined academic impacts of cooperative learning and collaborative learning, and find positive results (Johnson, Johnson and Smith, 1991; Slavin, 1995; Hancock, 2004)

When learners interact with others, differences in social awareness (i.e. local and global) can be established. Using CL techniques can help students develop understanding of individual differences and cultural differences (Yager, et al, 1985) since learners practice and learn to work with different groups of people who share similar and/or

different beliefs and cultures. That is, the CL settings helps improve social and interpersonal skills.

To conclude, learners learn best when they are actively involved in the process. Since many studies have been reported that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats, the CL settings could be implemented in this study. However, in fact, there are problems in applying the CL approach in practice.

2.4.2 Difficulties of learning and teaching in collaborative learning settings

Four difficulties of implementing the CL approach are summarized as follows:

Time-consuming: First, despite all the benefits mentioned, the teaching and learning process through the CL setting can be time-consuming as teachers need to select or create both an environment and teaching materials that enhance active, dynamic and heuristic language learning (Panitz, 1997). Sometimes, some learners prefer studying alone to group work.

Different goals of people directly involved in the CL setting might create problems of implementing the CL strategy. The three parties involved with CL method—teacher, learners, and influential people such as parents, administrators, and authorities—may have different goals (Panitz, 1997). *Teachers* may think that they will lose their control in the classroom. They may not be properly prepared, and lack the training for this kind of method. Therefore, teachers may not have enough confidence to implement the CL environment. *Learners* may not be familiar with CL techniques and classroom management, and may be afraid of the contents and question their ability to achieve high grades. Administrators may lack the training on the CL method and may not be familiar with the alternative assessment techniques. Parents may not understand the CL method and authorities may need time to plan and implement policies for the CL method. All these factors lead to fewer than expected movement toward the CL method in the teaching and learning process (Panitz, 1997).

Qualification of teachers and students: The second difficulty lies in the fact that implementing the CL method in language learning and teaching works well when teachers are fluent in both the target language and the students' mother language. They should have the content knowledge such as business and science. However; it is difficult to find such a person. Language learners should have some communicative competence (for example, speak, listen, write, and read a target language) in order to communicate with others within a target language setting. In brief, when implementing the CL method, issues of teachers and learners qualifications could be identified as an indicator to assess success and failure of the CL method.

Difficult to control the conflicts: The next problem is due to the fact that during CL settings, teachers and members of the group have to be able to control the issues or conflicts and keep good relationships among teachers, peers or groups (Roger and Johnson, 1994). If students fail to work together as a group, they may develop a negative attitude toward the CL setting as well as negative social interaction behaviors.

In reality, grading disparity causes some teachers and students to have negative views on integrating CL techniques. This is because hardworking students in a poor group may end up with a lower course grade of the poor group work and poor students may get a better grade from being a member of a hard-working group (Michaelsen, Knight and Fink, 2004).

Difficult to implement: Lastly, as some students feel more comfortable with the lecture method, they remain quiet and shy in class. Some may refuse to cooperate, causing a problem of team-work. Some students view that interactive classes based on the learner-centred approach are more difficult because the responsibility has been shifted to them (Panitz,1997).

In conclusion, the CL setting has been found to increase a variety of students' talks in a more relaxed atmosphere and with greater motivation, inducing more negotiation of meaning; increasing comprehensible inputs, addressing different learning styles among learners, enhancing student responsibility for learning or self management, and

promoting a positive attitude toward the subject matter. It also enhances long-term learning, develops social interaction, promotes higher achievement and class attendance, and takes into account individual differences and cultural differences. Most importantly, the CL settings develops a higher level of thinking skills and corresponds well with the social constructivist approach.

However, using the CL settings might cause some problems (i.e. time-consuming, different goals of people involved, qualification of teacher and students, issues of engaging the CL settings, and grading disparity) but it is worth implementing it, since its strategy helps produce qualified graduates for the job market and the society, develop the learning and teaching process by engaging interpersonal and small-group skills needed for an effective teamwork, correspond with the learner-centered approach framework, and meet the learning and teaching reformation in Thailand. Additionally, all problems could challenge teachers to examine or explore the solution, and then summarize and synthesize all supporting or opposing evidence for future collaborative study.

2.4.3 Application for the development of an online CBCL module for business English communication course

In this study, the collaborative learning approach was viewed as teaching strategy. CL settings aim at helping learners learn effectively using team work technique. Group discussion and class discussion both online and offline environment were used as a 'channel' for students to acquire knowledge from real-world communication settings provided in this study based on social constructivism paradigm (knowledge is constructed when it interacts with others). Under authentic experience and collaborative learning environment set in this study, employment ability or professional skills were expected to be enhanced.

The following part discusses on WBI implementation in learning and teaching process. In the Digital Age, online learning is used in every level of education.

2.5 Part Four–Web-based Instruction (WBI)

Recently, web-based instruction (WBI) has played an important role in both academic and business fields. Much evidence shows that there are an increasing numbers of online users in the United States, from 35 percent in 1994 to 95 percent in 1999 (U.S. Department of Education, 2001); 97% of full-time faculty and staff at two- and four-year institutions of higher education have access to the Internet, and 40% use web sites to post course-related information (Vrasidas, 2002; Meyen, et al,2002). In addition, United States Internet Councils (2000) forecasts the number of the Internet users worldwide to pass the one billion mark by 2005. Former Vice President Al Gore once stated that the Internet is '*highways of the mind*'. It could be considered that the Internet serves as highways for learning. In addition, Lou Gerstner, Chairman and CEO of IBM, regarded e-mail as the Internet's first killer application, while John Chambers, president and CEO of Cisco Systems, stated that e-learning is the Internet's next 'killer application' (Meyen, et al,2002).

In Thailand, as mentioned in Chapter One, the total number of Internet users in Thailand increased from 600,000 in 1998 to 1,600,000 in 2000 and the government plans called for approximately 12 million Thais using the Internet by the year 2006 and 14 million in 2008 (Charmonman, 2001:4 cited in Pagram and Pagram, 2006).

All evidence above indicates that technology plays important roles in both education and business fields. The information about WBI – definition, types of WBI, differences between traditional classroom (face-to-face/conventional classroom) and WBI classroom, the short history of WBI development, WBI design principle and model, instructional framework and instructional design for e-learning, advantages of WBI in teaching and learning, and difficulties of WBI in teaching and learning are discussed in this section.

2.5.1 Definition

Khan (1997) defines Web-based instruction (WBI) as 'a hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported'.

WBI is an application of repertoire of cognitively oriented instructional strategies implemented within a constructivist (Lebow, 1996; Relan and Gillani, 1995) and collaborative learning environment, utilizing the attributes and resources of the World Wide Web.

Web-based learning helps provide better functionality for users. Several aspects or functions of web-based learning or multimedia learning are as follows. Firstly, it serves as a *collection of files* on a server. In addition, it is a *delivery medium* (Alessi and Trollip, 2001). WBI is an open system so that students can access instant and unlimited sources of information available anytime, anyplace around the globe provided by experts in different fields (Khan, 1997; Relan and Gillani, 1995). WBI can be designed as a tool to promote an authentic learning environment by addressing real world problems or real-life language use and issues relevant to learners (Sigal, 1997; Bicknell, 1997). Web-based learning is a *communication vehicle* as it uses communication tools such as e-mail, chat rooms, audio and video conferences, and bulletin boards (Alessi and Trollip, 2001). WBI also creates a medium of collaborative, conversation, discussion, exchange, and communication of ideas under formal and informal environments (Relan and Gillani, 1995). WBI brings about social interaction between students and teachers, as well as within peer groups themselves. Finally, Websites provide a methodology for learning and training. The hypermedia features and techniques also help support learning and learning strategies (Alessi and Trollip, 2001). In this study, WBI is considered to be a tool to deliver a course, a communicative vehicle, and a medium of social interaction.

2.5.2 Types of WBI

There are three types of WBI (Parson, 1997): stand alone course, Web supported course, and pedagogical resources. Stand-alone course is one subject matter in the hypermedia presentation. Learners learn through the Internet or communicative media from university. Web supported course refers to a supplementary or complementary web for only one subject matter. This type will provide many activities, information, and

communication tools for learners and teachers. Web pedagogical resources are a centre of many subjects.

Na-Songklha (2004) proposes four types web-based e-learning program (i.e. Web/Computer-based Instruction, Web/Electric performance support system, Web/Virtual asynchronous classroom, and Web/Virtual synchronous classroom (Na-Songklha,2004).

A language course developed in this study was to be the stand-alone course (the BCGW course) as well as being the Web supported course. Moreover, it was to be positioned as a tool to deliver the learning content s well as a communication vehicle to promote the social interaction and real-life communication settings in simulated workplace environment.

The instructional technology began in 1962 with the invention of an audio cassette followed by technological development such as the Beta format, VHS format, computer and the Internet. Development and implementation of instructional technology are developed step-by-step. However, in this study, only the development of WBI is reported.

Before discussing a short history of WBI development, the differences between traditional classroom (face-to-face or conventional classroom) and WBI classroom are reported in the following section.

2.5.3 Differences between the traditional classroom (face-to-face/conventional classroom) and the WBI classroom

WBI differs from a traditional classroom in four aspects as follows (Relan and Gillani,1995).

Firstly, with traditional classrooms, learning mostly occurs within the classroom, whereas WBI extends the boundaries of learning; learning can occur in the classroom, from home, and at the workplace.

Secondly, WBI may be employed to promote experiential learning and social interaction. Learners can communicate or interact and exchange knowledge and information through the web site. They have the opportunity to discuss, and solve problems with their peers and experts in particular fields simultaneously. On the other hand, in a traditional classroom, it is hard to engage experiential learning and social interaction because teachers talk in the class most of the time and the use of class time are largely determined by the teachers (Relan and Gillani, 1995).

Furthermore, because of enormous information in the Web site, learners can obtain more varied sources of information. The hypermedia information tends to be more up-to-date than the traditional classroom information.

Lastly, the World Wide Web increasingly promotes the concept of distance learning. The WBI helps decrease course expenditure, increase flexibility of time and content, promote private communication, and obtain individual feedback on assignments. Learning process through Websites helps promote individualization of students. Students have a choice of content, time, resource, feedback and a variety of media for expressing, whereas the traditional classroom learning process is decided mostly by teachers.

2.5.4 The short history of WBI development

The WBI development can be divided in three eras (Na-Songkhla, 2004). During the first period, Web-based learning was believed to be a means of information delivery. Students used educational websites as a search engine to access information. Then, from the 1980s to the 1990s, there were growing interests in how the principles of cognitive psychology could be applied in the interactive instruction. Many computer software and the Internet devices were created to enhance interactive capacities of a computer. After Tim Berners Lee (1992) created a browser program that could project audio and visual mode/information/signal on the website, there were many significant developments in web servers and the number of websites and web users were increasing drastically (Na-Songkhla, 2004). Web browsers could support high quality images, animation, visual and audio, making it easier to access and deliver the information. Such environment helped to

create the next movement of web-based learning, where the online learning environment had changed by including both text and visual and audio in educational websites. The last era started when the concept of effective learning has changed to incorporate the constructivist theory, which focuses on collaborative learning among students.

World Wide Web offers an effective method for disseminating information, education, and training. If Web documents are properly designed, they will be appealing, interactive, and offer an easy-to-navigate interface. In general, the attributes for designing an e-learning environment are usually based on three learning theories: behaviorism, cognitivism, and constructivism. The ways of designing WBI based on the three theories is presented in the following section.

2.5.5 Instructional theories

Instructional design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction (Moallem, 2001). It is the entire process of analysis of learning needs and goals and the development of an instructional system that meets those needs. It includes the development of instructional materials and activities, trial and evaluation of all instruction and learner activities. Instructional design process has the ambition to provide a link between learning theories (how humans learn) and the practice of building instructional systems (an arrangement of resources and procedures to promote learning) (Moallem, 2001).

As mentioned before, there is a link between the learning theories and the practice of building instructional system. The three learning theories, behaviorism, cognitivism, and constructivism underline the principle of designing an e-learning and should be acknowledged.

Mergel (1998) summarizes the basic concepts of the three theories and the ways of designing instruction [On-line]:

Behaviorism: Behaviorism focuses on a new automatic behavior after being practiced by drill. The strengths of behaviourism are that this theory has a clear goal and learners can respond automatically if they are placed in the same learning settings.

However, if the learners are placed in the different learning settings, learner cannot respond.

Cognitivism: This theory is based on the thought process behind the behavior. Changes in behavior are happening inside the learner's mind. The strength of cognitivism is that the goal is to train learners to do a task the same way to enable consistency whereas weakness of cognitivism is that the learner learns a way to accomplish a task, but it may not be the best way, or suited to the learner or the situation (Mergel, 1998).

Constructivism: Constructivists believe that learners construct their own perspective of the world, through individual experiences and schema. Constructivism focuses on preparing the learner to solve problems in ambiguous situations. The strength could be that the learner is better able to deal with real life situations because the learner is able to interpret multiple realities. If a learner can solve problems, they may better apply their existing knowledge to a novel situation. The weakness of constructivism theory is that in a situation where conformity is essential divergent thinking and action may cause problems (Mergel, 1998).

To draw on the merits of the three theoretical approaches, it is best to quote Ertmer and Newby(1993 cited in Mergel, 1998) [On-line] as follows:

... a **behavioral approach** can effectively facilitate mastery of the content of a profession (knowing what); **cognitive strategies** are useful in teaching problem - solving tactics where defined facts and rules are applied in unfamiliar situations (knowing how); and **constructivist strategies** are especially suited to dealing with ill-defined problems through reflection-in-action.

Moallem (2001) also summarizes the instructional design model and principle to two instructional design models and principles: (1) objectivist, traditional instructional design models and (2) constructivist or interperativist instructional design models. Moallem (2001) concludes that

The traditional models are associated with behaviorism and cognitive science. Behaviorism influenced traditional design models by providing prescriptions about the correlation between learning conditions and learning outcomes.

...An instructional developer who uses traditional design models analyzes the conditions which bear on the instructional system (such as content, the learner, and the instructional setting) in preparation for achieving the intended learning outcomes.

Constructivists, on the other hand, believe that knowledge and truth are constructed by the learner and do not exist outside of his mind. Therefore, learners construct their own knowledge by actively participating in the learning process. Constructivist instructional developers value collaboration, learner autonomy, generativity, reflectivity and active engagement.

Interestingly, Alessi and Trollip (2001:36) criticize that *a behavioural approach* is not appropriate for multimedia design, since it pays attention only to observable learner behaviours and ways to influence them as well as instructional software seems to be dry, unmotivated, and difficult to apply in new situation. Many studies also confirm the classical and operant conditioning principles do not predict all learning outcomes. The learning outcomes are not only learner achievement but also learner satisfaction, self-worth, creativity and social values (Alessi and Trollip, 2001:36). *Cognitive approach* is focused on the internal process of learners. Although cognitively oriented educators voice the importance of interaction in multimedia, statements have not always been transformed into practice. Much cognitive educational software pays more attention to reading, watching, and listening and lack of learning activity (Alessi and Trollip, 2001:36) conclude that the. *A constructivist* believes in concepts, autonomy, cooperation, life-long learning, active learning, personal relevance, transfer, meaningful learning authentic activities, and communication, even if they are difficulty too implement in every educational environment and activities (Alessi and Trollip, 2001:36). The computer software components should include tutorials, drills, hypermedia, Web-based communications, and other methods, depending on the subject matters, the learners, the available resources, and the time constraints.

In brief, behaviourism focuses on student attention on the learning process that has been set in advance. WBI design implementing behaviorism usually uses drill or tutorial strategy to help learners achieve the intended learning outcomes. The cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to '*go beyond the information given*'. Not only the intended

learning outcomes are investigated through cognitivism but also the changes in behavior are observed as indicators to what is happening inside the learner's mind.

Constructivism WBI design focuses on realistic approaches to solving real-world problems by creating real world tasks and activities and learning goals and objectives can be negotiated because the learning process is controlled by the learner (Jonassen,1991).

Constructivism also focuses on learners and often utilizes collaboration and peer criticism as a way of provoking students to reach a new level of understanding (Jonassen,1998).

In fact, the online CBCL module for business English communication course was proposed to have one separate module using the CBL method as the application centre of teaching and learning process. Most importantly, the CBL method contains dominant features of the constructivist viewpoint as well as integrating social constructivism as instructional theory underlying the course design (Jonassen, 1991 cited in Applefield, et al.,2001; Lebow, 1996; Jonassen and McAleese, 1993). The developed online CBCL module was grounded by the social constructivism (branch of constructivism) since the teaching method-the CBL method and teaching strategy –collaborative learning approach are based on the social constructivism so that the following section discusses in-depth details of constructivism theory.

2.5.6 Constructivism Theory:

This section is discussed one main theory mainly used for designing the developed online CBCL module–constructivism. Moreover, social constructivism is discussed as it was incorporated for designing the developed online CBCL module as well.

Constructivists (Jonassen, 1991: on-line) believe that,

... learners construct their own reality or at least interpret it based upon their perception of experience, so an individual's knowledge is a function of one's prior experience, mental structures, and beliefs that are used to interpret objects and events.

Five principles of constructivism theory summarized by Simons (1993) (cited in Bostock, 1998) are as follows. Firstly, assessment must be authentic. In addition,

students should have initiatives of, responsibility for and control over their learning. Additionally, the learning process involves using knowledge and skills to 'generate' a learning product. Furthermore, instruction should be related to real-world problems, events or issues which may be appealing and meaningful to students. Finally, students should work together as a group or in collaborative settings. That is, active practice is a key of a constructivist lesson.

Constructivism is considered as a learning process that engages problem-solving processes by encouraging learners to overcome obstacles and problems in the real world (Von Glaserfeld, 1983).

Bruner (1999:1) states that

... learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. Learners select and transform information, construct hypotheses, and make decisions, relying on a cognitive structure.

Jonassen, (1991, On-line] lists the following implications of constructivism for instructional design:

... purposeful knowledge construction may be facilitated by learning environments which provide multiple representations of reality - avoid oversimplification of instruction by representing the natural complexity of the world, present authentic tasks – contextualize, provide real-world, case-based learning environments, rather than pre-determined instructional sequences, foster reflective practice, enable context- and content-dependent knowledge construction, and support collaborative construction of knowledge through social negotiation among learners, not competition.

The fundamental belief underlying the constructivism theory is that all knowledge is constructed when it interacts with others. That is, constructivism also emphasizes the social interaction or collaborative natures. The thought of learning occurring during social interaction is social constructivism theory which was developed by Lev Vygotsky.

Vygotsky (1978:57) who states that

Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies

equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

Vygotsky (1978:85) distinguished between two developmental levels:

The level of actual development is the level of development that the learner has already reached, and is the level at which the learner is capable of solving problems independently. The level of potential development (the “zone of proximal development”) is the level of development that the learner is capable of reaching under the guidance of teachers or in collaboration with peers. The learner is capable of solving problems and understanding material at this level that they are not capable of solving or understanding at their level of actual development. The level of potential development is the level at which learning takes place. It comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of or in collaboration.

That is, learners acquire knowledge from a community or social interaction leads to increased knowledge. At the same time, knowledge is actively constructed by the learner, learning also depends to a significant extent on the learners’ internal drive to understand and promote the learning process (Vygotsky,1978). Zone of proximal development –distance between the actual development level can be solved by scaffolding concepts as suggested by Vygotsky (1978: 85)

Through a process of ‘scaffolding’ a learner can be extended beyond the limitations of physical maturation to the extent that the "the development process lags behind the learning process".

Social constructivism is based on the assumptions of collaborative learning and knowledge building that can be enhanced in the learning places that require communication, collaboration and negotiation on the common ground of shared ideas, values and beliefs (Pea,1996). That is, Special techniques use for social constructivism includes, for example, collaborative learning settings and problem-based learning. Through collaborative learning setting and problem-based learning, learners learn effectively when they feel that learning provides more opportunities for cognitive growth through exploration, instructed learning and problem solving under authentic experience and collaborative learning environment. Each member of group is responsible for finding

the answers as assigned from the teachers. Learners are encouraged to confront practical or real problems, invent and criticize alternative solutions, and analyze and decide the best solution. When learners interact in the process of discussion to solve the problem, it makes them intelligible. Learners also are encouraged to use scaffolding provided by a teacher or a group for individual problem solving (Wilson and Cole, 1991). That is, learning process can occur in the process of peer interaction (note that: scaffolding concept will be discussed in the next part-scaffolding concept).

In short, the underlying concepts of constructivism and social constructivism is 'learners construct their own knowledge' in authentic or simulated environments and 'learning is occurred during a group or collaborative learning settings'. What I can conclude here is that instructional design based on both constructivism and social constructivism is the same design since they derived from the same though.

Savery and Duffy (1995: 32) conclude the following nine instructional principles for designing constructivist learning environments in problem solving context.

1. give the learner ownership of the process used to develop the solution
2. encourage testing ideas against alternative views and alternate contexts*
3. anchor all learning activities to a larger task
4. design an authentic task
5. design the task and the learning environment to reflect the complexity of the environment they should be able to function in at the end of learning.
6. support the learner in developing ownership for the overall problem or task
7. encourage testing ideas against alternative views and alternate contexts *
8. design the learning environment to support and challenge the learner's thinking
9. provide opportunity for and support reflection on both the content learned and the learning process

However, the constructivism does not work for all students (Merill, 1991). Learners need enough background information about the subject matter to be able to discuss or analyze

problems and they have to be responsible for their own work. Not all students can do these tasks. Since this theory relies on teachers and students actual experiences, a language teacher who does not have language use in real-workplace situations may find it difficult to provide effective guidance.

2.5.7 Instructional framework and instructional design for e-learning

This section discusses the two issues for designing and developing the developed online CBCL module: instructional framework and instructional design for e-learning.

The Instructional Framework: Saskatchewan Education (1994) summarizes the overarching instructional framework that consists of instructional models, strategies, methods, and skills- [on-line]:

Instructional framework refers to the interrelationship among instructional approach which referred to the goals of education and objectives of various curricula (Saskatchewan Education, 1994). Figure 2.4 illustrates the levels of approaches ranging from an instructional model (a broad approach) to an instructional skill (a specific teaching technique). The description of instructional framework by Saskatchewan Education (1994) was synthesized and summarized as the follows.

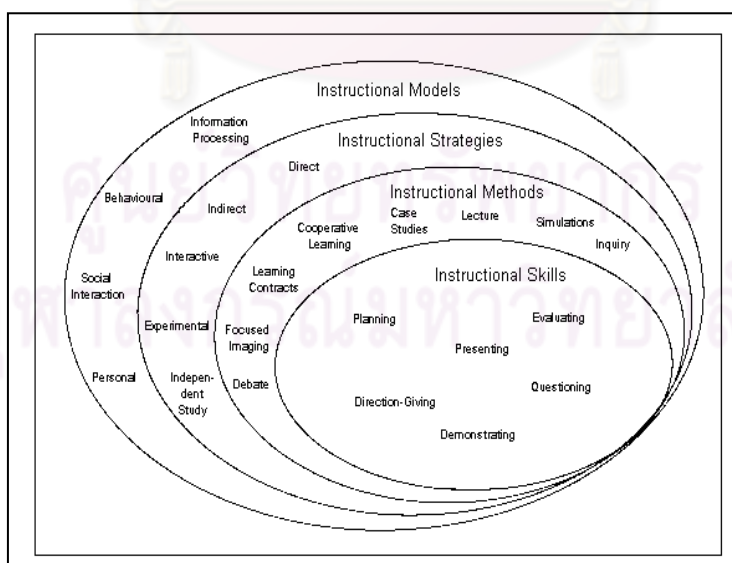


Figure 2.4 Illustration of levels of instructional approaches
Source: Saskatchewan Education, 1994

Instructional Models: Models are used to select and to structure teaching strategies, methods, skills, and student activities for a particular instructional emphasis. Joyce and Weil (1986) identify four models: information processing, behavioral, social interaction, and personal. Information Processing emphasizes the acquisition, mastery, and processing of information. Personal emphasizes on the development of the individual self concept. Social Interaction emphasizes the personal and societal relationships among people. Behavioral emphasizes changing the visible behavior of the learner to be consistent with his or her own self concept. It is based on the stimulus control/reinforcement theories. A unit of instruction might draw from several of the models.

Instructional Strategies: The way of selecting instructional strategies depends on learning objectives and process, the prior experiences and knowledge of students, learner interests, student learning styles, and assessment.

Although instructional strategies can be categorized, the distinctions are not always clear-cut. There are five categories of instructional strategies and the interrelationship between and among strategies purposed by Saskatchewan Education (1994)

‘Direct instruction’ is usually deductive which begins with the rule of knowledge and then illustrates examples. It usually uses methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.

Inquiry, induction, problem solving, decision making, and discovery are terms that are sometimes used interchangeably to describe ‘indirect instruction’. Examples of indirect instruction methods include reflective discussion, concept formation, concept attainment, cloze procedure, problem solving, and guided inquiry.

‘Interactive instruction’ relies heavily on discussion and sharing among participants. The interactive instruction strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group

discussions or projects, or student pairs or triads working on assignments together.

The 'indirect instruction' strategy is most appropriate when:

- thinking outcomes are desired;
- attitudes, values, or interpersonal outcomes are desired;
- process is as important as product;
- students need to investigate or discover something in order to benefit from later instruction;
- there is more than one appropriate answer;
- the focus is personalized understanding and long term retention of concepts or generalizations;
- ego involvement and intrinsic motivation are desirable;
- decisions need to be made or problems need to be solved; and,
- life-long learning capability is desired.

'Experiential learning' is inductive, learner centered, and activity oriented.

Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. Experiential learning occurs when learners:

- participate in an activity;
- critically look back on the activity to clarify learning and feelings;
- draw useful insights from such analysis; and,
- put learning to work in new situations. (Pfeiffer and Jones, 1979)

Experiential learning greatly increases understanding and retention in comparison to methods that solely involve listening, reading, or even viewing (McNeil and Wiles, 1990). Students are usually more motivated when they actively participate and teach one another by describing what they are doing.

'Independent study' refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative,

self-reliance, and self-improvement. While independent study may be initiated by student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher. In addition, independent study can include learning in partnership with another individual or as part of a small group. Independent study encourages students to take responsibility for planning and pacing their own learning.

Instructional Methods: Figure 2.5 (in the following page) illustrates how various methods relate to the five strategies: direct instruction, indirect instruction, experiential learning, independent study, and interactive instruction. The methods appearing in the diagram are not intended to be inclusive of all instructional methods.

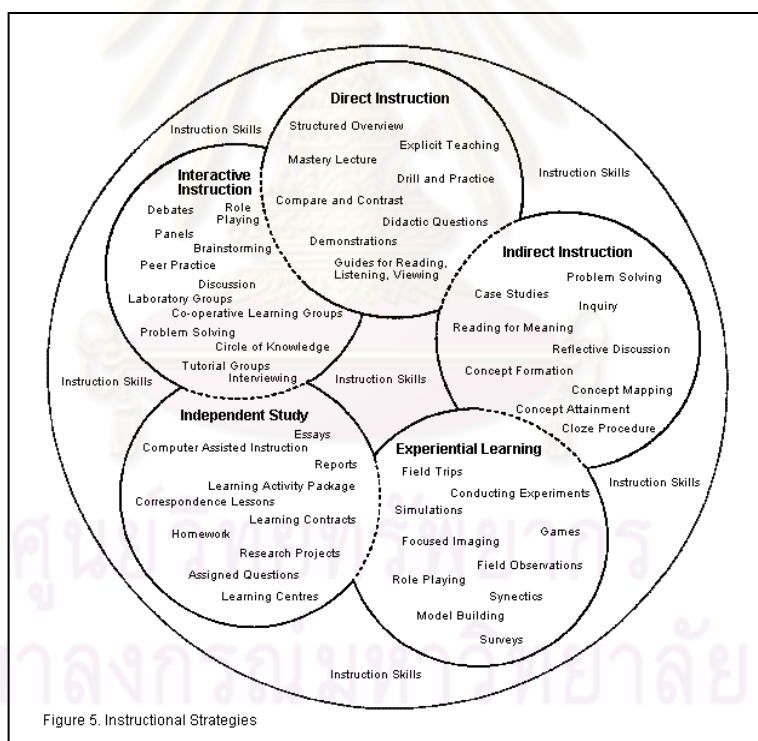


Figure 2.5 Illustration of instructional strategies

Source: Saskatchewan Education, 1994

Instructional strategies for ‘direct instruction’ consists of lecture, didactic questioning – ‘what’, ‘where’, ‘when’, ‘how’, and ‘why or what if’, question .Concept formation and inquiry are strategies used for ‘indirect

instruction'. Learning through concept information is that students are provided with data about a particular concept and they are encouraged to classify or group the information and to give descriptive labels to their groupings by linking the examples to the labels and by explaining their reasoning. Inquiry is concerned on opportunities for students to experience and acquire processes through which they can gather information about the world. There are two types of inquiry: deductive and inductive inquiry. 'Interactive instruction' consists of two types of interaction classroom group interaction –discussion in a whole class and question and answer tasks and activities– and small group interaction (i.e. cooperative group).

'Experiential learning' is composed of for example simulation (i.e. the teacher presents an artificial problem, situation, or event that represents some aspect of reality) and focused imaging (i.e. the process of internally visualizing an object, event, or situation help increase learners' imaginations, experience situations first hand, and respond with their senses to the mental images. 'Independent study' consists of assigned questions (i.e. learners are assigned to answer question individually or by group) and learning contracts (i.e. a method of individualizing instruction and developing student responsibility by assigning them individually or by group to work with resource materials)

Instructional skills are the most specific category of teaching behaviors. There are many instructional skills explaining and demonstrating, and questioning.

What we can conclude is that the instructional framework proposed by Saskatchewan Education (1994) is considered to cover all theoretical features needed for course design which was the main objectives of this study. Also, their features explain a clear picture on how to design a good course both online and offline class. Thus, it should be used as a fundamental framework for designing and developing the developed online CBCL module. However, to implement this framework in the online learning environment, the instructional system design for e-learning should be acknowledged.

Instructional design for e-learning: The two issues – design consideration for Web-based learning system and designing tasks in WBI course – are reported as factors for systematical design e-learning course in this study.

Design consideration for Web-based learning system: One of the most famous model developed by Gage and Briggs (1974) ADDIE model –analysis, design, development, implementation and evaluation. Lee, Own and Benson (2002:45) conclude that

Analysis: Learner (for example, demographic data, learning style preferences and entry skills level as well as web-based tool skills) and technology consisting five activities: (1) communications (for example e-mail); (2) references or performance support (for example resources on company intranets);(3) testing and assessment; (4) distribution (for example company intranet); and (5) delivery (for example server) need to be analyzed quantitatively and qualitatively.

Design: Design has components: high-level media selection and objective-level media selection. High-level media selection contains six options: face-to-face, face-to-face with some Web components, Web-based with some face-to-face component, web-based delivery, blended and other media (for example, satellite, video conferencing). The choice of primary delivery mode depends on the information gathering from the analysis phase, for example, the number of learners, the location of learners, the frequency at which the training should be delivery, the timing/urgency of the delivery for each learner. Objective-level media selection consists of four interaction through learning and teaching environment: learner-technology, learner-content, learner-learner, and learner-instructor interaction (Hilman, Willis, and Gunawardena ,1994; Lee, Owens, and Benson, 2002).

Development: The blueprint or prototype as well as the course are developed.

Implementation: Learner learned from the course developed and teacher, technician, administrator provides such a support for learning and teaching process.

Evaluation: To assess the quality of the course and learner's development, formative and summative evaluation is needed. It can be divided into four levels (Alessi and Trollip, 2001): Level 1, reaction; Level 2, learning; Level 3, behavior or transfer; and Level 4, impact or results.

Lee, Own and Benson (2002:45) criticize that 'ADDIE model is currently considered to be a model of instructional design. However, it might be a model that is based on behaviorism approach since ADDIE process is sequential and linear, top-down and systematic plan, objective guide development, importance of careful sequencing and teaching of sub-skills, preselected knowledge goal, critical summative evaluation, and objective outcomes'. Moreover, it is undeniable that there are many more complex issues (for example, the increased number of components and people involved) that need to be managed in the producing process. Alessi and Trollip (2001) propose a model for designing and developing multimedia instructional design in Figure 2.6.

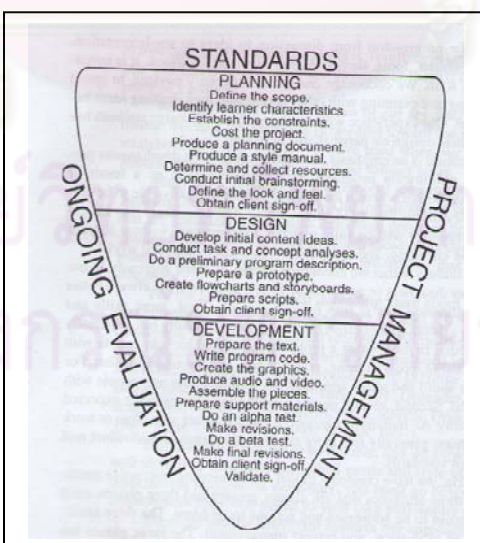


Figure 2.6 Illustration of the model for Design and Development

Source: Alessi and Trollip, 2001

There are three phases: planning, design, and development. The planning phase is similar

to the analysis phase of the ADDIE model by determining the learning prerequisites and goals. All completed conceptual project is considered to be design phase. The development phase refers the actual creation of the multimedia product (Alessi and Trollip, 2001).

Miller (2003) summarizes all features of Alessi and Trollip's model. There are seven essential features: standards, empiricism of approach, management focus, emphasis on cognitive principles, movement from thought to action, an emphasis on creativity, and a team-oriented approach. These seven criteria conclude three process attributes—standards, ongoing evaluation, and project management (Alessi and Trollip's model, on-line). *Standards* are defined as the quality that the project team constantly strives for which derives from two sources—the project team and clients. *Ongoing evaluation* refers to the process of assessing quality of a project. All of the components, for example, content, graphic, hypermedia, interactions, should be tested, evaluated, and revised during conducting the project (Miller,2003). *Project management* refers to the process continuous managing and monitoring the project by investigating the team and client reactions. The Alessi and Trollip's model consists of three hallmarks of successful project management. (Alessi and Trollip , 2001: 437-561).

Planning phase consists of ten steps: define the scope, identify learner characteristics, establish constraints, cost the project, produce a planning document, produce a style manual, identify and collect resources, brainstorming, define look and feel of product, obtain client sign-off.

Design phase consists of seven steps: develop initial content ideas, conduct task and concept analyzes, do a preliminary program and description, prepare a prototype, create flowcharts and storyboards, prepare scripts, obtain client sign-off.

Development phase consists of twelve steps: prepare text, write program code, create the graphics, produce audio and video, assemble the pieces, prepare support materials, do an alpha test, make revisions, do a beta test, make final revisions, obtain client sigh-off, and validate the program.

In short, what we can conclude is that ADDIE model is the 'guideline' for designing and developing the multimedia instruction whereas Alessi and Trollip's model is for systematic project management. WBI designers should apply both models in order to

reach 'target' objectives of designing an effective instruction.

The discussion of the framework of instructional design and instructional design for e-learning, the methods for designing tasks and activities in WBI course discusses in the following section.

Designing tasks and activities in WBI course: Na-Songkhla (2004: 78) summarizes three factors for designing tasks and activities in WBI course: learning interaction, time dimensions, and teaching methodology.

To begin with, *learning interaction* consists of learner-content interaction and learner-to-learner VS instruction interaction. Learner-content interaction is concerned on hypermedia content, tasks, and activities which are systematically designed and developed based on learning goals and objectives. There are three main elements in learning process: conceptualization, construction, and dialogues (Mayes,2002: 19).

Conceptualization is a process of coming to an initial understanding through contact with, and exploration of, a new exposition of some kind. Construction involves some activities in which the new understanding is brought to bear on a problem, and feedback about performance will be gained. The learners begin to use the new understanding or practice the new skills in the context of real application through dialogue stage. Dialogue seems to be a centre of the whole cycle of learning process because the importance of discussion and reflection indicate learners' new understanding.

There are two types of Learner-to learner V.S. Instruction Interaction: pair-one by one (i.e. learner-learner, learner- instructor, and learner-expert) and group (i.e. learners-group of learners, instructor-group of learners, expert-group of learners, and group of learners/teachers/experts- group of learners/teachers/experts) (Na-Songkhla, 2004)

Secondly, time dimension consists of synchronous and asynchronous mode of learning. Synchronous mode of learning refers to learning where learners and teachers or involved people are online at the same time and interaction occurs in real-time. Asynchronous mode of learning is concerned on learning where learners and teachers or involved people are not online at the same time and interaction does not occur real-time. The tools for designing synchronous learning activities are e-lecture, chat, web (video) conference,

white/electronic board whereas tools for asynchronous activities or tasks are e-mail, discussion groups, forum, hyperlink and CD-ROM (Na-Songkhla, 2004).

Finally, teaching methodology generally derived from two learning theories– objectivist and constructivist. Drills, tutorials, drill games are considered to be behaviorist methodologies whereas simulation, interactive game, open-ended learning environment, discussion group, forum, and web communication could be constructivist methodologies (Na-Songkhla, 2004).

It was very useful to develop an instructional framework of the developed online CBCL module which integrated the features of previous models such as Saskatchewan Education(1994) , Alessi and Trollip’s model (2001)and ADDIE model(1974) as well as integrating the ways of designing tasks and activities in WBI course (Na-Songkhla, 2004) since they all have illustrated clear and systematic process of designing and developing the instructional design and globally accepted as ‘grounded educational instructional’ in many decades. Each model was involved in different process and to be developed for the online CBCL theoretical model. This new model will be discussed in more details in Chapter 4:4.2.

In brief, technology has currently changed an instructional process. In fact, there are two sides of the story (i.e. advantage and disadvantages). The benefits of implementing WBI in teaching and learning discusses in the following section.

2.5.8 Advantages of WBI in teaching and learning

There are five benefits of implementing WBI in teaching and learning process as follows.

Applying the constructivism theory: First, this new technology allows learners to control their own learning and give and give them experiential activities, for example, active learner roles, problem-based units of learning, through computer-based implementations (Gredler,1994). This set-up supports constructivist approach.

WBI can be employed to promote social interaction. Learners can communicate or interact and exchange knowledge and information through the web site. Learners can

discuss with their peers and experts in a particular field simultaneously. In traditional instruction, it is hard to engage experiential learning and social interaction as teachers talk most of the time and use of class time is largely determined by the teachers (Relan and Gillani, 1995). Through WBI, language students have a chance to work with people in different countries by using real-life language to communicate in real-life settings, that is, their language behaviors reflect real-life language performance.

Experimental or heuristic learning process can also be enhanced through WBI. Students learn to think critically when faced with unexpected situations or problems during online communication. They will learn to give, receive, and share their opinions in relaxed and real-life settings. During this process, they will discover grammatical rules and language patterns and produce the target language.

Extending the learning boundary: Second, WBI offers easy accessibility, flexible storage and display options, relatively simple publishing formats, and multimedia capabilities (Khan,1997). Thus, learners can access wide ranges of information presented in many forms via a computer. That is, WBI extends learning boundaries so that learning can occur in the classroom, from home, and at the workplace, whereas in a traditional classroom, learning mostly occurs within the classroom (Relan and Gillani,1995). Whenever learners want to acquire knowledge or access information, search engines can help them access information more easily and quickly. It helps decrease course expenditure, and increase flexibility of time and content.

Applying learner-centered approach: Third, computers and the Internet contain a variety of activities that encourage a learner-centered approach and collaborative learning and provide learning environments that serve learners' needs and learning styles. The Internet also provides supplemental language activities that provide additional practice in specific areas of language learning, current information and authentic language use.

Enhancing real-life communication environment: Fourth, computers and the Internet allow language learners to use real-life English because they are placed in the real-life settings (Signal, 1997). For example, students can acquire e-mail writing skills,

which are considered as authenticity of communication with a 'real audience' (Bicknell, 1997).

Promoting individualization of students: Finally, the learning process through WBI helps to promote individualization of students, and encourage active learning. The more informative data are accessed or searched, the more knowledge can be attained. Some students find that WBI helps them feel more relaxed in communication than participating in a face-to-face setting (Deal, 2002).

In short, WBI implementation can benefit learners and teachers in many aspects. However, the method of designing an effective WBI course in practice is not easy. Many educators might face difficulties in designing and implanting WBI as follows.

2.5.9 Difficulties of WBI in teaching and learning

Three difficulties for implementing WBI are summarized as follows.

Demanding the theoretical knowledge: Firstly, research studies conducted on the effectiveness of computer integration in the classroom and online learning suggest that many online courses lack background design consideration, which comprises (1) *learning theory* (i.e. behaviorist, cognitivist and constructivist) (ChanLin, Lih-juan and Chang, Chwen-chwen, 2003), (2) *graphic design* (for example, size, color of text, use of sound, and amount of white space) (for example, Boyle, 1997; Loh and Williams, 2002), (3) *organizational design strategies* (for example frames, image maps, tables and metaphors) (for example, El-Tigi and Branch, 1997; Loh; Williams, 2002), and (4) *instruction motivation* (for example, graphical elements: frame, image, table, sound, color). For example, a learning theory is not only useful for software development but also for the evaluation of the software's effectiveness (Baker, 2000). However, the software of instructional program currently does not connect with explicitly the learning theories (Reeves, 1995).

Since learning style is one of the most important factors for both traditional-based and computer-mediated instruction, instructional designers and teachers need to find an instructional method that suits students in their classroom the most. The problem is how

to design a WBI course that affects the learning of all types of learners. In reality, learning style differences directly affect contents and not all learning styles and personalities suit a distance learning format (Deal, 2002), like web-based instruction.

Although the concept of collaborative learning creates social interaction under a more relaxed environment, enhances learning experience, and helps learners construct their own knowledge, this concept raises the question of what and how to design an interface that helps create collaborative learning environment (both online and face-to-face class) (Nunan and Beatty, 2004).

Requiring high cost: Moreover, despite these benefits of WBI, one important problem of using computer in education is cost. Not all EFL students have access to computers. They usually access a computer laboratory at their university where computer capacities –hardware and software are somewhat limited. Students with tight budget may not have enough money to satisfy all the software and hardware requirements of the course. Maintenance expenditure and the cost of updating computer capacities such as buying additional hardware and software is another issue of concern. Such may make students decide not to take the course, even though in the long run, the cost of web-based learning is decreasing.

Requiring technical training and supports: Last problem is that lack of suitable training and lack of technical and theoretical knowledge can also deter use of WBI for language learning and some instructors may not understand how to use the new technologies (Lee, 2000). There are also problems concerning the reliability of the information on the Website, the speed of the Internet connection (Lyman, 1998), and computer anxiety on the part of students which can badly affect their performance (Bowers and Bowers, 1996). Success WBI will also depend on the quality and appropriateness the software and hardware and the ability of language teachers.

Overall, the main problems of designing and implementing WBI in teaching and learning could be summarized into four factors: design, users, controllers and techniques. The negative effects could be reduced if educators had recognized its problems in advance.

Some problems are not controllable. However, from benefits summarized above, it could be worth to implement the WBI in the process of learning and teaching.

The last aspect – how to assess the quality of WBI will be discussed in evaluating process (section 2.6).

2.5.10 Application for the development of an online CBCL module for business

English Communication course

Each theory has its own attributes that promote both short-term and long-life learning. In this study, the benefits and criticisms of the three learning theories as well as information suggested by Alessi and Trollip (2001: 38) that

the current world of educational philosophies is triangle, with behaviorism, cognitivism, and constructivism at vertices are taken into consideration. Most educators make conclusion that three learning theories should be somewhere in the middle of that triangle.

In this study, the developed online CBCL module was constructed by a combination of the three learning theories. The behaviorism theory was for ‘preparing and practicing learners’ to acknowledge basic knowledge by drill’. The cognitivism theory was for ‘applying what they have learned’. The constructivism theory was for ‘applying what they have learned in familiar situations and unfamiliar situations in authentic or simulated situations’ as well as social constructivism was for ‘enhancing critical thinking, problem-based learning’ through discussion tasks. That is, the language and professional knowledge and skills which existed outside the mind of the individual (i.e. objectivism theory) and constructed by the learner, do not exist out of his mind (i.e. constructivism theory) and exists through collaborative learning settings.

Thus, the computer software components of the developed online CBCL module include features of the three learning theories such as drills, hypermedia, Web-based communications, simulation, and discussion.

Each learning procedure with each learning theory explanation is summarized and presented in Chapter 4:4.2.

In brief, implementing WBI in learning and teaching can benefit learners and teachers in many aspects. However, the method of designing an effective WBI course with practical use is not easy. Many educators might face difficulties in designing and implementing WBI as follows.

2.6 Part Five–Material Development and Evaluation, WBI Evaluation, and ESP Course Evaluation

2.6.1 Material development and evaluation

Since the objective of this study was to develop a Business English Communication course for Thai EFL students as well as evaluating its quality, the three background knowledge (i.e. overview of ESP materials, factors of consideration of designing or developing effectiveness materials, and materials evaluation) should be summarized and synthesized.

Overview of ESP materials: Material is anything that is used by teachers and learners in a teaching or learning process. Materials can be textbooks, workbooks, cassettes, CD-ROM, video, photocopied handouts, newspapers, paragraph written on a white-board, or anything that informs about the subjects of interest. Materials development is an action done by teachers in order to provide sources of language input and exploit those sources in a way that maximizes the likelihood of knowledge intake. In other words, materials development supplies language information and experiences so as to promote language learning.

Use of materials is one of the important factors in an ESP context for four reasons (Dudley-Evans and John, 1998:170). Firstly, materials represent a language source, especially when the language is a foreign one. Materials help expose learners to the language since materials present samples of real language usage. Secondly, material is a supporting tool in learning. Materials bring learners into thinking about and using of the language. Next, materials offer new ideas and encourage fun and creativity, which, in turn stimulate the learning process. Finally, material can be used as a reference since many ESP courses do not have much time in a classroom, and they have to rely on a

combination of classroom learning, self-study and reference materials. To function as self-study or reference sources, materials have to be complete, well laid out and self-explanatory.

Materials Development–factors of consideration of designing or developing effectiveness materials: Tomlinson (1998:7) mentions the basic principles of the development of material for teaching of language as follows:

1. Materials should be achieved impact through novelty, variety, attractive presentation and appealing content. Impact is achieved when materials have noticeable effect on learners that is when the learners' curiosity, interest and attention are attracted.

2. Materials should help learners to feel at ease. For example, learners feel more comfortable and relaxed with materials.

3. Materials should help learners to develop confidence.

4. In ESP materials, it is relatively easy to convince the learners that the teaching points are relevant and useful by relating them to learners' interest and to 'real life' tasks which learners need or might need to perform in the target language.

5. Material should require and facilitate learners' self-investment by providing them with choice of focus and activity, by giving them a topic control and by engaging them in learner-centre discovery activities.

6. Materials should expose the learners to language in authentic use.

7. Materials should also provide the learners with opportunities to use the target language to achieve communicative purposes.

8. Different learners have different leaning styles so that materials should take into account that learners differ in learning styles.

9. Language learners have different attitudes and feeling toward to target language, their teachers, their fellow learners and the materials that they are using so that materials should take into account of the difference in affective attitude of learners. Materials should be accounted the positive effects of instruction are usually delayed.

10. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement, which stimulates both right and left brain activities.

11. Materials should not rely too much on controlled practice.

12. Materials should provide opportunities for outcome feedback and permit a silent period at the beginning of instruction.

Grave (2000) proposes a list of considerations for developing materials, which consist of 6 factors.

Learners

- Make relevant to their experience and background
- Make relevant to their target needs (outside class)
- Make relevant to their affective needs.

Learning

- Engage in discovery, problem solving, analysis
- Develop specific skills and strategies

Language

- Target relevant aspects (grammar, functions, vocabulary, etc.)
- Integrate four skills of speaking, listening, reading and writing
- Use/understand authentic texts

Social context

- Provide intercultural focus
- Develop critical social awareness

Activity/task types

- Aim for authentic tasks
- Vary roles and groupings
- Vary activities and purposes

Materials

- Authentic (text, realia)
- Varies (print, visuals, audio, etc.)

The factors of consideration of designing or developing effectiveness materials by the two scholars –Tomlinson and Grave – are summarized and synthesized as follows: need analysis, authenticity, and cross-cultural differences.

Firstly, effective materials should be developed based on understanding of learners' needs such as learners' language difficulties, learning objectives, and learning styles (need analysis was discussed in section 2.2.3)

Secondly, authenticity is considered to be an important factor in ESP/EBP material development (Tomlinson, 1998; Dudley-Evans and John; 1998; Grave, 2000). However, there is still a controversy whether or not texts used in learning and teaching such reading, listening and writing materials should be absolutely authentic. In addition, the exact meaning of authenticity is not yet clear. Many define authenticity as ‘genuine’ texts, which are used in ESP/EBP materials but are written for purposes other than language teaching. Others recognize that genuineness of texts does not guarantee relevance to language teaching and that texts are truly authentic if they reflect real world usage.

There are four version of authenticity (Breen, 1985: 63):

- Text authenticity refers to the origin of the materials (intrinsic quality of the text)
- Learner authenticity is concerned on learners’ interaction with the materials (i.e. appropriate responses and positive psychological reaction)
- Task authenticity reflects the purpose to which language input is put. task involve the learners not only in authentic communication with texts and with others in the classroom but also for learning and for the purpose of learning, classroom authenticity.
- Teacher authenticity. The teacher can authenticate material by being ‘friendly, understanding and sensitive to learners’ needs, and by being cultural aware Conversely, the teacher can compromise text or learner authenticity by adopting an authoritarian role in the classroom, thereby interfering with the ‘genuine’ response of the learner to the text.

In general, authentic materials consist of authentic texts and authentic tasks.

Authentic texts include not only written or spoken materials for language teaching, but also general materials such as newspapers, novels, radio news, and fairy tales. On the other hand, authentic tasks involve learners in using language in a way that replicates its use in the ‘real world’, for example, answering a letter, arguing a point of view and comparing brochures in order to make a decision.

Generally, language programs and teachers use a combination of created and authentic materials because authenticity has both advantages and disadvantages.

Authenticity exposes students to authentic language, and thus helps students to develop

specific language skills needed for real-life communication. Moreover, authentic materials induce learners' motivation and provide real-life cultural information of the target culture. On the other hand, authentic materials often contain more difficult language and high responsibilities on the teachers in searching for such materials. Created materials can be superior to authentic materials in that they tend to be more associated with learners' needs.

Lastly, considerations of cross-cultural communication reveal awareness and sensitivity to Business English materials. Differences in linguistic and cultural background can cause misunderstanding in communication. Although variation among different cultures has been acknowledged in Business English, it is only recently that such factor is taken into account when developing teaching materials. Cross-cultural considerations, such as the use of polite strategies and the choice of direct and indirect negotiation tactics in accordance with clients' cultural background is a necessity in achieving successful business communications.

Materials Evaluation: According to Tomlinson (1998: xi), materials evaluation refers to attempts to measure the values of materials or the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Materials evaluation is part of the program or course evaluation.

There are three types of evaluation (Tomlinson, 1998). There are three types of evaluation depending on the purposes for evaluation which refer to as formative, illuminative, and summative evaluation. Formative evaluation focuses on ongoing development and improvement of the program or the course. Information collected during formative evaluation is used to address problems that have been identified and to improve the delivery of the program. Illuminative evaluation refers to evaluation that seeks to find out how different aspects of the program work or are being implemented. It seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result. Summative evaluation is concerned with determining the effectiveness of a

program, its efficiency, and to some extent with its acceptability. It takes place after a program has been implemented. In general, there are two types of evaluation: summative and formative evaluation. A formative evaluation takes place as the program is being developed and taught whereas a summative evaluation takes place at the end of the program.

Material evaluation is for the selection of textbooks. Theoretically, there are three issues to be addressed in textbooks of materials evaluation systems: the fit between materials and (1) curriculum, (2) the learners, and (3) the teachers (Byrd and Celce-Maurcia cited in Byrd, 2001: 415).

There are four indicators for assessing the fits between textbook and the curriculum: fits curriculum/goals, has appropriate linguistic content, has appropriate thematic content, and fits the pedagogical and SLA philosophy of the program/course.

The fits between the textbook and the students are: explanation understandable and usable for students, examples understandable and usable for students, activities appropriate for students, and thematic content understandable and culturally appropriate for students.

Additionally, fits the language skills of teacher, fits the knowledge-based of teacher, provides explanations that can be used by the teachers, provides examples that can be used and expanded by the teachers, fits the needs and preferences of the teachers, and provided in-book or instructor's manual support for teacher are considered to be criteria for fits between the textbook and the teachers.

There are five steps of evaluation to ensure that the evaluation is systematic and principled (Tomlinson, 1998: 227). To begin with, description of the task is demanded to state a clear description of the task to be evaluated. There are four types of tasks: input (i.e. the information that learners are supplied with can be verbal or nonverbal form; procedures (i.e. the activities that the learners are to perform in order to accomplish the task; language activity (i.e. whether the learners engage in receptive language, listening or reading, or productive language activity, speaking or writing, or both); and outcomes (i.e. what it is that the learners will have done on completion of the task) both verbal and non-verbal form. Then, a plan of evaluation should be systematically set. After that, three types of information consisting information about how the task or activity performed,

information about what learning took place as a result of performing the task and information regarding the teacher's and the learner's opinion in the task or activity needed to be collected and analyzed qualitatively and quantitatively. And the final process is that conclusion related to what has been discovered as a result of the analysis and recommendation concerned with proposals for further teaching are reported.

What is more interesting is that at present the mismatch between research and material development usually occur with business English teachers who have not much business experiences (Chan ,2009). Chan (2009:125-136) also proposes a model for linking research and pedagogy through the process of material evaluation consisting six steps, namely, reviewing relevant research, organizing finding, developing checklists,, evaluating material, identifying gaps, and dealing with gaps (Figure 2.7). To serve the purpose of linking research and pedagogy, these steps for developing checklists should be supported by a holistic framework as shown in Figure 2.8. Figure 2.7 shows a model for linking research and pedagogy through the process of material evaluation and Figure 2.8 shows a holistic framework for developing topic-specific checklist

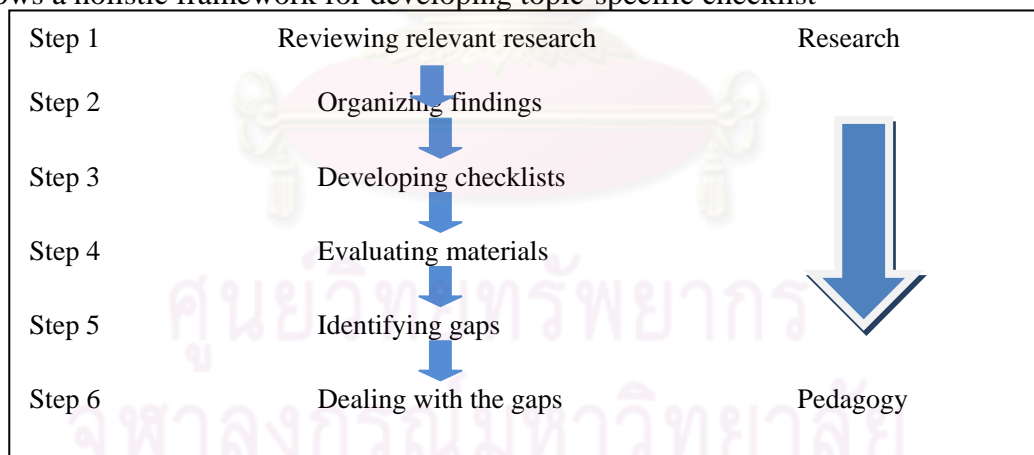


Figure 2.7: Illustration of a model for linking research and pedagogy through the process of material evaluation

Source: Chan ,2009

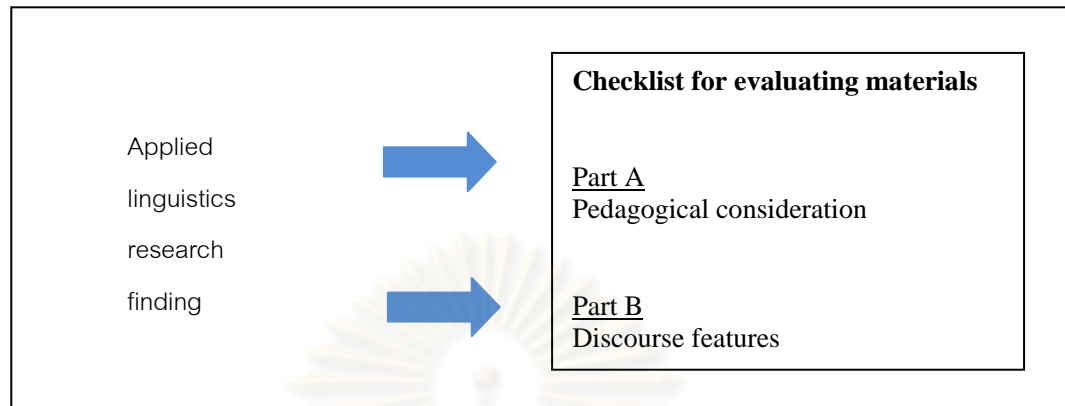


Figure 2.8: A holistic framework for developing topic-specific checklist

Source: Chan, 2009

Chan (2009:125-136) concludes that the criteria should be set underlying pedagogical consideration and discourse feature. Pedagogical considerations concerns especially relevant for evaluating materials on business meetings can be organized consisting needs analysis, spoken grammar and authenticity, approach to teaching the language of meetings, and learner autonomy. Discourse features consist of goal orientation, language used in meetings, strategies used in meetings, the structure of meetings, and cultural differences.

Chan (2009) investigates fourteen textbook units and synthesize the checklists for evaluating business meeting materials based on pedagogical consideration (Table 2.5) and discourse of business meeting (Table 2.6). It is totally applied for evaluating the business material as well. Table 2.5 summarizes a checklist for evaluating business meeting teaching materials in terms of pedagogical consideration. Table 2.6 shows a checklist for evaluating business meetings teaching materials in terms of discourse features.

Table 2.5: A checklist for evaluating business meeting teaching materials

<ul style="list-style-type: none"> • Needs analysis Does the material suit the target learners' needs in terms of work experience and types of meetings they need to hold? Is the content relevant to business? Does it draw on the business experience of job-experienced learners? Are the activities suitable for the target learners' levels and interests? • Learning objectives What is/are the main learning objective(s) – general language knowledge, specialist language knowledge, general communication skills, professional communication skills, or a combination of these? If grammar and vocabulary items are presented, are they relevant to meetings? • Methodological approach What is the main methodological approach? Is it suitable for the target learners? Do the exercises and activities help learners to practice the language and strategies used in meetings? Do the exercises and activities mirror real-life business situations? • Naturalness of the language models Are authentic materials or samples of authentic spoken language used? Does the material contain features of natural speech? Does the material cover the features of spoken grammar relevant to business meetings? • Contextualization of the language Does the material provide contextualized examples? Does the material use a discourse approach to teaching business language? • Learner autonomy Are learners expected to take a degree of responsibility for their own learning? Does the material include any advice/help to learners on learning strategies? Are self- and peer-evaluation tasks included? Is help given to the learners on what to look for?
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Table 2.6: A checklist for evaluating business meetings teaching materials in terms of discourse features

<ul style="list-style-type: none"> • Transactional and phatic talk Is attention paid to both transactional and phatic talk? Does the material present language for both transactional and phatic interaction? • Language used by chairs and participants Are the functions and exponents used by chairs and participants realistic? Are the different roles of chairs and participants presented with appropriate functions and exponents? • Strategies Are learners equipped with strategies which allow them to show both positive and negative politeness in meetings? Does the material present the language to implement these strategies? • Formality Does the material sensitize learners to different levels of formality in meetings? Is the level of formality related to contextual factors and interpersonal strategies? Does the material provide practice in using different levels of formality in different types of meetings? • Structure of meetings Is the generic structure of meetings presented with appropriate language to signal the opening and closing of different phases? Are topic management skills presented with appropriate language for signalling topic opening and closing? • Cultural differences Does the material sensitize learners to cultural differences in meeting styles? Do activities help learners to practice the skills and strategies to handle cross-cultural meetings? Is cultural stereotyping avoided?
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Since the online developed CBCL module was designed and developed during 2006-2007, Chan's checklists were not included in the study. However, after Chan(2009)

concludes the checklist, we can conclude that the checklists seemed to be included in the design of the developed online CBCL module.

All of the factors provided by many scholars discussed in this section, for example, Byrd and Celce-Maurcia and Tomlinson (1998) were taken into consideration for designing the language course including the developed online CBCL module and they covered checklists suggested by Chan (2009) as they all systematically suggest the in-depth details for selecting and developing an effective material for learning and teaching process.

As mentioned before, the developed online CBCL module was designed by using the CLT approach as a theoretical guideline for designing a business English communication course. Tasks and activities designed in this study needed to have communicative function so that we acknowledge the ways to evaluate the communicative tasks and activities.

Ways to evaluate the communicative tasks and activities: Ellis (1998) summarizes the seven dimensions for evaluating communicative tasks as show in Table 2.7. Table 2.7 shows a summary of the seven dimensions of evaluating communicative tasks (i.e. approach, purpose, focus, scope, the evaluators, the timing and types of information) (adapted from Figure 2: checklist of questions for evaluating a task Ellis, 1998:225 and summary from Ellis, 1998: 222-231).

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Table 2.7: Summary of the seven dimensions of evaluating communicative tasks

Dimension	Key questions
<p>Approach: There are two broad approaches: the ‘objectives model’ and ‘responsive evaluation’.</p> <ol style="list-style-type: none"> 1. The <i>objective approach</i> belongs to the psychological traditional research which is concerned with determining whether the program or course has achieved its goals. 2. The <i>responsive evaluation</i> belongs more to the sociological tradition of educational research and aims to illuminate the complex nature of the organizational, teaching and learning processes. 	<p>Is the approach to be one evaluating the task in term of its objectives or is it to be one of developing an understanding of how the task works for language learning. Or both?</p>
<p>Purpose: The two approaches to evaluation reflect two purposes for carrying out an evaluation:</p> <ol style="list-style-type: none"> 1. <i>Accountability:</i> Where accountability is at stake, the purpose of the evaluation is to determine whether the stated goals of the program have been met. Evaluation for accountability requires an ‘objective model’ approach. 2. In case of <i>development</i>, the purpose may be either (a) to improve the curriculum or (b) to foster teacher-development or both. Evaluation of development requires a ‘responsive model’ approach. 	<p>Is the evaluation directed at determining whether the task ‘work’ or is it directed at improving the task for future use or encouraging teachers to reflect on the value and use of this kind of tasks?</p>
<p>Focus There are two principles of focusing in evaluation: effectiveness and efficiency.</p> <ol style="list-style-type: none"> 1. <i>Effectiveness</i> is concerned on a comparison on ‘what the learners knew and were able to do before the program started and are able to do at the end of the program’. 2. <i>Efficiency</i> is concerned on a comparison on the learning gains evidences by one program (the program being evaluate) with the gains evidenced by another program that differed in some way from the target program. 	<p>Is the focus of evaluation on the effectiveness or the efficiency of the task? If the focus is the efficiency if the task with what is the task to be compared?</p>
<p>Scope: Evaluator needs to determine the scope of their evaluation. The important decision to be made in this respect concerns whether the evaluation will examine the program in terms of its stated goals or whether it will also examine the goal themselves.</p> <p>In other words, the scope of the evaluation can be ‘<i>internal</i>’ in the sense that it uncritically accepts the goals of the program. An internal evaluation focus on whether the learning predicted by the goals of the program has been achieved It can be ‘<i>external</i>’ in the sense that it submits the goals of program to critical scrutiny. The external evaluation will also enquire into whether an unpredicted learning.</p>	<p>Will the evaluation of the task be in terms of its stated objectives or will it consider the appropriateness of the objectives themselves? Will the evaluation of the task consider predicted benefits or will it also consider unpredicted benefits as well?</p>
<p>Evaluators: Evaluators can be insider and outsider.</p> <p>The <i>inside evaluators</i> are organizers, curriculum developers, teachers and learners.</p> <p><i>Outsiders</i> can offer a new or a fresh perspective and may give evaluation credibility, whereas stakeholder or inside evaluator will be bring an insider’s perspective to the evaluation.</p>	<p>Who will evaluate the task? What biases do the chosen evaluators have?</p>
<p>Timing: There are two types of evaluation based on timing.</p> <p>A <i>formative evaluation</i> takes place as the program is being developed and taught</p> <p>A <i>summative evaluation</i> takes place at the end of the program.</p>	<p>Will the evaluation of the task take place as it is being used in the classroom or on it completion?</p>
<p>Types of information</p> <p>An evaluation based on an objective model approach relies on one type of information: (1) <i>learners test scores</i>. A responsive evaluation, particularly if it is directed at curriculum or teacher-development, will require a greater variety of information, including (2) <i>documentary information</i> (e.g. syllabuses and materials), (3) information collected be means of <i>self-report</i> by different stakeholders and (4) <i>observation of actual classrooms</i>.</p>	<p>What kinds of information will be used to evaluate the task? How will the information be collected?</p>

Source: Ellis, 1998

In brief, to evaluate the quality of existed material or developed materials, information gathered from seven dimensions needs to be analyzed quantitatively and qualitatively.

It can be concluded that materials evaluations help the teachers or course developers monitor the effectiveness of instruction as well as demonstrating the learning development of learners and the quality of curriculum or program of instruction. Good language materials should be enable learners to manipulate and practice specific feature of language as well as providing an opportunity for learners to rehearse communicative skills they will need in the real world. Moreover, it should involve learners in problem-solving or resolution.

2.6.2 Application for the development of online CBCL module for business English communication course

In this study, the seven dimensions suggested by Ellis (1998) were applicable used in evaluating process (Figure 4.1 in Chapter 4). That is, all information (i.e. learners test scores, documentary information, self-report by different stakeholders, and observation of actual classrooms) was gathered and analyzed when the program was developed and implemented and by the end of the course as well. That is, a comparison on ‘what the learners knew and were able to do before the program started and were able to do at the end of the program’ was investigated. However, efficiency was not to be assessed since it had no comparative data to compare the quality of the two language courses or programs. Both accountability which aims to determine whether the stated goals of the program have been met and development purpose which aims to improve the curriculum or foster teacher-development or both were examined in this study.

In addition, the four types of tasks: input, procedures, language activity and outcomes suggested by Tomlinson (1998) were used as a guideline of assessing the quality of EBP material used in this study. The four types of tasks were used as fundamental aspect of analyzing suitable EBP tasks and activities for Thai EFL learners who were to be studied the developed online CBCL module for a business English communication course. It was part of the designing phase –content analysis step – of Alessi and Trollip’s model (2001).

The three fits of between material and curriculum, students and teachers were addressed. That is, material use and material adaptation in this study should reflect on curriculum goals and objectives. That is, all language input (for example, EBP content and explanation, vocabulary and structures, example, exercises, illustrations), procedure, activities and outcomes were to be adapted in this study should reflect on the learning goals and objectives of the BCGW course. Furthermore, textbook selected in this study should meet the needs of students as well as the needs of stakeholders. Although the source of need assessment derived from the secondary need analysis (i.e. evidence of English language needs of employers), they could be applicable used as evidence for supporting an effective course development. Also, material use in this study should be suitable to teachers' competence. All criteria of each fit elements suggested by Byrd and Celce-Maurcia (cited in Byrd, 2001) were used as a guideline for assessing material use and adaptation in this study since they are covered all influenced factors of decision-making process of selection effective material.

Since the tool for delivering the learning content in this study was WBI, the ways of assessing Web-based learning program were described in the following section.

2.6.3 Validating WBI program

For educational multimedia to be effective, an evaluation or validation process to test whether the program meets its learning goals and objectives in the real learning environment is required. Two main topics: evaluation procedure and criteria for assessing software instruction are discussed in this section.

Evaluation procedure: Evaluation of software can be carried out at any time during the design and development process– formative evaluation– or after it has been introduced to a group of users–summative evaluation.

Formative evaluation is the process of providing information to curriculum developers or instructional designers during the development of a program in order to revise or modify a program. Dick and Carey (1996) state that this process should take place as soon as objectives, outcomes, and a program of instruction have been specified

and should involve ‘the collection of data and information during the development of instruction which can be used to improve the effectiveness of the instruction’.

Summative evaluation is the process of providing feedback information to curriculum designers or instructional designers after the program is completed about whether the program was effective and successful and assesses learner outcomes. The purpose of summative evaluation, according to Seels and Glasgow (1998), is to

make statements about the effectiveness of the program... to collect, analyze, and report findings on the summed effect of instruction to decision makers in the client organization.

Na-Songkhla (2004) summarizes two methods of evaluating instructional software –Expert Opinion and User Surveys .

User Surveys: Reiser and Dick (1990) address the need for the higher evaluation reliability by developing an alternative approach involving the learner. Reiser and Dick (1990) provide a new model for instructional software evaluation. Their model focuses on the extent to which students learn the skills a software package is intended to teach. There are nine steps of evaluation software instruction (Figure 2.8)

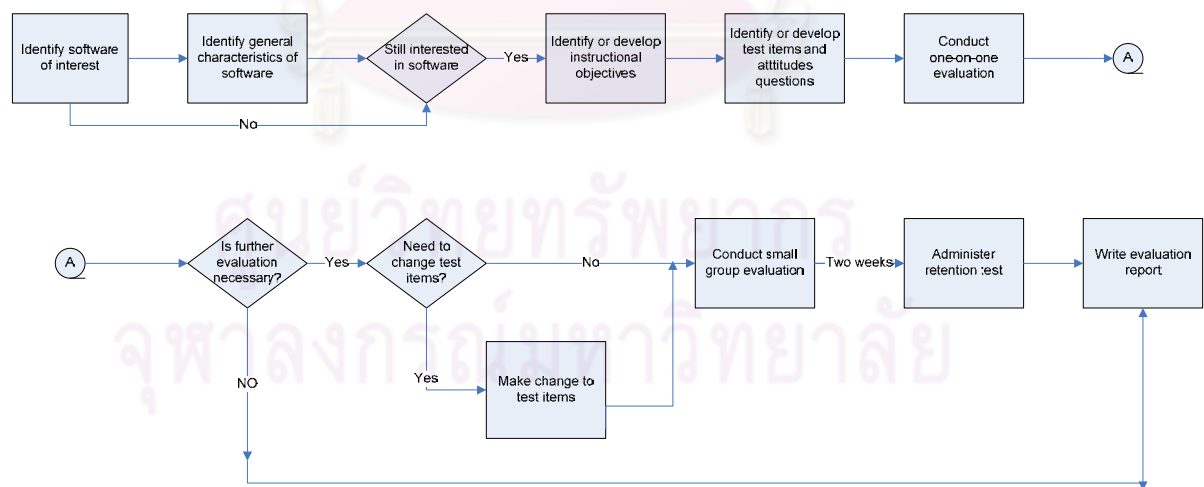


Figure 2.9 Illustration of nine steps of evaluation of software instructions
Source: Reiser and Dick,1990

It begins with identifying software of interest. Then, software characteristics–content, general goals, instructional techniques, intended grade levels, required hardware

need to identify. Next, the objectives should be explicitly described in the software itself or in the documentation accompanying it. Then, test items which are designed to assess student attainment of the instructional objectives as well as a series of questions to assess student attitudes toward the software and the contents should be constructed. The developed program should be tested by representatives who are in the various ability levels of the students –one high-ability, one average-ability, and one low-ability student. If we discover some unclear items, they should be revised or eliminated; or it may be ascertained that some additional items are necessary in order to adequately assess attainment of a particular objective. After such changes are made, a small group evaluation (8 to 20 students who should be representatives of the various ability levels of the students for whom the software is intended or who are in the target population) should be conducted. After that, they are tested on how much they have learned as well as their attitudes toward the software and the content it focuses on. After that, the test should be assessed 2 weeks following a completion of the instruction and should be the same as, or an alternate form of, the original posttest. Finally, all of information gathered during the process should be reported. The report should consist of a summary of the collected information, documenting the findings, and the evaluator's recommendation regarding use of the software.

Experts Opinion: Experts use a criteria set or heuristic based on their professional experience and academic training to develop a checklist that represents how the effective instructional software should be. Evaluating software instruction by experts usually consists of 3-5 expertise persons that are similar to the method of evaluating software instruction by users (Na-Songkhla, 2004).

According to Nielsen (1994b) a set of five methods were provided to find usability problems in the design.

1. Heuristic evaluation is the most informal method. It involves specialist's judgments whether each element follows the established usability principles. Na-Songkhla (2004) adds that this method is usually attended by the experts two times. The

first time aims to make familiarity of the program whereas the second time aims to particular principles.

2. Pluralistic walkthrough uses group meetings (i.e. users, developers, and expert).
3. Consistency inspection uses an expert to see the consistency of the program such navigation system, site design, page design, etc (Na-Songkhla, 2004)
4. Cognitive walkthrough uses an expert as the user of the program. 5. Formal usability inspection combines individual and group inspections.

Moreover, there are four steps for evaluating the effectiveness of instruction multimedia (i.e. assessing reaction and attitude, assessing learning, assessing behavior change in the intended environment, and assessing results and Return on Investment (ROI) (Alessi and Trollip, 2001). The first step – assessing reaction and attitudes – aims to know how much users like the program or not. If not, the program needs revision. In general, the instrument used to assess reaction and attitude of users is attitude questionnaire. The assessment of learning aims to ensure that users learned what is intended. A useful method used for assessing learning is different types of test methods such as posttest design, pretest-posttest design, and retention test. The third step – assessing behavior change s– aims to assess whether the learning will transfer to other situation in which the skill or knowledge is required. This step is rarely carried out because it is not easy to evaluate the degree to which a program impacts on-the-job performance and most educators do not have time to do the evaluation. The assessing results and Return on Investment (ROI) aims to determine whether a program achieves its hoped-for results and whether the investment is worthwhile.

In general, evaluation procedure is mostly conducted two periods (during implementing the course and at the end of the course implementation). The people who are involved with the process are developer, experts and users. The quality of the course is justified by investigating learning improvement, behavior changes, learners' reaction and attitude, and investment. When we have learned on the evaluation procedure, the criteria for assessing software instruction should be acknowledged.

The following section illustrates the criteria of assessing software instruction.

Criteria of software instruction: Some educators set the assessment criteria of software instruction. For example, Wilkinson, Bennett and Oliver (1997) provide assessment criteria of a web-based course: site access and usability, resource identification and documentation, author identification, authority of author, information structure and design, relevance and scope of content, validity of content, accuracy and balance of content, navigation within document, quality of the links and aesthetic and affective aspects. It can be summarized as following (Wilkinson, Bennett and Oliver ,1997:52-58)

The first criteria deals with the first impression the web site which is concerned with the ease of connection and downloading, identification of the site, access restriction and other questions. The quality of the information such as the title and URL address, descriptions of its content, its purpose and its intended audience is demanding. At the same time, descriptive information about an author such as the name, the position, contact information, sponsors, etc should be included in each website. The in-depth details of author, for example, personal experiences, organizational affiliation and publishing records should be added. The structure of documents whether the documents follow accepted instructional design standards are considered as the fifth criteria. Relevance information in the website that meets the users' need is required. At the same time, validity of content that deals with the confidence one can place on the information in a document is needed. Additionally, the hypermedia information should not be inaccurate or biased. Moreover, navigation (i.e. how easily documents are explored and concerned with organizational structures, menu design, indexes, tables of content, search functions, and "help" menu) should be well-organized. Links should be useful. Finally, how well the document that is designed in terms of graphics, readability and the use of creative element is needed.

Kapoun (1998:522-523) provides five criteria of Web page: accuracy, authority, objectivity, currency and coverage.

Accuracy aims to determine how reliability of a website. *Authority* deals with the authorship of a website. Contact information of the producers of the site should be provided in the web. *Objectivity* aims to determine the objectivity of a website. *Currency* deals with determining the currency of a website that should be last update. *Coverage* deals with determining the adequate information that should be covered on a website.

Alessi and Trollip (2001: 414) provided nine different criteria for evaluating an online course. It starts with subject matters which aim to validate whether the subject matter matches the goals and objectives. Moreover, all parts of the program that are not directly related to learning the content such as the introduction, direction, help, and conclusion should be provided. Moreover, to motivate the number of accessing the Website, it is necessary to consider affective consideration by maintaining an appropriate level of challenge, arousing curiosity, providing controls and the users' perception of control, using fantasy techniques (e.g. integrating visual and aural techniques). The appearance of everything that appears on the screen and the means by which learners communicate with the program–interface– is highly important for designing the multimedia instruction. The quality of text, animation and graphic, audio, and video are demanding for an effective online course. For example, the audio and video can play on all types of computer and that the time required accessing an audio and video is not too long. Additionally, the program should provide a consistency navigator and orientation aids such as restarting features, passive and active bookmarking, maps, backward links, and immediate access to menu to help easily learn. To construct an effective program, instructional designers need to make deliberate judgments on instructional methodologies, the content, and the learning outcome in terms of appropriateness for the learner. The ability of a system e.g. a computer, communication tools, or data processing should be simple.

The American Council on Education (1996) proposed seven criteria to assess the quality of an online course: learning design, learning objectives and outcomes, learning materials, technology, learner support, organizational commitment, and subject. Each criterion contains indicators to assess the quality of the online course with precise description, for example 'learning outcome' – Evaluation Criteria: Distance learning

programs use established ways to measure effective learning, assist the learner to achieve demonstrable learning outcomes, organize learning activities around these outcomes, and assess learner progress by reference to the announced outcomes (Available from: <http://www.itcnetwork.org/ACECheck1128.pdf>). Each indicator is also provided a set of questions for evaluators to clearly investigate quality of the course, for example 'learning outcomes' –Are intended learning outcomes described in observable, measurable, and achievable terms?(Available from: <http://www.itcnetwork.org/ACECheck1128.pdf>).

Michigan Virtual University sets four standards for quality online course [online]. It can be summarized as followings:

(1)Technology standard is primarily involved with the functionality and appropriateness of the technology. It consists of three indicators: Identification of technology requirements is concerned on the technology capabilities necessary for completion of the course to potential learners. Identification of audience capability is concerned with whether or not the course's overall technology matches the skills of its audience. Technical functionality determines the technical performance of the course. This standard attempts to discover technical errors in order to determine their impact on the learner's ability to meet the instructional objectives of the course.

(2)Usability standard deals with technology and learning environment. It consists of five indicators. Interface consistency is concerned on whether or not any elements will detract from the learner concentrating on the course material without any undue distraction or confusion. It is composed of three factors: font consistency, text consistency, and element placement and presentation consistency. Learner support is concerned on the standard evaluation of the presence and quality of learner support within a course. It is composed of three factors: presentation of supplementary material, presentation of learner support, and presentation of glossary materials. Navigational effectiveness and efficiency: This standard evaluates the consistency of the course or system's user interface. It

consists of four factors: accessible and navigable home or course map, intracourse navigability, presence of course progress indicators and presence of course orientation. **Functionality of graphics and multimedia:** This standard determines the functionality of graphical and multimedia elements of a course. It consists of image, audio, video, and simulation functionality. **Integration of communication** is concerned on how well communication is integrated into an online course. It consists of communications expectations, availability of communication channels, discussion functionality, and chat functionality

(3) **Accessibility standard** is designed to ensure that courses which must or should be accessible meet the minimum requirements for accessibility. There are three indicators. **Basic content** consists of text equivalences for non-text elements, alternative to color, language usage, style sheet usage, updating alternative content, screen flickering **Table and frames** consists of row and column identification, multi-level table markup, and frame titling. **Media** consists of image maps and multimedia presentations,

(4) **Instructional design standard** represents what is most often missed in on-line instruction. All of the instruction that can be mapped to an objective will be of a particular performance/knowledge type. It depends on the type of knowledge and performance that is required for each objective: recall fact, recall element, recall concept, identify concept, apply concept, recall task, identify task, perform task, recall principle, identify principle, apply principle, derive method, and derive solution.

In short, to justify the quality of the online course that meets learning goals and objectives, criteria for assessing software instruction needed to be clearly justified. In general, three parties –programmers, instruction designers, and clients (users) are involved in the evaluation process. There are many types of criteria used for assessing the quality of the online program. What we can conclude is that, in general, there could be two components–multimedia designs, namely, font, text, table, animation, layouts and instructional design, namely, learning input, process and outcome.

2.6.4 Application for the development of an online CBCL module for business English communication course

The criteria proposed by American Council on Education (1996); Alessi and Trollip, (2001); and Michigan Virtual University (2002) are selected to be used as criteria for assessing quality of the course developed in this study. Some indicators of each criteria provided by American Council on Education, (1996); Alessi and Trollip, (2001), and Michigan University, (2002) and share similar features. Some were adapted to suit the learning goals and objectives of this study. All indicators were synthesized to have two principal criteria namely, subject matter quality and multimedia instructional design quality since the objectives aimed at developing a language course through the Web-based and collaborative learning environment.

In addition, this study applies the first three steps of Alessi and Trollip (2001) – assessing reaction and attitude, assessing learning, assessing behavior change –were to be used as indicators to check whether the learning goals and objectives of the program were accomplished. In addition, the quality of the course was assessed quantitatively and qualitatively. The quantitative evaluation information of the developed online CBCL module for a business English communication course was assessed by the level of effectiveness index (E1/E2) and arithmetic mean of course evaluation from developed from evaluation the criteria proposed by American Council on Education (1996), Michigan University (2002), and Alessi and Trollip (2001). The qualitative evaluation information was to be gathered by semi-structured interviewing information.

2.6.5 ESP course evaluation

Donna (2002 cited in Richards, 2001) concluded that evaluation can be concerned with:

- Attitudes–how positively are the course viewed?
- Effectiveness-how well learners achieve the objectives in term of real learning?
- Appropriacy– how appropriate is the programs to the clients' real needs?

There are two levels of evaluation (Hutchinson andWater, 1993).

Learner assessment deals with the process of assessing student performance consisting three basic types of assessment–placement test, achievement test, and proficiency test.

Course evaluation helps assess whether the course objectives are being met or whether the course is doing what it was designed to do. There are four main aspects of ESP course evaluation to be considered (Alderson and Walters,1983: 144)

What should be evaluated? The answer should be everything is significance. However, there are two constraints: teacher’s ability to collect information and ability to use the information when it has been collected.

How can ESP course be evaluated? There are many ways to evaluate ESP course. However, five methods are popular used for assessing ESP courses: test results, questionnaire, discussion, interviews, and informal means (e.g. casual chat).

Who should be involved in the evaluation? In ESP course evaluation, it mostly involves with the ESP teachers, the learners, and the course sponsors.

When (and how often) should evaluation take place? It could be in the first week of the course, at regular interval throughout the course, at the end of the course, and after the course.

Brown (1995:217) concludes that evaluations are implied in three ways. To begin with, curriculum should start with a need analysis. However, in fact the program is already ongoing, perhaps even fairly well entrenched, when curriculum process is initiated. Thus, ongoing need analysis, formulation of goals and objectives, articulation of tests, and delivery of instruction are accepted. Secondly, the process of curriculum development is never finished. Thus provisions must always be made for revisions of all the curriculum elements with a view to improve them. Lastly, the ongoing program evaluation can be the glue to connect all elements together.

Brown (1995: 218) defines evaluation as ‘the systematic collections and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved’. From the definition purposed by Brown, it could be concluded that there are two purposes of gathering information: the promotion of improvement and the assessment of effectiveness.

In addition, Brown (1995:218) classified four approaches to program evaluation: product-oriented approaches, static-characteristic approaches, process-oriented approaches, and decision-facilitation approaches. *Product-oriented approach* is focused on the goals and instruction objectives which should be achieved. If the objectives have been not achieved, it indicates the failure of the program (Brown 1995: 220). Brown recommends that this approach may seem cold, clinical, and somewhat behaviorist from today's perspective. *Static-characteristic approach* is similar to the product-oriented approach but it is conducted by outside experts. At present, static-characteristic evaluations are used for institutional accreditation. *Process-oriented approach or goal-free-evaluation* is concerned not only with evaluating the degree of attainment of program goals but also questioning the very worth of those goals in the first place. *Decision-facilitation approach* functioned as a tool to help in making decision. The evaluators gather information and then help the administrators and faculty to make their own judgments and decision.

Brown (1995: 228) also summarizes useful information on the three dimensions that shape the point of view on evaluation and ways to apply evaluation components and viewpoints to assess the effectiveness of a course.

The following section is discussed Brown's summary of the three dimensions that shape the point of view of evaluation and ways to apply evaluation components and viewpoints to assess the effectiveness of a course. Figure 2.10 illustrates three dimensions that shape points of view of evaluation.

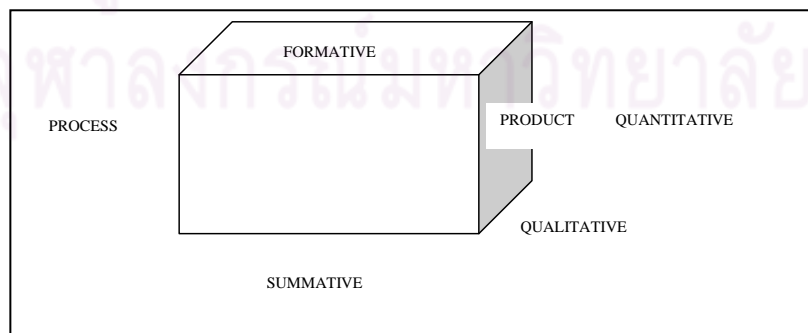


Figure 2.10 Illustration of three dimensions that shape points of view of evaluation
Source: Brown, 1995

Brown (1995) suggests that evaluation can be divided into three dimensions or three patterns: formative versus summative, process versus product, and quantitative versus qualitative.

Purposes of information: The definitions of formative and summative evaluation are the same as other educators' definitions. Formative evaluation takes place during the ongoing curriculum development process and aims to collect and analyze information for improving the curriculum. Summative evaluation is conducted at the end of the course and aims to determine the degree to which in program was successful, efficient, and effective.

Types of information: process and product evaluation. Process evaluation is concerned with any evaluations that focus on the workings of a program whereas product evaluation focuses on whether the goals of the program are being achieved. Summative evaluation is considered as product evaluation since it aims to gather information for assessing the program goals that have been accomplished or not. In the other hand, formative evaluation tends to assess process since it aims to investigate the degree to which the workings of the program are effective.

Types of data and analyses: Quantitative data are countable information or data are in numerical form– tests scores, grades, student ranking, and the numbers of students in each class. Qualitative data are not in a numerical form –open-ended questionnaires or interview data, teacher journals, and classroom observations.

Brown (1995) also mentioned that curriculum planners are responsible for choosing among the available options and tailoring a set of evaluation procedures for a program or course. Once, an evaluator who takes a purely quantitative approach to examining the goal achievement in summative evaluation would be best represented by a single point in the lower right corner at the front of Figure 2.9. In brief, evaluators could find the well-balanced positions on all of three dimensions that depends on objectives and situation of the study. In addition, Brown (1995) suggests that the curriculum evaluation components are needs analysis, objectives, testing, materials, teaching, and the evaluation itself.

Within an evaluation, each of these components can be viewed from three viewpoints: Were they effective? Were they efficient? What were participants' attitudes towards them? Table 2.8 in the following page shows the evaluation components relating to three viewpoints: effectiveness, efficiency and attitudes.



ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Table 2.8: The evaluation components relates to three viewpoints: effectiveness, efficient and attitudes

	Program Effectiveness : To discover whether or not the learners have learned anything and how much of it		Program Efficiency: To discover the amount of time of learning process		Program Attitudes: To discover the attitudes of teachers, students, and administrators regarding the various components of curriculum	
	Questions	Primary data sources	Questions	Primary data sources	Questions	Primary data sources
Needs analysis	Which of needs that were originally identified turned out to be accurate (now that the program has more experience with students and their relationship to the program) in terms of what has been learned in testing developing materials, teaching, and evaluation?	All original needs analysis documents	Which of the original student needs turned out to be most efficiently learned? Which were superfluous	All original needs analysis documents and criterion-referenced tests (both dialogistic and achievement)	What are the students', teachers' and administrators' attitudes and feeling about the situational and language needs of students? Before program? After?	Needs analysis questionnaire and any resulting documents
Objectives	Which objective turned out to be needed by the students and which did they already know?	Criterion-referenced test	Which objectives turned out to be needed by the students and which did they already know?	Criterion-referenced test (diagnostic)	What are the students', teachers', and administrators' attitude and feeling about the usefulness of the objectives as originally formulated? Before program? After?	Evaluation interviews and questionnaire
Testing	To what degree are the students achieving the objectives of the courses? Were the norm-referenced and criterion-referenced tests valid?	Criterion-referenced tests (achievement)test, Test evaluation procedures (see test evaluation checklist and a checklist for successful testing in <i>The Elements of Language Curriculum: a systematic Approach to program Development, Brown,1995</i>)	Were the norm-referenced and criterion-referenced tests efficient and reliable?	Test evaluation procedures(see test evaluation checklist and a checklist for successful testing in <i>The Elements of Language Curriculum: a systematic Approach to program Development, Brown,1995</i>)	What are the students', and administrators' attitude and feeling about the usefulness of the test as originally developed? Before program? After?	Evaluation interviews, meeting and questionnaire
Materials	How effective are the materials (whether adopted, developed, or adapted) at meeting the needs of the students as expressed in the objectives?	Material evaluation procedures(see checklist for adopting textbooks, checklists for developing material from scratch, and steps for adapting materials in <i>The Elements of Language Curriculum: a systematic approach to program development, Brown,1995</i>)	How can materials resources be recognized for more efficient use by teachers and students?	Materials blueprint and scope-and-sequence chart(see checklist for adopting textbooks, checklists for developing material from scratch, and steps for adapting materials in <i>The Elements of Language Curriculum: a systematic Approach to program Development, Brown,1995</i>)	What are the students', teachers', and administrators' attitude and feeling about the usefulness of the materials as originally adopted, developed, and /or adapted? Before program? After?	Evaluation interviews, meeting and questionnaire
Teaching	To what degree is instruction effective	Classroom observations and student evaluation	What types of support are provided to help teachers? Are they efficient?	Orientation documents and administrative support structure materials	What are the students', and administrators' attitude and feeling about the usefulness of the test as originally delivered? Before program? After?	Evaluation interviews, meeting and questionnaire

Source: Brown ,1995

In short, Table 2.8 (extracted from Table 7.2-7.4 in *The Elements of Language Curriculum: a systematic approach to program development*, Brown 1995: 235-239) was to be used as a guideline of program evaluation in many course including this study since it illustrates and covers all necessary elements for systematical assessing a course or program. In fact, program components by Brown (1995) were used for evaluating quality of the course because of coverage features or indicators for justifying quality of a course.

2.6.6 Application for the development of an online CBCL module for business English communication course

In this study, curriculum evaluation components, namely, objectives, testing, materials, teaching, and evaluation were to be assessed from the two viewpoints: effectiveness and attitudes. As the program developed in this study was ongoing and well entrenched. The development of the course, namely, formulation of learning goals and objective, learning scopes and sequences as well as assessment procedure, namely, objectives articulation of tests and documents collected for assessing students' performance was set in advance as well as going on at the same time depending on the situation. Since the needs analysis information in this study was secondary sources, the needs analysis was considered not absolutely evaluated because the curriculum development in this study was to be started with some element other than need analysis. However, the process of curriculum development is never finished since provisions must always be made for revisions of all the curriculum elements with a view to improving them. That is, ongoing evaluation is the heart of the systematic approach to language curriculum design (Brown, 1995). One of data sources of evaluation is ongoing needs assessment. Even though needs analysis was not to be assessed as a component of curriculum development in this study, it played an important role of curriculum revision.

Additionally, since this study was to be used web-based learning as learning environment of the course, one curriculum evaluation component is involved – multimedia features. That is, the curriculum evaluation component for assessing quality of the developed

online CBCL module consists of seven indicators, namely, objectives, testing, materials, teaching, multimedia feature, and evaluation within two aspects – effectiveness and attitudes. The efficiency was not to be part of this study because efficiency in terms of Web-based learning is concerned with a comparison of the learning gains evidenced by one program (the program being evaluated) with the gains evidenced by another program that differed in some way from the target program (Ellis,1998). In this study, there was no comparative information to be analyzed. All seven indicators were grouped together to be two criteria, namely, subject matter quality indicators and multimedia instructional quality indicators. In addition, students’ reactions and attitudes towards the method and strategy used in this study were to be investigated.

2.6 Part Six–Thai cultures and Thai learners

To understand Thai cultures and Thai learners, the definition of culture should be acknowledged.

Culture often includes knowledge, belief, morals, laws, customs and any other attributes acquired by a person as a member of society (McLaren, 1998).

Hofstede (2001:10) states that

Culture is defined as the interactive aggregate of common characteristics that influence a human group’s response to its environment. Culture determines the uniqueness of a human group in the same way personality determines the uniqueness of an individual. Moreover, the two interact: culture and personality is a classic name for psychological anthropology.

Burnard and Naiyapatana (2004) conclude that knowing more about a country’s culture is likely to help those from outside of it understand communication patterns more clearly.

Interestingly, in recent years, discussions on influence of culture are considered as one significant feature for identifying the quality of the teaching methodology. The teaching method that is chosen to be the main teaching method is directly affected by the students’ and teachers’ cultural norms. Many scholars have pointed out the negative effects of insufficient consideration of variations in cultures of learning that might lead to frustration and subsequent failure in language classrooms (Li 1998, Holliday 1994). A

good starting point for learning to consider students' sociocultural backgrounds in designing and implementing programs/lessons would be in the methodology courses in teacher education programs (Seran Dogancay-Aktuna, 2005). As a result, Thai learning culture and Thai learners should be also reviewed.

Thai learning culture: This study was designed as blended learning settings. The question 'Does culture affect an online learning settings?' is asked. Two scholars (Schwalm, 1995 and Thongpasert and Burns, 2003) study the Thai cultural factors that might affect the online learning settings. They conclude that one factor affecting low frequency accessing the online course is culture barrier.

Schwalm points out that the different rates of online learning participation depend on the different cultural group.

Thongpasert and Burns (2003:337-339) suggest an analysis of three specific factors related to Thai culture that influenced the success of implementing Virtual Education Delivery (VED) in Thailand: high power distance 'Bhun Khun', uncertainty avoidance 'Kreng Jai' and, collectivism 'Kam Lang Jai':

...The ***Bhun Khun*** concept is broadly accepted by the majority of Thai students and lecturers. This might obstruct the process of transferring knowledge through university networks, such as e-mail, chat room or bulletin board whilst students are not encouraged to express their ideas to solve problems or lecturers are afraid to tell administrators what they think. Lecturers or administrators have a high status and usually make any decisions, that is, their role is considered as a controller rather than as a colleague (Thanasankit, 1999). Therefore, without direction and guidance, the ability to create knowledge and use it as a force to develop the best practice of students in academic areas will be limited.

A high uncertainty avoidance– ***Kreng jai*** may impede the successful implementation of knowledge sharing (Trompenaars and Hampden- Turner, 1998). Kreng jai concept is defined as the need to avoid uncertainty which is associated with a reluctance to be the cause of discomfort to the feelings of others (Rohitratana, 1998b). In Thai culture, subordinates should be polite and accepting. Not surprisingly, they always keep their suspicions to themselves to maintain a peaceful situation. They are afraid to make their superiors lose face in front of the others. Due to this concept, there is a tendency in Thai culture for differences in opinions between individuals to be “met” rather than

confronted. These emotions are regarded as an impediment to knowledge sharing because participants are uncomfortable telling others about what they think or feel.

Thai culture is recognized as collectivist rather than individualist. The sense of collectivism in Thai people is strong as a consequence of their living in extended families (Hofstede 2001). Thus, the dependency relationship between the person and in-groups is stronger than in out-groups. They usually hold views and opinions towards the group and this plays a vital role in their learning styles (Hallinger and Kantamara 2001). This is expressed in Thai as “*Kam lang jai*” and refers to the spirit and moral support in-group members provide to encourage self-confidence in students and promote knowledge sharing (Hallinger and Kantamara 2001).

Thongpasert and Burns (2003) also add that the *Bhun Khun* concept might obstruct the process of transferring knowledge through university networks, such as e-mail, chat room or bulletin board whilst students are not encouraged to express their ideas to solve problems or lecturers are afraid to tell administrators what they think.

From this perspective, Thai learning culture seemed to be one barrier of learning especially learning by using the virtual education, collaborative learning, and critical thinking enhancement in Thailand.

Thai learners: The characteristics of Thai learners are summarized by many scholars.

To begin with, Hofstede (2001) concludes that Thai national culture is characterized by high power distance, high uncertainty avoidance, low individualism and low masculinity.

Moreover, Thai culture forms students’ behaviors. In general, Thai students are passive learners and nonverbal in class and need a lot of guidance from the teachers (Boondao,2003).

Siritongthaworn, Krairit , Dimmitt and Paul (2006:154) also conclude:

...Thai students prefer studying with a real professor (tutor-delivered instruction) to learning from a virtual teacher (ICT-delivered instruction), even when they can use IT very well (Miller et al., 2004). They get used to

instruction in the structured format due to the traditional norms of education....

....The passive learning style is deeply rooted in Thai students because of the traditional teacher-centered instruction in Thailand (Miller et al., 2004). The majority of Thai students have an overwhelming preference for face-to-face contact because they are so used to the physical presence of the teacher during instruction. These characteristics limit the Thai student's ability to benefit from a variety of learning resources. These preferences explain the significance of instructor-led learning, in which the instructor is the main provider of the learning experience (along with the textbook) and the determinant of learning scope.

Additionally, Malaiwong (1997) states that Thai students are familiar with social learning–social constructivism but they are not experienced at learning as individuals using a constructivist paradigm.

Furthermore, Thai students usually feel nervous and uncomfortable when they communicate with teacher because of high distance position issue (Hallinger and Kantamara, 2000).

Moreover, Thai culture is a hierarchical system, 'seniors' or 'superiors are not argued with by 'juniors' so that the concept of *kreng jai* is very important (Maguire ,2003), it is not easy to get Thai students to challenge a teacher: what the teacher has to say is important and to challenge him or her, and for the teacher to be wrong would mean a loss of face for both parties (Klausner ,1993) .

Also, the study of Burnard and Naiyapatana (2004) report the two characteristics of Thai interpersonal communication: face to face and communication between two people who are not of equal status. In face-to-face settings, Thai people usually talk quietly and use limited eye contact—particularly across the sexes whereas if the two parties are not of equal status, they generally try to maintain *kreng jai*, to make sure that each feels comfortable and that neither party is compromised. Thus, Thai students rarely participate in class discussion. Most importantly, communication and discussion, especially with people who are in higher level is not direct because conflict is to be avoided as well as they are afraid of losing their face in front of their colleague.

If we investigate more details about Thai EFL learners, we certainly discover the same issues. Thai EFL learners face the difficulties of using English language, they wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of these difficulties (Biyaem,1997): interference from the mother tongue (Thai) particularly in pronunciation, syntax, and idiomatic usage; lack of the opportunity to use English in their daily lives since an official language in Thailand is Thai; unchallenging English lessons; being passive learners; being too shy to speak English with classmates; and lack of responsibility for their own learning.

To conclude, culture shapes the ways of people behalf including the learning ways. The favorite Thai learning and teaching methods is the formal lecture, with the teacher. According to many studies, we can synthesize that Thai students might not have problems with the collaborative learning settings (social constructivism). Moreover, students are able to ‘practice’ and ‘produce’ learning outcomes that derive from the teachers’ expectation but they are not possibly able to apply what they have learned in different settings or even think in different ways (think critically) (constructivist paradigm) . The difficulty of implementing the CBL method aiming at enhancing critical thinking skills can occur in Thai learning settings and it can possibly be expected because the issues of Thai culture which shapes the ways of Thai learners. Moreover, the learners might be not ‘completely’ illustrated their actual performance since they are placed in the new environments (i.e. online learning, collaborative learning in English communication settings) they are not familiar with. However, we can look at the bright side of the story; we might discover the strengths of ‘Thai culture’ and “Thai learners’ towards the new environments as well.

As it is difficult to have students who have similar ability, any supports or scaffolding instruction should be provided for learners.

2.7 Part Seven–Scaffolding instruction

As mentioned before (See constructivism theory in Section 2.5.6), scaffolding instruction as a teaching strategy originates from Lev Vygotsky’s sociocultural theory (1978)and his concept of the *zone of proximal development (ZPD)*. According to Vygotsky (1978) “good learning” occurs in the child’s zone of proximal development. It is important to provide such support or help to help students achieve their goals.

Definition of scaffolding is:

Vygotsky (Raymond, 2000:176) defined scaffolding instruction as the ‘role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level ’.

Scaffolding refers to ‘a form of support for the development and learning of children and young people (Rasmussen, 2001:570).

Scaffolding is defined as ‘the way that teachers or peers supply students with the tools they need in order to learn’ (Jacobs, 2001:125).

Scaffolding refers to the particular kind of help, assistance and support that enables a child to do a task which they cannot quite manage on their own and which brings them closer to a state of competence that will enable them to carry out other similar tasks independently in the future (Maybin, Mercer and Stierer, 1992 cited in Read,n.d.).

Learning supports or scaffolding can be used in different learning settings, for example, interactive learning, problem-based learning, exploratory learning, online learning, and conventional learning environments. This study focused on developing an online language course using the CBL method as a teaching method in collaborative learning settings. Thus, what we will discuss in next section is theoretical background of scaffolding –collaborative learning and case-based learning or problem-based learning. Then, the examples of scaffolding in the fields of education and language are presented in the following section.

Collaborative learning: A relationship between scaffolding and proximal development is discussed. Scaffolding refers to the particular kind of help, assistance and support that enables a child to do a task which they cannot quite manage on their own and which brings them closer to a state of competence that will enable them to carry out other similar tasks independently in the future (Maybin, Mercer and Stierer, 1992 cited in Read, n.d.). That is, scaffolding is considered as a concept used to guide a child through the ZPD and enable them to carry out a task that they would be unable to do without help (Read, n.d.).

Based on the thought of constructivism theory by Lev Vygotsky (as mentioned before), the process of the child's development consists of the level of actual development and the level of potential development. The level of actual development is defined as the level of development that the learner has already reached, and as the level at which the learner is capable of solving problems independently. The level of potential development (the "zone of proximal development") is the level of development that the learner is capable of reaching under the guidance of teachers or in collaboration with peers. If the learner are not capable of solving problems or understanding material, supports or guidance (i.e. scaffolding) are in charged.

According to constructivism, the two dominated features can be synthesized as 'capable of solving problem independently' and 'capable of reaching under the guidance of teachers or in collaboration with peers'. At present, we discuss about the 'capable of reaching under the guidance of teachers or in collaboration with peers'. What can the teachers or adult can do to support or guide the child to learn effectively—capable of reaching under the guidance of teacher can be concluded as following.

McKenzie (2000) describes eight characteristics of scaffolding by (1) providing clear direction step by step and reduces students' confusion, (2) clarifying purpose, (3) keeping students on task by providing structure, (4) clarifying expectations and incorporates assessment and feedback, (5) pointing students to worthy sources, (6) reducing uncertainty, surprise, and disappointment by determining and refining possible

problems, (7) delivering efficiency by increase time of complete tasks, and (8) creating momentum by reducing time of searching and increase time of learning and discovering. The first six describes aspects of scaffolding instruction and the last two describes the outcomes of scaffolding.

Wood, Bruner and Ross (1976) identify six features of effective scaffolding. They consist of (1) creating children's interest in the task, (2) simplifying the task, for example, breaking it down into stages (3) keeping children on track by reminding them of the goal (4) pointing out key things to do and/or showing the child other ways of doing parts of the task, (5) controlling the child's frustration during the task, and (6) demonstrating an idealized way of doing the task.

Bransford, Brown, and Cocking (2000 cited in Van Der Stuyf,2002) conclude that the activities and tasks used scaffoldings concept should :

- motivate or enlist the child's interest related to the task
- simplify the task to make it more manageable and achievable for a child
- provide some direction in order to help the child focus on achieving the goal
- clearly indicate differences between the child's work and the standard or desired solution
- reduce frustration and risk
- model and clearly define the expectations of the activity to be performed.

Collaborative learning tasks(for example group discussion, class discussion, pair work, collaborative writing or group composition, role play, brainstorming, jigsaw reading, retelling, share information and debate) are used as a strategy to reach 'the capable of reaching in collaboration with peers'.

Scaffolding tasks are provided by the teachers to help students achieve their goal and course goal within the belief that the supports or helps should increase learners' motivation and reduce learners' frustration.

As mentioned before, the one feature of constructivism concept can be synthesized as 'capable of solving problem independently'. Thus, it is possible that problem solving and critical thinking skills can be enhanced by using scaffolding concept.

Problem-based learning: Problem-based learning is 'an instructional (and curricular) learner-centred approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem' (Savery, 2006:12). Problem-based learning and case-based learning approach derive from the same thoughts based on foundations of constructivist theories. Most importantly, the heart of both approaches is that learners are assigned to solve the problems provided from learning tasks and activities.

In general, learners should have in-depth content knowledge as well as they should illustrate their reasoning and self-directed learning skills and strategies when they are in problem-based learning or case-based learning settings (Hmelo-Silver and Barrows, 2006: 24).

It is clear that the problems of learning through problem-based learning settings can be solved by scaffolding as suggested by Galea, Stewart Steel, 2007; Quintana et al, 2004; Hmelo-Silver, Duncan, and Chinn, 2007; and Greening, 1998).

Scaffolding is a mechanism that assists learners to extend their learning into more complex or unknown areas of knowledge and knowledge application (such as real-life problems) (Galea, Stewart Steel, 2007:310).

Learners are encouraged to use scaffolding provided by a teacher or a group for individual problem solving (Wilson and Cole, 1991).

Quintana et al (2004) conclude that problem-based learning is complex tasks that require scaffolding to help students engage in sense making, manage their investigations and problem-solving processes, and encourage students to articulate their thinking and reflect on their learning.

The scaffolding can reduce cognitive load, provide expert guidance, and help students acquire disciplinary ways of thinking and acting (Hmelo-Silver, Duncan, and Chinn,2007).

Greening (1998) suggests that problem-based learning emphasis on student independence. It seems that it does not require using scaffolding but it is important to note that the attribute of problem-based learning is discussion activity. Discussion activity is considered as ‘scaffolding’ technique used for enhancing learning process.

There are many forms of scaffolding in problem-based learning approach purposed by Hmelo-Silver ,2004 and Galea,Stewart Steel, 2007.

Scaffolding takes the form of modeling, coaching and questioning to progress students through the problem-based learning task (Hmelo-Silver, 2004: 245), and to monitor their learning and reasoning processes. Scaffolds may take many forms including learner guides, resources, tools and strategies that help the learner to attain higher levels of understanding (Galea,Stewart Steel,2007:310).

In short, we can conclude that scaffolding tasks, for example, coaching, questioning, tutoring help reduce learners’ difficulties through the problem-based learning settings since the implementation of problem-based learning are a difficult approach. Moreover, characteristics of problem-based learning are learning is driven from the process of solving problems in collaborative learning settings. In general, teacher’ role of the problem-based learning is as a ‘facilitator’ or ‘guidance’.

The following section describes the examples of scaffolding implementation in education fields. It includes scaffolding in general and language fields.

Education: Hammond (2002 cited in Hmelo-Silver, Duncan, and Chinn, 2007) suggests that scaffolding in language and literacy education is needed. That is, scaffolding plays important role to language learning and teaching process. For language learning and teaching, scaffolding refers to ‘providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning’ (Ovando, Collier and Combs, 2003: 345

cited in Bradley and Bradley, 2004). Teachers' responsibility is to provide learning supports. Whenever students become more proficient, the scaffold is gradually removed (Diaz-Rico and Weed, 2002: 85 cited in Bradley and Bradley, 2004). Bradley and Bradley (2004) suggest three types of scaffolding:

1. Simplifying the language: The teacher can simplify the language by shortening selections, speaking in the present tense, and avoiding the use of idioms.
2. Asking for completion, not generation: The teacher can have students choose answers from a list or complete a partially finished outline or paragraph.
3. Using visuals: The teacher can present information and ask for students to respond through the use of graphic organizers, tables, charts, outlines, and graphs.

The scaffolding concepts are usually employed in educational learning and teaching. Donovan and Smolkin (2002:428) study the use of scaffolding in writing. They research the role of different levels of scaffolding in children's understanding and demonstration of their knowledge of genre. This study reveals that scaffolding can assist children as well as hinder children in demonstrating their full range of genre knowledge (contextual and visual support) (Donovan and Smolkin, 2002:428).

Chang, Chen and Chen (2002:8) conduct a study to test the learning effects of three concept-mapping methods on students' text comprehension and summarization abilities and determine how students can most effectively learn from concept mapping which consist of three methods map construction by correction (with constant and highest degree of scaffolding), by scaffold fading (with gradually removed scaffolding), and by generation (with the least scaffolding). The study results show that the map-correction group performed better on the text comprehension and text summarization posttests than did the scaffold-fading or other groups. The findings of this study also suggest that the scaffold-fading group performed much better than the map-generation and control groups on the text summarization posttest but showed no significant difference on the text comprehension posttest (Chang, Chen, and Sung, 2002). They also conclude that two

factors that may have affected the outcome of the study are difficult operation as scaffolding gradually removed and lack of sufficient time for training (Chang, Chen, & Sung, 2002: 20).

Hayashi (2005:10) studies the scaffolding implementation in academic writing process. Many techniques are provided to improve the quality of students' written documents. Essay map– a detailed and elaborate account for essay plan aims to fill the gap between brainstorming and outlining as well as allowing the writer to explore their ideas in a systematic way. Moreover, the students are required to analyze the audience by interviews (in this study means their classmates and the author). As a result, their written documents closely match readers' background by providing more background information that they have no ideas. Additionally, self-editing and peer-editing are used to improve the quality of the content. Furthermore, the students are encouraged to apply 'academic development patterns–the research report, the explaining essay, the arguing essay, and the problem-solution essay. Moreover, they are provided with a guideline for organizing ideas for essay components–the introduction, conclusion, and abstract. The findings of this study reveal that the students have positive about the course element. They informed that academic development patterns–the research report, the explaining essay, the arguing essay, and the problem-solution essay are beneficial for them in terms of structuring or organizing ideas and developing their paper. Peer editing is also positively received. They also reported that they would like to have assistance on: how to connect each paragraph, examples, grammar, word choice, and punctuation. Hayashi (2005-online) concludes that multiple opportunities to develop and organize their ideas through tasks which enable them to express their ideas in a systematic and organized way need to be provided. Moreover, it is important to make the students aware of and being familiar with academic writing conventions and expectations by providing patterns of development and organization common in academic papers. To create an atmosphere where students can help each other and work together through the editing process, collaboration and support should be emphasized.

Language education, for many decades, there is debate on the use of students' first language (L1) in the second language classroom. CLT approach and Natural approach depend on the use of L1. That is, L2 is learnt best when learners are placed in L2 environments. However, language learning settings is currently shifted by including L1 into language classroom.

Many studies reveal that the used of L1 is considered as scaffolding (e.g. Anton and Dicomilla, 1998, Brooks and Donator, 1994, Martin-Jones and Heller' 1996 cited in Forman,2007) since it is viewed as a 'mentor' (Gibbons,1999 cited in Forman,2007) or 'deliberate intention to teach' (Wells,1999 cited in Forman,2007) or 'assisted performance' (Poehner and Lantolf,2005 cited in Forman,2007) that helps learner acquire knowledge through the medium of their first language as well as L2 knowledge. Scaffolding is learner-driven rather than teacher-driven, and occurring when the scaffolding responds to learners; readiness to learn: 'in the interstice between the planned and the unpredictable... when the planned pedagogical action stops (van Lier,2004:16 cited in Forman,2007:321).

Halliwell (1992 cited in Read, n.d.) points out that the use of the children's first language in a foreign language classroom helps promote independent language use. Most importantly, the use of L1 by both students and teachers increase L2 comprehension and learning (Cook ,2001; Wells,1999 and Tang ,2002 cited in Morahan, n.d.).

Cook (2001) suggests that the first language should be used in the classroom by teachers and students since L1 is necessary for teaching grammar and for conveying meaning, explain grammar, and organize the class. At the same time, it helps students engage in communication between teachers and students or students and students (i.e. their collaborative learning is enhanced). Moreover, it can be viewed as an individual strategy for increasing comprehension of students. Cooks(2001) concludes that there are interlinked L1 and L2 knowledge in the students' mind.

Wells (1999 cited in Morahan, n.d) suggests that L1 use in written task is valuable since it helps clarify and build meaning and allows learners to repeatedly evaluate and

clarify communication with regard to choice of content and register appropriate to the task. Moreover, when students collaboratively work with their classmates to construct solution and evaluate written tasks, L1 helps students cognitively process at a higher level with regard to linguistic tasks than the use of L2.

Tang (2002 cited in Morahan, n.d) finds that L1 serves as a ‘supportive and facilitating role in the classroom. It should be not the primary language of communication. Moreover, awareness of similarities and differences in culture and linguistic structure helps enhance the accuracy of translation. Most importantly, the students have illustrated ‘positive’ impacts on and attitudes towards L1 using.

In short, scaffolding helps fill the gap between ‘current performance’ and ‘desired performance’. The teacher who acts as a facilitator is responsible to ‘search or create’ any supports or helps to help students learn without difficulty. Strategies used for filling the gaps of different ability of the students are , for example, peer editing, coaching, questioning, tutoring, explaining, simplifying, guiding, team working, using context and visual, using mind-mapping, using ‘structured patterns’, using L1 for language learning and teaching. Although the use of L1 could not be applied in the CLT approach, it is expected ‘use of L1’ might be employed if learners would like to have L2 comprehension. To conclude, scaffolding is certainly essential for learners because they have different ability and background. For example, some are able to read English but could not write English. Some might be a critical reader or thinker. Some might be proficient in searching information. Some are good at in presentation as well. Most importantly, when learners are placed in a ‘new’ environment that they have no experience before, scaffolding is needed. Scaffolding could be used as ‘supports’ to help students in this study since they were placed in ‘new’ learning environments. Hence, the effects of implementing scaffolding should be investigated in order to justify the students’ reflection.

2.8 Summary of basic information for designing, developing, and assessing the BCGW course using the online CBCL Module.

Figure 2.11 illustrates the overarching basic information for designing, developing and assessing the BCGW course. As you can see from Figure 2.11, there are two components, namely, problems and basic information. Problems are divided into four aspects according to the key elements—business English, CBL method, CL approach, and WBI. Basic information consists of two components: basic information for designing and developing the BCGW course and basic information for assessing the BCGW course. In-depth details are presented to make a clear picture of the introduced concepts to be used in the research methods which are the main topic to be discussed in the following chapter.



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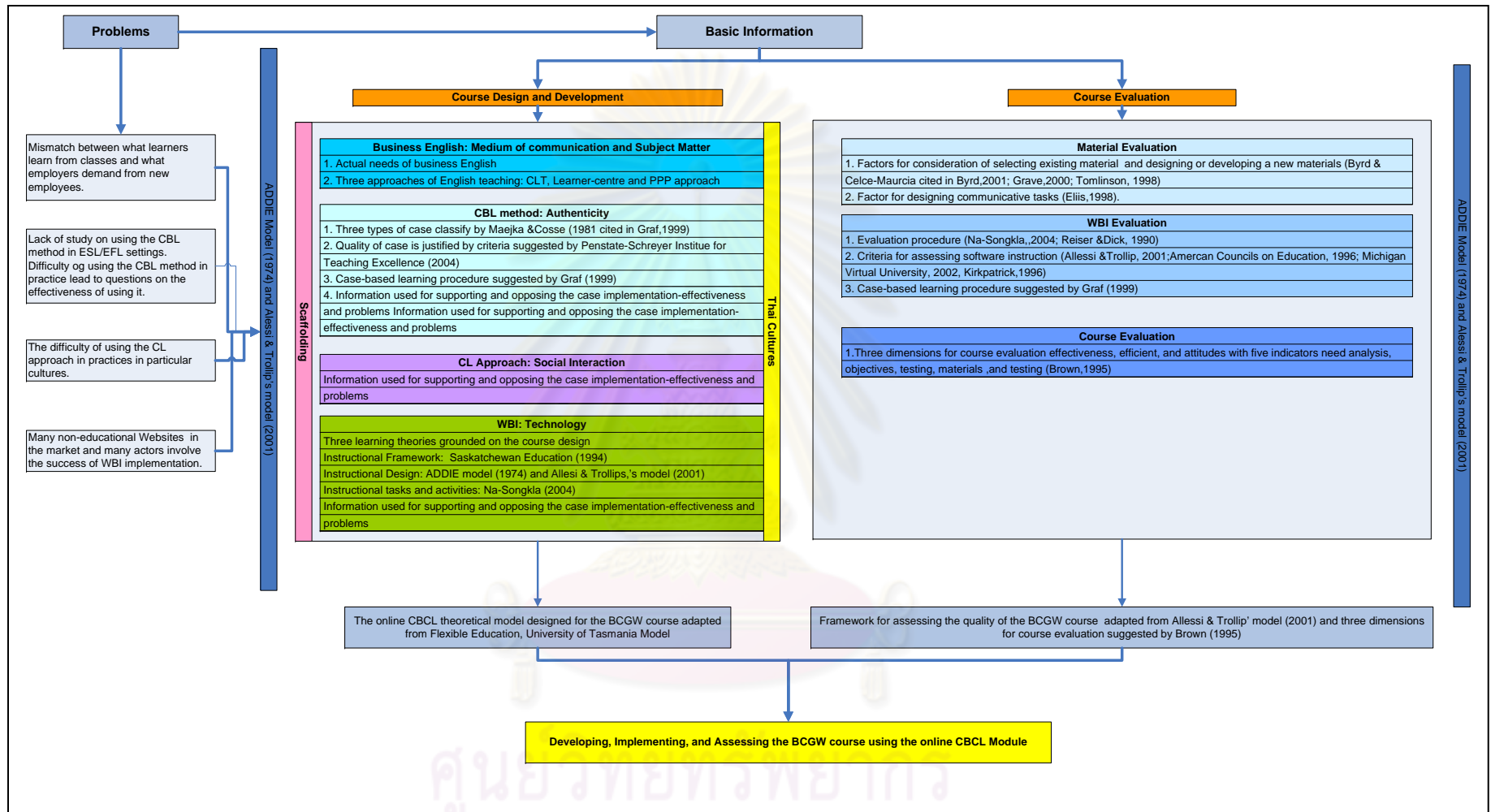


Figure 2.11 Illustration of the overarching basic information for designing, developing and assessing the BCGW course

All of the basic information for designing and developing the online CBCL module and information for assessing its quality was synthesized as the guideline for this study. Research methodology consisting research approach, research design, the stages of the research and the research method are presented in Chapter Three. Also, the process of developing the online CBCL module for business English communication course when it was trialed in practice at RMUTLL for one week and the process of using the BCGW course when it was used in practice with 22 RMUTLL students for one semester is presented in Chapter Four.



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CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is divided into three parts:

Part One– Framework of the Study: The framework of developing this study – the development of an online CBCL module for business English communication course is discussed briefly in this part (details will be reported in Chapter 4:4.2).

Part Two– Research Methodology: This part describes the research methodology that consists of the research approach, the research design, the stages of the research and the research method used in this study

Part Three–Description of Research Method: This part describes details of the research method which are presented point-by-point according to the three research questions.

3.2 Part One–Framework of the Study

In order to develop the online CBCL module for Business English Communication course appropriate for the Thai EFL contexts which had some problems (as mentioned in Chapter One), a series of actions consisting of – researching all basic information related to the study, constructing the framework of the development and evaluation of the online CBCL module, implementing the developed online CBCL module with the 22 RMUTLL students, and reflecting on the study – were carried out to find out the solution (Figure 3.1).

It begins with researching all basic information related to the study. The review of literature is divided in seven main parts, namely, teaching business English, the CBL method, the CL approach, WBI, Thai culture, scaffolding and course evaluation. The first six aspects were used for designing and developing the online CBCL module. The last aspect consisting of material evaluation, WBI evaluation, and language course evaluation was for assessing the quality of the developed online CBCL module used for

the business English communication course. Then, the process of constructing the framework of the development and evaluation of the developed online CBCL module consisting three main events: identifying research methodology, designing and developing the online CBCL module, and evaluating the online CBCL module was identified (purple shade). After that, the developed online CBCL module was implemented with the 22 RMUTLL students for one semester (orange shade). After the course was implemented, the reflection on the study– suggestions and recommendation– is discussed.

This chapter reports only research methodology used in this study (green shade). The rest is addressing in the three research objectives of the study. Figure 3.1 illustrates the procedure or framework of this study.



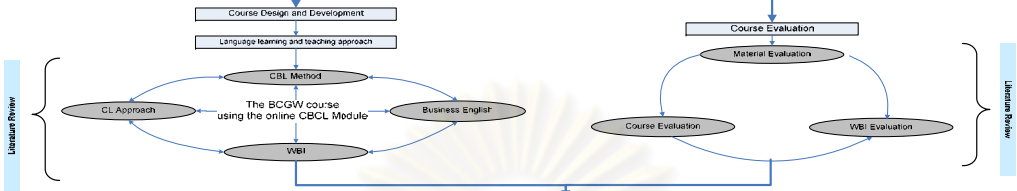
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The Entire Procedure of a Development of the Online CBCL Module for Business English for Communication

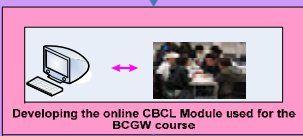
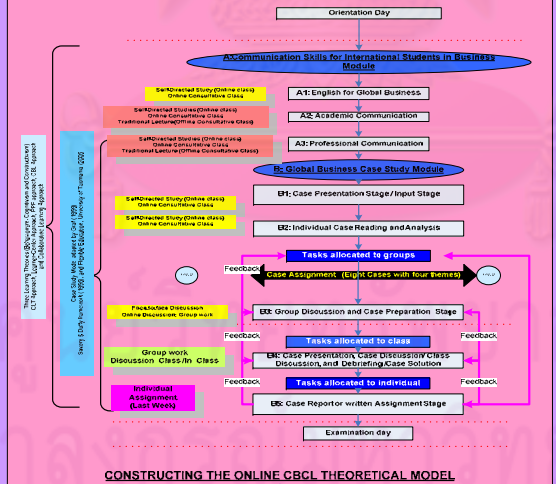
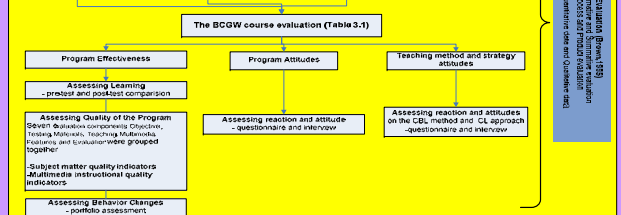
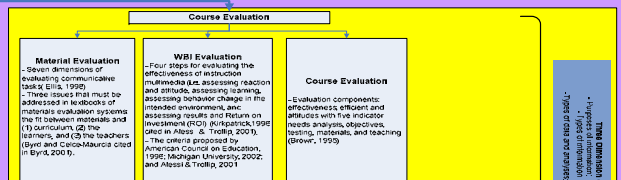
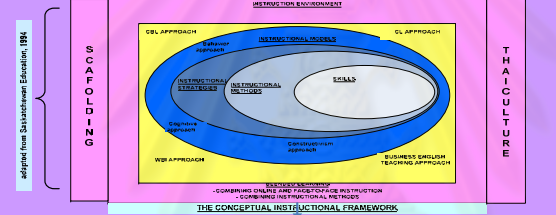
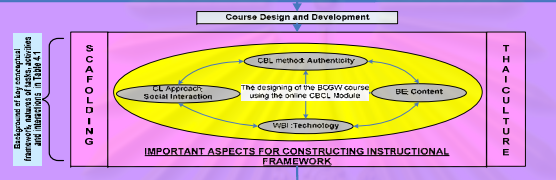
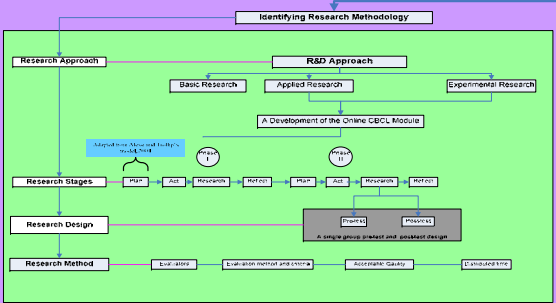
Background
 -The Importance of English,
 -The Effectiveness of CL Method
 -The Effectiveness of using CL in Educational Settings,
 -The Significant Role of Technology in Education.

Problems
 -Level of English proficiency is lower than the international standard
 -There is a mismatch between what learners learn from classes and what employers demand from new employees
 -Lack of study on using the CBL method in ESL/EFL settings
 -The difficulty of using the CBL method in practice leads to questions on the effectiveness of using it.
 -The difficulty of using the CL approach in practice in particular cultures leads to questions on the effectiveness of using it.
 -There are many non-educational variables in education settings.
 -Many factors that involve the success of VBI implementation.

I. BASIC INFORMATION



II. DESIGNING, DEVELOPING, ASSESSING THE ONLINE CBCL MODULE



III. IMPLEMENTING THE ONLINE CBCL MODULE USED FOR THE BCGW COURSE

IV. REFLECTING ON THE STUDY

A combination of designing and developing and assessing adapted from Abbas and Tully's model (2001) and ADDIE model (1974)

A combination of designing and developing and assessing adapted from Abbas and Tully's model (2001) and ADDIE model (1974)

3.3 Part Two–Research Methodology:

This part begins with the research approach followed by the research design, the stages of the research and research method.

In this study, the classroom research undertaken was R&D (research and development), with a single group pre-test/post-test design.

The R&D research is defined by the Organization for Economic Co-operation and Development (OECE) (2007:164) as creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society to devise new applications. It has three activities: basic research, applied research, and experimental development. Basic research refers to experimental or theoretical work carried out primarily to gain new knowledge with no particular application or use in view. Applied research refers to original investigation in order to find new knowledge, directed primarily towards a specific practical aim or objective. Experimental development refers to systematic work, using existing knowledge gained from research and/or practical experience to produce new materials, products or devices, to install new processes, systems and services, or to substantially make those already produced or installed better.

There were two reasons for selecting the R&D research in this study. Firstly, the features of the R&D research are similar to those of action research in terms of the reflective process with the aim of solving problems. Such features allow the teacher to continuously improve the quality of the program by researching and developing a nonthreatening environment to make the program knowledgeable. It is vital that the curriculum is continually refined until it best meets the needs of EFL Thai learners. Specifically, this research type provides the students with the opportunity to learn through the course that responds to their ability, needs, interests and difficulties. While the opportunity for redesigning the course reflects a practical learning process as well as professional practice, such features bring about the solutions to problems, professional development, and learner development.

Secondly, the R&D research allows the use of a variety of techniques and methods for both quantitative and qualitative data gathering. Specifically, data of the two sources help complement the clear picture of the students' performance relevant to the study.

For the same reason, it was beneficial to apply the concepts of the R&D approach by combining elements of both applied research and experimental development in this study. This study comprised two phases. Most of the experimental development occurred in Phase I, where, as shown in Figure 3.2, a significant part of the research involved applied research. Figure 3.2 shows the overarching research methodology of this study.

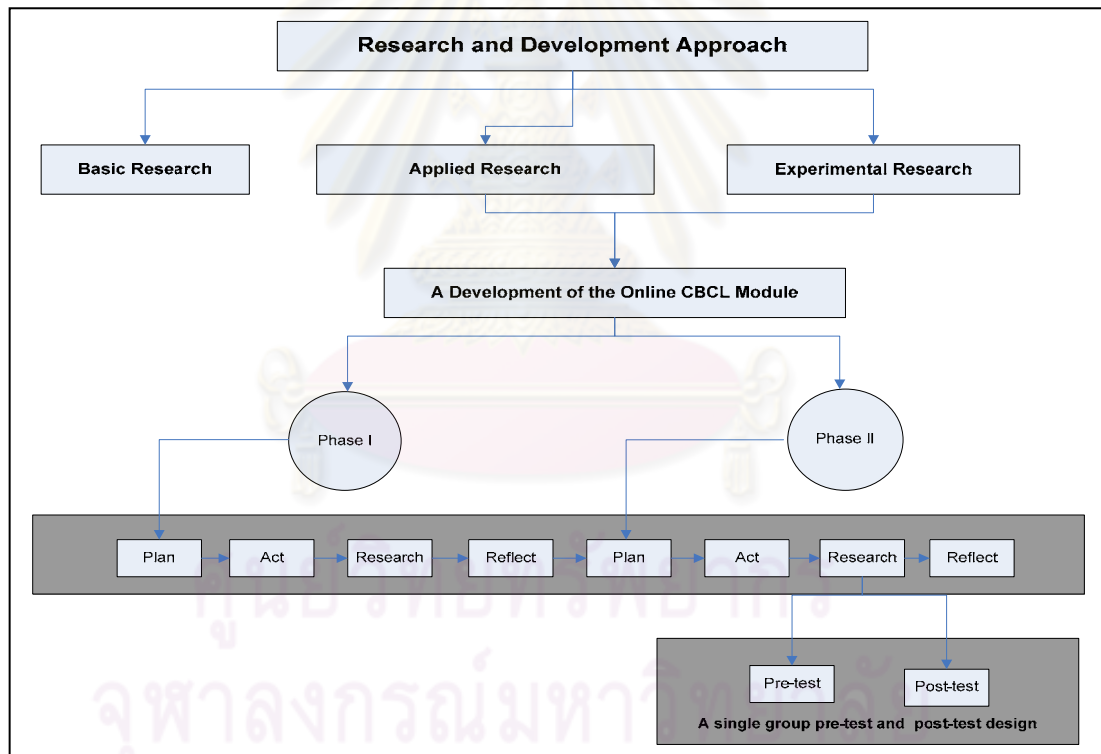


Figure 3.2 Illustration of overarching research approach of the online CBCL module. Apart from the features of the R&D research, the reflection and evaluation of the innovative curriculum in order to better understand and improve its quality and to improve the EFL teaching for further development were taken into consideration. Thus, the four research stages including plan, act, research, and reflect were integrated within

the overarching of the development of research framework. The four research stages helped systematically design the study and refine the whole process effectively while the online CBCL module were implemented in practice. In other words, since this study aimed at developing the Business English Communication course as well as evaluating its quality when it was used in practice, the ongoing monitoring and reflection of the effectiveness of the program in order to improve the quality and suitability of learning materials for Thai EFL learners were recommended. Most importantly, as unpredictability, for example, different ability of students and external factors is the norm of teaching in practice, ongoing and reflection process allows the possibility to refine and solve the problems in the research, to adapt to the changing contexts, and to develop deeper understanding and more useful and more powerful theories before making a conclusion.

The research design used in this study was a single group pre-test/post-test design.

T1	X	T2
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T1 = Pre-test scores

X = Treatment → the BCGW course using the online CBCL Module

T2 = Post-test scores

The developed online CBCL module was applied twice, one week with the RMUTLL students and a semester with the RMUTLL students. Note that such a research design without a control group might cause problems in justifying the effects of the instruction. The underlying reason for using such a design was that it was difficult to use the experimental research design with a control group and an experiment group when the quality of the BCGW was not yet proved quantitatively and qualitatively. In this respect, this study cannot be generalised to other groups.

In short, the main focus of this study was to provide evidence, resolve problems and bring about changes in order to improve both the quality of the program and the students' ability. Hence, this study adopted the R& D research approach with four research stages and a single group pre-test/post-test design.

Before discussing the stages of the research, the theoretical concepts underlining the

procedure of this study– the development of an online CBCL module for Business English Communication were introduced.

This study aimed at developing and assessing the quality of the online CBCL module used for the BCGW course. Thus, this study employed Alessi and Trollip's model (2001) and ADDIE model (1974) (discussed in Chapter 2. 2. 5.5) as a basis for designing and developing the online CBCL module. The reasons were that the features and procedures of the two models were precisely specified and easy to follow step-by-step with descriptive explanation. They also illustrated an 'overall perspective background of designing and developing' a course (Figure 3.3, illustrates the research procedure of this study).

To assess the effectiveness of instructional multimedia, the four levels of evaluation of Web-based learning interventions by Alessi and Trollip (2001) were employed as an outline of the research framework or procedure because all of the four levels illustrate and cover all of the important evidence of learners and learning development as well as reflecting on the quality of the course (discussed in Chapter 2: 2. 5.5). That is, not only the development of the learners and the learning process were investigated but also the strengths and weaknesses of each course were determined through the four levels of Web-based learning interventions synthesized by Alessi and Trollip (2001).

In short, the Alessi and Trollip's model (2001), the four levels of evaluating were synthesized as an overarching procedure of developing and assessing the developed online CBCL module in this study. Not all of Alessi and Trollip's steps were included in this study because some steps (for example write program code) is concentrated technical perspective which might be not concluded in this study. Moreover, some steps could be conducted together with other steps (for example prepare the text, graphic, audio, video, and support materials) while some steps (for example cost the project, produce planning document) might not be essential to be stated in the study process. Also, there were some overlaps of identifying stages of preparing and creating a prototype, flowcharts and the storyboard in this study whether it should be in the design

or development phase. In this study, this process was considered to be in the development phase (details in Chapter 2: 2.5.5). Figure 3.3, in the following page, illustrates the research procedure of the development of an online CBCL module for business English communication course adapted from Alessi and Trollip's model (2001).

As shown in Figure 3.3, the three attributes: standards, ongoing evaluation, and project management were implemented while conducting this study. Standards were used as indicators of the acceptable quality of all criteria including content, graphic, hypermedia and interactions that all multimedia project and the instruments could have. Ongoing evaluation outlined the process of assessing and revising the multimedia project and the instruments. Project management referred to the ways to manage and monitor the plan responding to the needs of clients and problems occurred during the study. Three attributes were taken into action in every stage of this study.



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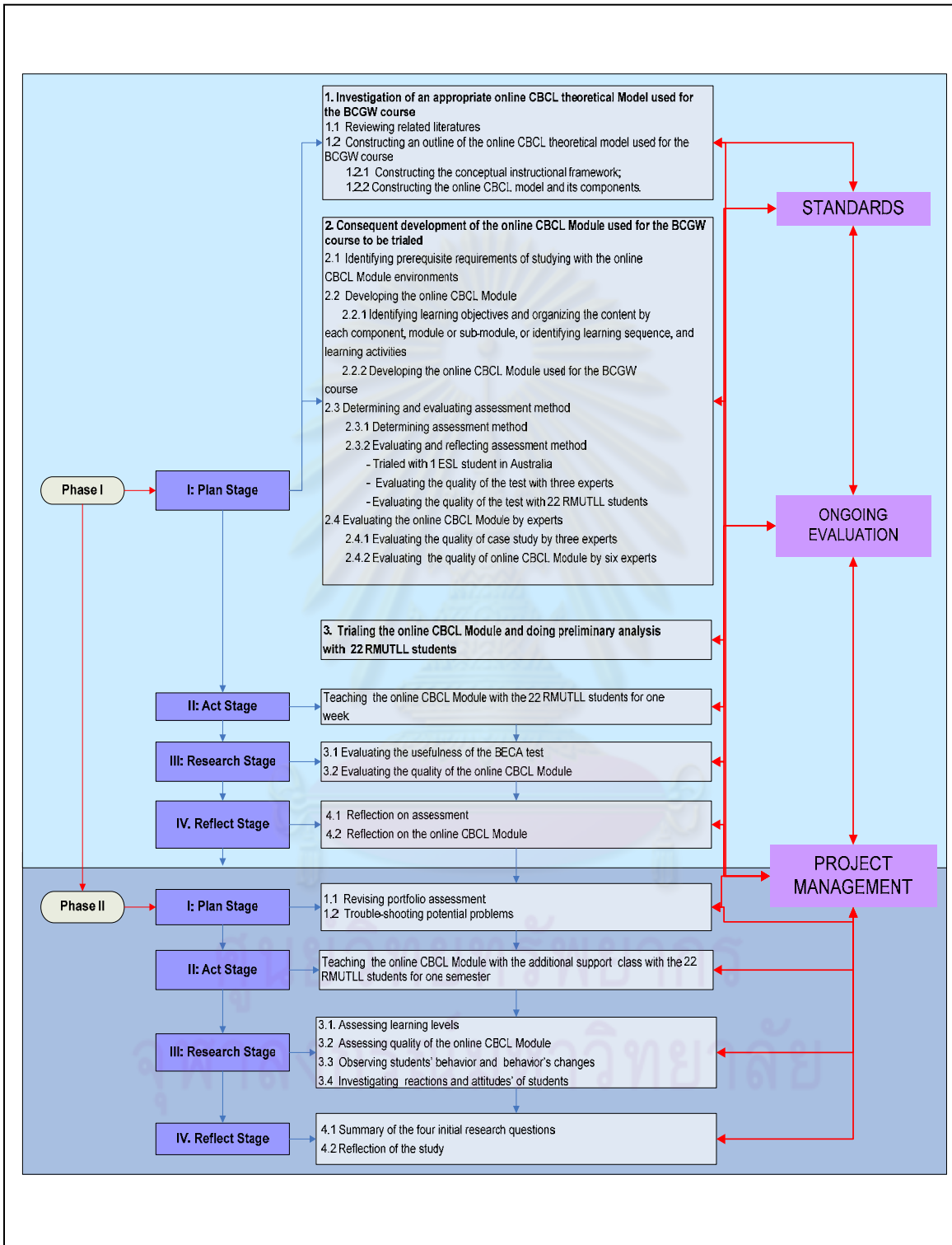


Figure 3.3: Illustration of the research procedure of the development of an online CBCL module for business English communication course

As shown in Figure 3.3, there were two research phases:

- Research Phase I: Development and trialing the BCGW course using the online CBCL Module
- Research Phase II: The online CBCL Module in practice—the RMUTLL study

Each phase included four stages, namely, plan, act, research, and reflect. Reflection and monitoring were integrated throughout the implementation process of the online CBCL Module. The reflect stage of Research Phase I led to the plan stage of Research Phase II.

The following section is briefly explained on the two research phases.

Research Phase I—Development and trialing the BCGW course using the online CBCL Module:

The main purpose of this phase was to develop the online CBCL theoretical model and the online CBCL module and to preliminarily evaluate its quality.

Plan Stage—Design and development of the online CBCL module: Phase I – plan stage – dealt with designing, and developing the online CBCL module. There were three systematic stages: investigation of an appropriate online CBCL theoretical model, subsequent development of the actual online CBCL module, and trialing the online CBCL module with the 22 RMUTLL students for one week.

Act Stage—Trialing the online CBCL module for one week: The act stage was defined as the teaching and learning process. Two units of the online CBCL module –one online unit and one in class unit–were trialed with 22 RMUTLL undergraduate students who enrolled in business English communication course for one week in November 2007. The 22 RMUTLL students were assigned to explore one or two of the eight available cases.

Research Stage—Conducting preliminary analysis: Information for preliminary analysis of the online CBCL module and students’ language ability was gathered in this stage. That is, students’ pre-test scores of the four language abilities and interview results were collected and analyzed quantitatively and qualitatively. Student interviews aimed at

gathering the students' reaction to the online CBCL module as well as making appropriate revisions of the course according to their reactions.

Reflect Stage–Revision process after trailing the course: The reflect stage was concerned with exploring the ways to improve the students' ability and the quality of the online CBCL module as well as gathering additional information such as teaching and assessment methods before moving to the next phase. That is, the revision process of teaching and learning as well as assessment was identified after the online CBCL module course was initially trialed in this phase. All the information from the reflect stage was used for the plan stage of Research Phase II.

Phase II: The online CBCL module in practice – The RMUTLL study:

The main purpose of this phase was to assess the quality of the online CBCL module when it was implemented at RMUTLL for one semester.

Plan Stage – Adjustment of the online CBCL module: The plan stage was set in advance for the Phase II during the reflect stage of Research Phase I. Two main adjustments, namely, assigning treatments and changing the assessing process, were conducted to solve the difficulties of using the online CBCL module in practice as well as improving its quality to suit the students' ability. All of the adjustments in this study (discussed in detail in this Chapter 4: 4.2.1) were for preparing the students to closely match with the course as well as increasing the students' chance to practice the target language since the level of English proficiency of RMUTLL students was lower than the course requirements. This stage also involved unpredictable problems, such as different students' backgrounds that needed to be solved by means of information gathering, both quantitative and qualitative, from the Research Phase I.

Act Stage – Implementing the online CBCL module for one semester: This stage was concerned with the teaching and learning process. The online CBCL module used for the BCGW course was taken by the 22 RMUTLL undergraduate students for a semester or 48 hours. They were the same group as in Research Phase I since they needed to be trained or geared when students were first introduced to the new method (the CBL

method) within the new environment (English, collaborative learning and blended learning settings).

The 22 RMUTLL students were assigned to study *Communication Skills for International Students in Business Module* (November 2007) consisting of:

- four units online of English for Global Business Sub-Module
- five units in class of Academic Communication Sub-Module, and
- five units in class of Professional Communication Sub-Module.

Moreover, the students were required to choose **one** of the eight available cases of the *Global Business Case Study Module* to work on the tasks and activities provided.

In addition, the additional support class which lasted for 30 hours was provided for 22 RMUTLL students. They were taught basic grammatical rules and basic effective writing. The additional support class was parallel with the BCGW course. The length of study time of the online CBCL module and the additional support class lasted for 48 and 30 hours, respectively. That is, the course was scheduled for 78 hours.

Research Stage – Conducting analysis with RMUTLL students’ information: The research stage involved gathering information for evaluating the students’ performance and learning development as well as assessing the quality of the online CBCL module. The data collected in this phase comprised the students’ language performance, comparison of students’ pre-test and post-test scores of the four language skills, the teacher’s reflective diary, questionnaires, interviews, the teacher’s ongoing observation and informal conversation. The data were analyzed both quantitatively and qualitatively.

Reflect Stage–Ways to improve the quality of the course: Phase II - Reflect stage focused on exploring the ways to improve students’ ability and enjoyment as well as improving the online CBCL module quality. All of the information would be employed for the next study in the future.

Table 3.1, illustrates the research method used in this study. It includes the following topics: ‘evaluator’ as sample of the study; types of data, ‘evaluation method and criteria’

as research instruments; acceptable quality, distributed time; ‘expected outcomes’ as data collection and data analysis; and action taken.

In-depth details of Table 3.1 will be discussed in next section – description of the research method). The description of the research method was adjusted after trailing the online CBCL module since the BCGW was adjusted by assigning some treatments (in pink shade areas).



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Table 3.1: The research method

RESEARCH PHASE ONE: DEVELOPMENT AND TRIALING OF THE BCGW COURSE USING THE ONLINE CBCL MODULE						
<p>Research Objective One: Purposes: To achieve research objective one – to construct and develop an online case-based collaborative learning module for a business English communication course. Action Taken: There were three actions to address the research objective one.</p> <ul style="list-style-type: none"> • Researching and synthesizing all information related to this study: The five aspects (i.e. business English learning and teaching approach, case-based learning (CBL) method, collaborative learning (CL) settings, Web-based instruction (WBI) and course evaluation were summarized and synthesized. The first four was for designing developing an online case-based collaborative learning module for a business English communication course and the last was for evaluate the quality of the course. • Constructing the online CBCL theoretical model as the guideline or the compass of designing and developing the tasks and activities used for the BCGW course. • Constructing and developing the instruments used for assessing the quality of the course. All instruments were prepared for evaluating the effective the developed online case-based collaborative learning (CBCL) module and for evaluating the effectiveness of the course in two components (i.e. students' language proficiency and the students' performance). <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Constructing the outlines of the developed online CBCL module for business English communication course • Justifying the quality of the instruments used in this study (e.g. the BECA test, case quality and course evaluation form) <p>Research Method:</p>						
Evaluators/ Sample	Types of data	Evaluation methods and criteria/ Research instruments	Acceptable Quality	Distributed time	Expected Outcomes/ Data Collection and Data Analysis	Action taken after assessing the quality
Evaluating the quality of the BECA test: To assess the quality of the BECA test or assess content validity of the test (Usefulness of the BECA test)						
3 experts of language testing	Quantitative data	<p>Test evaluation form adapted from Alderson(2000), Weir (1993), Bachman (1990), Weigle (2002), Lazaraton (2002), Luoma (2004), Buck (2001), Douglas (2000), Sapsirin (2007), and Vongpadungkiat (2006) with 5 criteria</p> <ul style="list-style-type: none"> • Item-Objective Congruence Evaluation Form – Listening • Item-Objective Congruence Evaluation Form – Reading • Expected BECA TEST – Writing Performance • Expected BECA Test Speech Functions, and • Overall BECA test Evaluation 	<p>Item-Objective Congruence (IOC) Index ranges from -1 to 1.</p> <ul style="list-style-type: none"> • Items that have an index lower than 0.5 should be improved (Tirakanant, 2003: 140) • The overall content validity index should be ≥ 0.75 (Sukamolson: 1995). 	Before administering the BECA test (in September 2007)	<p>Content Validity</p> <ul style="list-style-type: none"> -IOC index - Arithmetic mean 	An adjustment or a modification of the BECA test
<p>Expected samples: 30 RMUTL, Tak students</p> <p>Actual sample: 10 RMUTL, Tak students</p>	Quantitative data Qualitative Data	<p>The BECA test consisted of four parts: listening Reading, writing and speaking</p>	<p>1. Reliability estimate: The reliability used in this study was Kuder-Richarsson 20 (KR-20). KR-20 should be theoretically more than 0.60 (Tulane University, 2006 cited in Vongpadungkiat, 2006).</p> <p>2. Item analysis</p> <p>2.1 The difficulty index (p-value): $p < 0.20$ means the item was difficult. $p = 0.20-0.80$ means the item was good in terms of its difficulty. $p = 0.81-0.94$ means the item was easy. $p \geq 0.95$ means the item was very easy.</p> <p>2.2 The discrimination index (r-value): $r = 0$ means the item had no discrimination ability. $r \leq 0.19$ means the item had a low discrimination ability. $r = 0.20-0.29$ means the item had a fair discrimination ability. $r = 0.30-0.39$ means the item had a high discrimination ability. $r \geq 0.40$ means the item had a very high discrimination ability</p>	Before administering the BECA test (in September 2007)	<p>1. Reliability estimate (KR-20)</p> <p>2. Item analysis</p> <ul style="list-style-type: none"> -p-value -r-value 	An adjustment or a modification of the BECA test

Table 3.1(cont.): The research method

RESEARCH PHASE ONE:						
DEVELOPMENT AND TRIALING OF THE BCGW COURSE USING THE ONLINE CBCL MODULE						
Evaluating the quality of the BECA test: To assess the quality of the BECA test or assess content validity of the test (Usefulness of the BECA test)						
Evaluators/ Sample	Types of data	Evaluation methods and Criteria/Research instruments	Acceptable Quality	Distributed time	Expected Outcomes/ Data Collection and Data Analysis	Action taken after assessing the quality
<p>Expected samples: 22 RMUTLL students</p> <p>Actual sample: 18 RMUTLL students</p>	Quantitative Data	<p>BECA test</p> <ul style="list-style-type: none"> Reliability Estimate Item analysis 	<p>1. Reliability estimate: The reliability used in this study was Kuder-Richarrson 20 (KR-20). KR-20 should be theoretically more than 0.60 (Tulane University, 2006 cited in Vongpadungkiat, 2006).</p> <p>2. Item analysis</p> <p>2.1 The difficulty index (p-value): p < 0.20 means the item was difficult. p = 0.20-0.80 means the item was good in terms of its difficulty. p = 0.81-0.94 means the item was easy. p ≥ 0.95 means the item was very easy.</p> <p>2.2 The discrimination index (r-value): r = 0 means the item had no discrimination ability. r ≤ 0.19 means the item had a low discrimination ability. r = 0.20-0.29 means the item had a fair discrimination ability. r = 0.30-0.39 means the item had a high discrimination ability. r ≥ 0.40 means the item had a very high discrimination ability.</p>	Before administering the BECA test (in September 2007)	<p>1. Reliability estimate (KR-20)</p> <p>2. Item analysis -p-value -r-value</p>	An adjustment or a modification of the BECA test
Evaluating the quality of case study by three experts: To assess the quality of cases						
3 experts from business content, English	Quantitative Data	<p>Case evaluation form adapted from Pennstate: Schreyer Institute for Teaching, 2004 with two criteria</p> <ul style="list-style-type: none"> Objective criteria Content criteria 	<p>All of the items in case evaluation form were graded on a four-point Likert scale. 3 = excellent 2 = good 1 = acceptable 0 = poor</p> <p>The acceptable quality of case study measured by the value of arithmetic mean should be equal to or more than 2.0.</p>	Before administering the BCGW course in September 2007	1. Arithmetic mean	An adjustment or a modification of the <i>Global Business Case Study Module</i>
Research Objective Two:						
<p>Purposes: To achieve research objective two – to evaluate the developed online case-based collaborative learning (CBCL) module for a business English communication course.</p> <p>Action Taken: There were two actions to address the research objective two</p> <ul style="list-style-type: none"> Justifying the quality of the developed online case-based collaborative learning (CBCL) module that was assessed by two parties–experts and students’ perspectives. It was conducted in two period times- Research Phase I (assessed by 6 experts and 22 RMUTLL students) and Research Phase II (assessed by 18 RMUTLL students) Revising and reflection on the quality of the developed online case-based collaborative learning (CBCL) module <p>Expected Outcomes:</p> <ul style="list-style-type: none"> Justifying evidence that prove on the quality of the course and some instruments used in this study (e.g. questionnaire) 						
Research Method:						
Assessing Quality of the Online CBCL Module						
6 experts (3 of business English content and 3 of WBI design)	Quantitative Data	<p>Course evaluation form adapted from American Council on Education, 1996; Michigan University, 2002; Alessi & Trollip, 2001; Kirkpatrick, 1994) with two criteria</p> <ul style="list-style-type: none"> Instructional design quality Multimedia instructional quality 	<p>All of the items in the course evaluation form were graded on a five-point scale. 1 = poor 2 = need work 3 = fair 4 = good 5 = excellent</p> <p>The acceptable quality of the online CBCL module for business English communication measured by arithmetic mean should be equal to or more than 3.50.</p>	Before administering the BCGW course September 2007	1. Arithmetic mean	An adjustment or a modification of the <i>Communication skills for International Students in Business Module</i>
22 RMUTLL students	Qualitative data	Semi-structured interview	-	Before administering the BCGW course October	1. Students’ reflection on the course	A modification of the <u>BCGW course</u>

Table 3.1(cont.): The research method

RESEARCH PHASE TWO: THE ONLINE CBCL MODULE IN PRACTICE–THE RMUTLL STUDY						
Research Objective Two (cont.):						
Assessing Quality of the Online CBCL Module						
Evaluators/ Sample	Types of data	Evaluation methods and Criteria/Research instruments	Acceptable Quality	Distributed time	Expected Outcomes/ Data Collection and Data Analysis	Action taken after assessing the quality
Expected sample: 22 RMUTLL students Actual Sample: 18 RMUTLL students	Quantitative Data	1. The BECA test: <ul style="list-style-type: none"> The level of effectiveness index (E1/E2) 	The level of effectiveness index The acceptable quality of E1/E2 was set at 70/70 .	After studying the BCGW course	1. level of effectiveness index (E1/E2)	<ul style="list-style-type: none"> Reporting the results Discussing the results Suggesting and recommendation of the study
		2. Course evaluation form adapted from California State University, Hamilton, Prichard, Welsh, Potter, and Saccucci with two criteria <ul style="list-style-type: none"> Subject matter quality Multimedia instructional design quality 	Hypothesis 1: The students have <i>positive</i> attitude towards the developed online CBCL module used for the BCGW course using the course evaluation form Course evaluation form All items of course evaluation form were graded on a five-point Likert scale. 1 = poor 2 = need work 3 = fair 4 = good 5 = excellent The acceptable quality of the CBCL module measured by arithmetic mean should be equal to or more than 3.50 .		2.Arithmetic mean	
	Qualitative Data	3. Semi-structured interview			3. Students' reflection on the course	
Investigating Students' Attitudes towards the CBL method and CL settings						
Expected sample: 22RMUTLL students Actual Sample: 18RMUTLL students	Quantitative Data	Attitude Questionnaire	Hypothesis 2: The students have <i>positive</i> attitude towards the case-based learning (CBL) method. Hypothesis 3: The students have <i>positive</i> attitude towards the collaborative learning (CL) settings by using the attitude questionnaire. Attitude questionnaire on the CBL method, and CL settings were graded on a five-point Likert scale technique 1 = strongly disagree 2 = disagree 3 = undecided 4 = agree 5 = strongly agree The acceptable attitude level on the CBL method, and CL settings measured by mean should be equal to or more than 3.50 .	After studying the BCGW course	1.Arithmetic mean	
		Teacher's Observation Checklists of Class Participation (TOCCP)		During studying the BCGW course	2.Arithmetic mean of students participation 3. A comparison of the number of times students (mean) between the conventional class and the online class	
	Qualitative data	Semi-structured interview			After studying the BCGW course	4. Students' reflection on the course

**RESEARCH PHASE TWO:
THE ONLINE CBCL MODULE IN PRACTICE–THE RMUTLL STUDY**

Research Objective Three:

Purposes: To achieve research objective three – to evaluate the effectiveness if the online case-based collaborative learning (CBCL) module for a business English communication course.

- **Action Taken:** The effectiveness of the developed online CBCL module is reported in two areas
 - (1) Effectiveness of the online CBCL module on the students’ business English communication proficiency
 - (2) Effectiveness of the online CBCL module on the students’ performance (i.e. improvement of English performance and professional skills).

Expected Outcomes:

- Reflecting, recommending, and suggesting for future study

Research Method:

Effectiveness of the online CBCL module on the students’ business English communication proficiency

Evaluators/ Sample	Types of data	Evaluation methods and Criteria/Research instruments	Acceptable Quality	Distributed time	Expected Outcomes/ Data Collection and Data Analysis	Action taken after assessing the quality
Expected sample: 22 RMUTLL students Actual Sample: 18 RMUTLL students	Quantitative Data	1. BECA test: The test and retest of the BECA tests with 3 criteria <ul style="list-style-type: none"> • Detailed scoring keys • Criteria for scoring essay writing (Rubric for accessing writing) • Criteria for assessing speaking (Rubric for assessing speaking) 	Listening and Reading Skills 1. The t-test dependent sample and effect size Hypothesis 4: The means of students’ language proficiency <u>post-test scores</u> is higher than <u>that of pre-test scores</u> of students taking the online CBCL module. There should be an increase in the magnitude gain scores between the pre-test and post-test scores of students taking the online CBCL module.	Before and after studying the BCGW course	1. t-test dependent sample and Pearson product moment coefficient (r) 2. Effect size (ES) with standardized Gain Score	<ul style="list-style-type: none"> • Reporting the results • Discussing the results • Suggesting and recommendation of the study
		2. Portfolio assessment 2.1 Required evidence criteria 2.2 Teachers’ notes criteria	Writing and Speaking Skills	After studying the BCGW course	3. Arithmetic mean, SD, Max, Min 4. Rater correlation	

Effectiveness of the online CBCL module on the students performance in two areas (English for communication and professional skills)

I. Development of English Performance						
1.1 General English Writing ability						
Quantitative Data Qualitative Data	1. The Teacher’s Observation Checklists of English Performance (TOCEP) <ul style="list-style-type: none"> • Evidence: presentation 2 and presentation 4 –part I; Two written assignment (presentation 2, and presentation 4-Part I) performed by <i>six students</i> (two each) whose English proficiency levels was positioned in high, average and low were selected. • Instrument: <i>Two raters</i> using the TOCEP with two criteria (i.e. content and language use. Two criteria were adapted from two indicators of criteria for assessing an oral presentation. 2. Grammatical Error Checklists <ul style="list-style-type: none"> • Evidence: Presentation 2: Written document for Presentation 2 performed by <i>six students</i> (two each) whose English proficiency level was positioned in high, average, and low were observed. • Instrument: Seven types of grammatical errors were checked by <i>two raters</i> using the Grammatical Error Checklists 3. Interviews			After studying the BCGW course	TOCEP: <ul style="list-style-type: none"> • Reporting on students’ behaviors Grammatical Error Checklists: <ul style="list-style-type: none"> • Reporting on grammatical errors • Comparing the grammatical error between first draft and final draft Interviews: <ul style="list-style-type: none"> • Students’ reflections 	<ul style="list-style-type: none"> • Reporting the results • Discussing the results • Suggesting and recommendation of the study

Table 3.1(cont.): The research method

RESEARCH PHASE TWO: THE ONLINE CBCL MODULE IN PRACTICE–THE RMUTLL STUDY						
Research objective Three (cont.)						
Evaluators/ Sample	Types of data	Evaluation methods and Criteria/Research instruments	Acceptable Quality	Distribute d time	Expected Outcomes/ Data Collection and Data Analysis	Action taken after assessing the quality
Effectiveness of the online CBCL module on the students performance in two areas (English for communication and professional skills)						
I. Development of English Performance						
1.2 Academic writing ability						
Quantitative Data Qualitative Data	<p>Students' score the essay writing of post-test session</p> <ul style="list-style-type: none"> • Evidence: Essay writing scores of seven students who chose to write essay during post-test session were reported. • Instrument: <i>Two raters used the marking criteria for assessing essay</i> with four indicators- content, language use, organization, and referencing as a tool to illustrate this skill. <p>A small test on the essay structure:</p> <ul style="list-style-type: none"> • Evidence: <i>All of students in this study</i> were asked about the essay structures during the speaking post-test session. • Instrument: Informal talk was used. <p>A plan of essay (Presentation 3)</p> <ul style="list-style-type: none"> • Evidence: A plan of presentation 3 was used. Since presentation 3 was a group work assignment, <i>four essay plans</i> were used as evidence to illustrate students' academic writing skills. • Instrument: <i>One rater</i> would be observed five skills: addressing the topic, summarizing information, organizing their ideas, synthesizing on what they read and logically presenting their ideas 		After studying the BCGW course	<p>Students' score the essay writing of post-test session:</p> <ul style="list-style-type: none"> • Report writing post-test score of students who chose to write an essay <p>Essay structures of writing pre-test and post-test</p> <ul style="list-style-type: none"> • Comparing students' documents on how they organize essay <p>A small test on the essay structure</p> <ul style="list-style-type: none"> • Reporting on the small test <p>A plan of essay</p> <ul style="list-style-type: none"> • Reporting on how students addressing the topic, summarizing information, organizing their ideas, synthesizing on what they read and logically presenting their ideas. 	<ul style="list-style-type: none"> • Reporting the results • Discussing the results • Suggesting and recommendation of the study 	
II. Professional Skills						
2.1 Communication skills in business						
2.1.1 Oral Communication in Business:						
Quantitative Data Qualitative Data	<p>Students' scores on oral presentation</p> <ul style="list-style-type: none"> • Evidence: To illustrate oral communication skills in business, the students' scores of presentation 3 were reported. Since presentation 3 was a group work assignment, the score reported of each indicator reported by group. • Instrument: <i>Marking criteria for assessing oral communication skills</i> in business were used as indicators consisting four indicators: content, language use, performance, and presentation techniques. It was rated by <i>one rater</i>. 		During studying the BCGW course	<p>Oral Communication in Business:</p> <ul style="list-style-type: none"> • Reporting on the students' scores of each indicator– oral communication in Business 	<ul style="list-style-type: none"> • Reporting the results • Discussing the results • Suggesting and recommendation of the study 	

Table 3.1(cont.): The research method

**RESEARCH PHASE TWO:
THE ONLINE CBCL MODULE IN PRACTICE–THE RMUTLL STUDY**

Research objective Three (cont.)						
Evaluators/ Sample	Types of data	Evaluation methods and Criteria/Research instruments	Acceptable Quality	Distributed time	Expected Outcomes/ Data Collection and Data Analysis	Action taken after assessing the quality
II. Professional Skills (cont.)						
2.1 Communication skills in business (cont.)						
2.1.2 Writing Communication Skills in Business						
Quantitative Data Qualitative Data		Students' scores on a short report <ul style="list-style-type: none"> • Evidence: The scores of students who chose to write a short report during the writing post-test were reported. • Instrument: <i>Two raters</i> were assessed the students' performance by using <i>marking criteria for assessing short report</i> with four indicators-content, language use, organization, and referencing. 	-	After studying the BCGW course	Writing Communication Skills in Business <ul style="list-style-type: none"> • Reporting the students' scores on a short report writing rated by two raters Two business documents (a résumé and a cover letter) <ul style="list-style-type: none"> • Reporting the students' scores of a résumé and a cover letter rated by two raters • Observing and reporting on students' behavior 	<ul style="list-style-type: none"> • Reporting the results • Discussing the results • Suggesting and recommendation of the study
		Students' scores on writing communication of two business documents (a résumé and a cover letter) <ul style="list-style-type: none"> • Evidence: Two business documents (a résumé and a cover letter) performed by <i>six students</i> (two each) whose English proficiency level was positioned in high, average, and low were reported. • Instrument: <i>Two raters</i> were assessed students' performance on writing a résumé and a cover letter) Observing two business documents (a résumé and a cover letter) <ul style="list-style-type: none"> • Evidence: Two business documents (a résumé and a cover letter) performed by six students (two each) whose English proficiency level was positioned in high, average, and low were observed. • Instrument: Two raters were observed the students' performance using the TOCEP consisting of two indicators: content and language use 	-			
2.2. Critical Thinking skills						
Quantitative Data Qualitative Data		Teacher's Observation Checklists of Professional Behaviors (TOCPB): <ul style="list-style-type: none"> • Evidence: A writing plan of two written documents (presentation 2 and presentation 4–part 2 and 3) performed by <i>six students</i> (two each) whose English proficiency levels was positioned in high, average, and low were observed. • Instrument: <i>One rater</i> was observed the eight observable critical thinking skills using TOCPB. Critical Thinking Skills Enhancement Questionnaires: <ul style="list-style-type: none"> • Evidence: The questionnaire was delivered to 18 RMUTLL students the questionnaire but only 8 students completed and submitted. Students' reflection on the critical thinking was reported. • Instrument: Critical Thinking Skills Enhancement Questionnaire was used. 	-	During studying the BCGW course	Analysis of written documents using TOCPB : <ul style="list-style-type: none"> • Reporting on eight observable critical thinking behaviors Critical Thinking Skills Enhancement Questionnaire: <ul style="list-style-type: none"> • Reporting on the students' reflection on critical thinking skills enhancement 	<ul style="list-style-type: none"> • Reporting the results • Discussing the results • Suggesting and recommendation of the study

**RESEARCH PHASE TWO:
THE ONLINE CBCL MODULE IN PRACTICE–THE RMUTLL STUDY**

Research Objective Three (cont.)						
Evaluators/ Sample	Types of data	Evaluation methods and Criteria/Research instruments	Acceptable Quality	Distributed time	Expected Outcomes/ Data Collection and Data Analysis	Action taken after assessing the quality
II. Professional Skills (cont.)						
2.3 Study Skills						
	Quantitative Data Qualitative Data	<p>The use of reading strategy: Comparing the reading pre-test and post-test (Part II)</p> <ul style="list-style-type: none"> • Evidence: The students' scores on the reading pre-test and post-test (Part II) was reported and compared. • Instrument: The reading pre-test and post-test (Part II) of the BECA test was used as evidence to illustrate the use of reading strategies of the students in this study. <p>Students' attitudes towards referencing: Students' previous attitude toward referencing was observed by using source quiz (adapted from Harris, 2001:145) The students' post attitude toward referring was interviewed.</p> <p>Examples of written documents (only referring part presentation 2 and 3):</p> <ul style="list-style-type: none"> • Evidence: Only referring part of presentation 2,3 and 4 were observed. 	-	After studying the BCGW course	<p>The use of reading strategy</p> <ul style="list-style-type: none"> • Correlation coefficient (r) <p>Students' attitudes towards referencing:</p> <ul style="list-style-type: none"> • Reporting on students' pre- and post attitude toward referencing <p>Examples of written documents (only referring part (presentation 2, 3 and 4)</p> <ul style="list-style-type: none"> • Observing on the use of referencing by students 	<ul style="list-style-type: none"> • Reporting the results • Discussing the results • Suggesting and recommendation of the study

3.4 Part Three– Description of the Research Method: The details of the research method used in this study are described point-by-point according to the three research questions.

3.4.1 Research Question One: Three main instruments –BECA test, portfolio assessment and the developed online CBCL module were used. In this section, only the process of developing the BECA test is reported whereas the rest two instruments (the developed online CBCL module and portfolio assessment) used for evaluating the effectiveness of the online CBCL module on the students’ performance will be reported in section 3.4.3.

Business English Communicative Achievement (BECA) tests: The BECA test is a tailor made test aimed at assessing the business English communicative ability of students undertaking the BCGW course. The BECA test was designed as a performance-based test focusing on the framework of test method facets (Bachman, 1990) and adapted from the Business Language Testing Service (BULATS). The BECA test was used as a pre-test and a post-test to assess the learning outcomes of students undertaking the course. It may have a potential to be adapted for more generic purposes in the future. It focused on assessing language and communication ability used in the workplace. It consisted of four sections (listening, reading, writing and speaking skills). The BECA test integrated many different test types. The reading test, for example, included three test types–multiple choice questions, answer questions, and choosing headings (See the BECA test in Appendix D1.2 and the test specifications in Appendix D1.1).

The usefulness of the BECA test was applied in three time period: evaluating the quality of the BECA test by *three language experts*, trialing with 10 students from RMUL, Tak Campus, and evaluating the quality of the test with 22 RMUTLL students.

Evaluation of the quality of the test by three language experts: This section begins with the evaluators, evaluation method and criteria, acceptable quality, and results of each instrument used for addressing research question one.

Evaluators (sample): To judge the congruence between objectives and items of the test or the quality of the BECA test, the content validity of the test was validated by three language teachers.

Evaluation methods and criteria (research instruments): Test evaluation form was used as an instrument to assess the quality of the BECA test using the Index of Item-Objective Congruence (IOC). IOC of each test item was used as an indicator to demonstrate the quality of the test. There were five parts of the test evaluation form adapted from Alderson (2000), Weir (1993), Bachman (1990), Douglas (2000), Buck (2001), Weigle (2002), Lazaraton (2002), Luoma (2004), Vongpadungkiat (2006) and Sapsirin (2007) (See the evaluation form in Appendix D1.3).

- Item-Objective Congruence Evaluation Form – Listening
- Item-Objective Congruence Evaluation Form – Reading
- Expected BECA TEST – Writing Performance
- Expected BECA Test Speech Functions, and
- Overall BECA test Evaluation

Each part of the evaluation form contained the overall evaluation section, except the writing performance section. The experts were asked to rate each item of each test section in September 2007.

Acceptable quality: The IOC index ranged from -1 to 1. Items that had an index lower than 0.5 should be improved (Tirakanant, 2003: 140) and the overall content validity index should be ≥ 0.75 (Sukamolson, 1995).

The test was then prepared for trialing with 10 students at RMUT, Tak Campus and implementing with 22 RMUTLL in order to check reliability of the test.

Trialing of 10 students from RMUL, Tak Campus:

Evaluators (sample): The BECA test was delivered to thirty IT students who study at RMUT, Tak Campus but only 10 volunteers accessed the online BECA test.

Evaluation method and criteria (research instruments): The objectives of this process were to trial the research instrument (the BECA test) and assess its quality.

Acceptable quality –Kuder-Richarrson 20 (KR-20): Theoretically, the index (KR-20) should be more than 0.60 (Tulane University, 2006).

Acceptable quality–Item analysis: The item analysis indices used for measuring the quality of the test were item difficulty index (p -value) and item discrimination index (r -value). The item analysis indices were used to analyze the listening and reading sections.

Item difficulty index (p -value) refers to the percentages of the number of correct answers to the test items. The higher index means the lower difficulty, while the lower index is the higher difficulty. The item discrimination index (r -value) measures how well an item can distinguish between test takers who are knowledgeable and those who are not. This index ranges from +1 to -1.

The test items in this study were analyzed by a computer program called IRA2004 developed by Luksanavilach (2004). The criteria for these indices are presented in Table 3.3 (Sukamolson, 1995: 31). Table 3.2 presents the criteria for difficulty index and discrimination index.

Table 3.2: Criteria for difficulty index and discrimination index

The difficulty index (p):	<p>$p < 0.20$ means the item was difficult. $p = 0.20-0.80$ means the item was good in terms of its difficulty. $p = 0.81-0.94$ means the item was easy. $p \geq 0.95$ means the item was very easy.</p>
The discrimination index (r):	<p>$r = 0$ means the item had no discrimination ability. $r \leq 0.19$ means the item had a low discrimination ability. $r = 0.20-0.29$ means the item had a fair discrimination ability. $r = 0.30-0.39$ means the item had a high discrimination ability. $r \geq 0.40$ means the item had a very high discrimination ability.</p>

Source: Sukamolson, 1995

Results: To test the normality of the listening and reading score distribution of each skill, Kolmogorov-Smirnov was conducted by using SPSS. Table 3.3 presents the results obtained from the normality test.

Table 3.3: Tests of Normality–RMUTL, Tak Campus

Skills	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Listening	.743	9	.479
Reading	.643	9	.976

$p \leq 0.05$ $n = 10$ for each group

As shown in Table 3.3, the significant value from each skill was higher than 0.05. It indicated that the distribution of the score from each group was normal (Prap-aripai, 2004: 93). After we proved on the normal distribution of scores, KR-20 was reported.

The results suggested that the two sections of the BECA test were satisfactory because it consistently measured what it was supposed to measure (as shown in Table 3.4).

Table 3.4: KR-20 values of listening and reading section–RMUTL, Tak students

Section	KR-20
Listening	0.987
Reading	0.966

As shown in Table 3.4, the average difficulty index (p -value) of the listening and reading test is 0.2 and 0.348, respectively. The average discrimination index (r -value) of listening and reading test is -0.2 and -0.01, respectively (See details of each item in Appendix D1.4.2).

The finding suggested that the two sections of the BECA test were satisfactory in terms of the value of reliability (listening: KR-20=0.987; reading: KR-20=0.966) (as shown in Table 3.4). The findings suggested that both listening and reading test of the BECA test were likely be 'good' in terms of its difficulty but had 'no' discrimination index ability (See details of each item in Appendix D1.4.2).

After first trial with the 10 IT students at RMUTL, Tak Campus, the test was re-trialed by the RMUTLL students.

Evaluating the quality of the BECA test by the RMUTLL students:

Evaluators (sample): After assessing the quality of the test by the three language experts, revising the test and conducting the first trial in 10 IT students at RMUTL, Tak Campus, and the test was re-trialed with 22 RMUTLL students in September 2007.

The number of RMUTLL students was expected to be 22 but two students did not sit for the test because they were university athletes and had no time to be assessed by the BECA test. The two students eventually withdrew from the course after studying for a month. Therefore, there were 20 RMUTLL students being assessed by the pre-test, the BECA test.

Evaluation methods and criteria (research instruments): The reliability estimate (KR-20) and item analysis indices –difficulty index (p -value) and discrimination index (r -value) –were calculated by a computer program called IRA2004 developed by Luksanavilach (2004). Only the values of reliability estimate (KR-20) and difficulty index (p -value) and discrimination index (r -value) of listening and reading were reported since these characteristics of the two test sections were itemized. Moreover, the number of test takers was small (20 students) so that the normality should be tested. To test the normality of the listening and reading score distribution of each skill, Kolmogorov-Smirnov was conducted by using SPSS. Table 3.5 presents the results obtained from the normality test.

Table 3.5: Tests of Normality–RMUTLL

Skills	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Listening	1.014	19	.255
Reading	.449	19	.988

$p \leq 0.05$ $n = 20$ for each group

As shown in Table 3.5, the significant value from each skill was higher than 0.05. It indicated that the distribution of the score of each group was normal (Prap-aripai, 2004: 93). After we proved on the normal distribution of scores, KR-20, difficulty index (p -value) and discrimination index (r -value) were calculated.

Acceptable quality – Reliability estimate and item analysis: KR-20 should be more than 0.60 (Tulane University, 2006) and difficulty index (p -value) and discrimination index (r -value) is reported in Table 3.2.

Results: The results suggested that the two sections of the BECA test were satisfactory in terms of the value of reliability (listening: KR-20=0.979; reading: KR-20=0.959) (as shown in Table 3.6). The findings also suggested that both listening and reading test of the BECA test were ‘good’ in terms of its difficulty but had ‘low’ discrimination index ability as shown in Tables 3.7 and 3.8. Details of the quality of the BECA test were reported point-by-point according to reliability estimate and item analysis indices followed by the reflection process after piloting the BECA test. Table 3.6 shows the value of KR-20 of the BECA test: listening and reading section.

Table 3.6: KR-20 value of listening and reading section–RMUTLL students

Section	KR-20
Listening	0.979
Reading	0.959

As shown in Table 3.6, the values of KR-20 of listening and reading test of the BECA test were quite high. It suggested that the test was ‘good’ in terms of its consistent measures of what it was supposed to measure. In other words, it indicates that if a person had to sit in the same test twice, the score would be similar.

Table 3.7 shows the summary of difficulty index (p -value) the listening and reading test (See details of each item in Appendix D1.4.2). Table 3.8 shows the summary of discrimination index (r -value) the listening and reading test (See details of each item in Appendix D1.4.2).

Table 3.7: Summary of p -value the listening and reading tests–RMUTLL students

Difficulty Index (p -value)										
Listening	$p < 0.20$	$p = 0.20-0.80$	$p = 0.81-0.94$	$p \geq 0.95$	Reading	$p < 0.20$	$p = 0.20-0.80$	$p = 0.81-0.94$	$p \geq 0.95$	
	Item 2,3,4,11, 16,18,20, and 25	Item 1,5,6,7,8,9, 10,12,13,14, 15,17,19,21, 22,23,24	-	-		Item 21,22,24	Item 1,2,3,4,6,7, 8,9,10,11,12, 13,14,15,16, 17,18,19,20, 23,25	Item 5	-	-
	p-value		0.264			p-value		0.416		

Table 3.8: Summary of r -value the listening and reading tests–RMUTLL students

Discrimination Index (r -value)											
Listening	$r = 0$	$r \leq 0.19$	$r = 0.20-0.29$	$r = 0.30-0.39$	$r \geq 0.40$	Reading	$r = 0$	$r \leq 0.19$	$r = 0.20-0.29$	$r = 0.30-0.39$	$r \geq 0.40$
	Item 4,14,18 ,19,21	Item 1,5,6,7,8, 11,15,16, 17,20,22, 24	Item 2,9,12, 13,23	-	-		Item 3,15	Item 1,2,4,5,6, 7,8,9,16, 18,20,21, 22,23,24	Item 10,11,12, 13,14,17, 19,	-	-
	Note: r -value of item 3,10,25 was less than 0						Note: r -value of item 25 was less than 0				
r-value		0.086			r-value		0.12				

As shown in Tables 3.7 and 3.8, the average difficulty index (p -value) of the listening and reading test is 0.264 and 0.416, respectively. The average discrimination index (r -value) of listening and reading test is 0.086 and 0.12, respectively.

These results, shown in Table 3.7 and 3.8, suggested that the eight items of the listening test should be revised to increase the quality of the test as the p -value was either less than 0.20 (difficult). In addition, the discrimination indices (r -value) indicated that five items of the listening test (items 4,14,18,19 and 21) had ‘no’ discrimination index (r -value = 0). Twelve items of the listening test the listening test had ‘low’ discrimination index (r -value ≤ 0.19). Five items of the listening test had ‘fair’ discrimination index (r -value = 0.20-0.29).

For reading section (shown in Tables 3.7 and 3.8), it suggested that the three items (items 21, 22 and 24) were found to be difficult (p -value < 0.20). One item of the reading test (item 5) was easy (p -value = 0.81-0.94). Twenty-one items of the reading test were satisfactory in terms of difficulty index (p -value = 0.20-0.80). The discrimination indices (r -value) showed that two items (items 3 and 15) had ‘no’ discrimination index (r -value = 0). Fifteen items of the reading test had ‘low’

discrimination index (r -value ≤ 0.19). Seven items of the reading test had ‘fair’ discrimination index (r -value = 0.20-0.29).

Theoretically, after the BECA test was assessed for reliability quality, the items that had high values of difficulty index (easy) and had no or low discrimination index especially the listening test items, had discrimination index less than 0.20 should have been eliminated.

However, no item needed to be dropped out in this study since such action might affect the objectives set in this study. Moreover, the small number of students (20 RMUTLL students) is not be representative of the population so that the results of the study might be generalized only to the population with the same background. To ensure the quality of the BECA test, a retest with the large number of test takers in the future is highly recommended.

3.4.2 Research Question Two: The use of evaluator (sample) was interchangeable. There were two categories of evaluators: experts in different fields and student(s) studying the developed online CBCL module for the BCGW course. The evaluation method and criteria were treated as research instruments.

To answer Research Question Two or to assess the quality of the developed online CBCL module, two parties—experts and students were involved in this process.

For experts’ perspectives, two types of evidence were employed to illustrate the quality of the developed online CBCL module.

- Three experts (one of business content and two business English experts assessed the quality of the eight cases used in this study.
- Six experts (three of business English experts and three of WBI designers) assessed the quality of the developed online CBCL module before it was implemented.

For students' perspectives, the process of assessing the quality of developed online CBCL module consisted of two period times– before and after implemented the developed online CBCL module for the BCGW course.

- Period One: Students were interviewed on their reflection after they firstly trialed the course for one week.
- Period Two: There were many types of evidence to assess the quality of the developed online CBCL module: (1) the level of effectiveness index (E1/E2) by comparing students' scores of learning process and product, (2) mean of the students' reflection on the developed online CBCL module, (3) mean of the students' attitudes towards the CBL method, (4) mean of the students' attitudes towards the CL settings and interviews.

[1]Experts' perspectives, there were two types of evidence to illustrate the quality of the developed online CBCL module namely, assessing the quality of the cases and assessing the quality of the developed online CBCL module.

1.1 *Assessing the quality of the cases*: The objective of this process was to assess the quality of the eight cases used in this study by three experts. There were eight cases with four themes in *the Global Business Case Study Module*. Table 3.9 shows details of the eight cases in this study.

Table 3.9: Details of the eight cases in this study

Case No.	
Theme: Marketing	Case 1: McDonald's Global Franchising Case 2: The Success of Green Business-The Body Shop Goes Global
Theme: Technology	Case 3: Bill Gates: Legend of Microsoft Case 4: Think Globally but Work Locally: The Sony Way
Theme: Service	Case 5: Banyan Tree Group: Sustainable Tourism from Thailand to Mexico Case 6: Global Healthcare Service: Bumrungrad Hospital
Theme: Media	Case 7: Global Influence of Media Personalities-Oprah Winfrey Case 8: Global Mickey: Walt Disney Company

Evaluators (sample): Three experts –one business content expert, and two business English experts– evaluated the quality of the cases used in the developed online CBCL module.

Evaluation methods and criteria (research instruments): The ‘case evaluation form’ adapted from the case evaluation rubric by *Pennstate: Schreyer Institute for Teaching, 2004* was used in this study. The rubric from Pennstate: Schreyer Institute for Teaching (2004) was designed to assess the quality of a case. Seven indicators covered the areas needed to evaluate a good case. They were applied to be two principle criteria ,namely, objective criteria and content criteria. (See case evaluation rubric and case evaluation form in Appendix B1) because each rubric was clearly explained in details and related to the study as well as providing an open-ended question to get more suggestions or opinions on each case study.

The objective criteria comprised five indicators, namely, effectiveness of the case, authenticity of the circumstance, unity of organization, coherence of organization, and clarity of presentation. The content criteria comprised two indicators, namely, appropriateness of the content and attentive focus of the content.

The items in the case evaluation form were graded on a four-point Likert scale (i.e. 3 = excellent, 2 = good, 1 = acceptable, and 0 = poor). Excellent quality means that the case meets all evaluation criteria. Good quality means that the case mostly meets evaluation criteria. Acceptable means that the case partially meets evaluation criteria. Poor quality means that the case does not meet evaluation criteria.

Acceptable quality: The quality of case study was measured by means of arithmetic mean. The acceptable quality of case study measured by the value of arithmetic mean should be equal to or more than 2.0. The value of 2.0 or above was set by the researcher as acceptable quality as it equals to 70 percent (‘B’ grade), which is considered as ‘adequate’ for academic purposes and widely accepted. Table 3.10 shows the scores assigned for assessing the quality of the case.

Table 3.10: Scores assigned for quality of the case

Value of arithmetic mean	Quality of case indicators
2.00-3.0	Excellent
1.0-1.99	Good
0.50-0.99	Need improvement
Below 0.49	Poor

Also, all of the comments and suggestions on the cases in this study were used to eliminate any problem or make a revision of the cases.

1.2 Assessing the quality of the developed online CBCL module: The objective of this process was to assess the quality of the developed online CBCL module by six experts.

Evaluators (sample): *Six experts* (i.e. three experts of WBI design, and three content experts of business English) assessed the quality of the program.

Evaluation methods and criteria (research instruments): The ‘course evaluation form’ adapted from American Council on Education (1996), Alessi and Trollip (2001) and Michigan Virtual University (2002) was used for assessing the quality of the developed online CBCL module. The course evaluation form was delivered to a language expert and a WBI expert to check the quality of the form.

The criteria provided by American Council on Education(1996), Michigan Virtual University(2002), and Alessi and Trollip(2001) were selected and included in this study since they provided in-depth details for assessing the quality of an online course. Some indicators were chosen and applied in this study based on the learning and course design conditions and on the objectives of the study. There were summarized and synthesized into two criteria, namely, instructional design quality and multimedia instructional quality. The instructional design quality consisted of five indicators. Table 3.11 shows the five indicators to assess instructional design quality.

Table 3.11: Elements or indicators of instructional design quality

Elements/indicators	Item	No. of items
Learning design	1-12	12
Learning objectives and outcomes	13-20	8
Learning content	21-30	10
Learning assessment	31-34	4
Learning engagement	35-39	5

Multimedia instructional quality comprised two indicators: usability and accessibility. Table 3.12 shows the two indicators used for assessing multimedia instructional quality.

Table 3.12: Elements or indicators of multimedia instructional quality

Elements/indicators	Item	No. of items
1. Usability		
1.1 Font consistency	1-6	6
1.2 Text quality	7-10	4
1.3 Navigation	11-17	7
1.4 Tables and frames	18-20	3
1.5 Screen design	21-25	5
1.6 Media	26-33	7
1.7 Communication	34-37	4
2. Accessibility		
2.1 Content presentation	38-42	5
2.2 Instructional design	43-53	11

The first part of the course evaluation form –instructional design quality–were used for the language experts, while the second part of the course evaluation form–multimedia instructional quality–for the WBI experts (in Appendix B2).

All of the items in the course evaluation form were graded on a five-Likert scale (1 = poor, 2 = need work, 3 = fair, 4 = good and 5 = excellent), each with an open-ended question to obtain any suggestion or opinion on designing of the developed online CBCL module. All of the comments and suggestions on the developed online CBCL module were used to redesign and improve the quality of the BCGW course. Excellent quality means that the instructional design meets all evaluation criteria. Good quality means that the instructional design mostly meets evaluation criteria. *Fair* means that the instructional design partially meets evaluation criteria. Needs work means instructional design does not meet evaluation criteria. Poor quality means that the instructional design is not applicable or not known from material received. The form was delivered to the six experts in August 2007.

Acceptable quality: The quality of the developed online CBCL module was measured by means of arithmetic mean. The acceptable quality of the developed online CCBL module was equal to or more than 3.50. The value of 3.50 was set as acceptable quality because it was equaled to 70 percent ('B' grade) which was considered 'adequate' for academic purposes and widely accepted. Table 3.13 shows the criteria or ranges of scores for assessing the quality of the course.

Table 3.13 Criteria or ranges of scores assigned for assessing the quality of the online CBCL module

Value of arithmetic mean	Quality of online CBCL Module indicators
4.50-5.0	Excellent
3.50-4.49	Good
2.50-3.49	Fair
1.50-2.49	Need improvement
Below 1.49	Poor

After consulting and receiving comments from the experts, all comments and advice was incorporated to improve the quality of the online CBCL module. Then the revisions of all ‘inappropriate or bad indicators’ were made. That is, the issues with the arithmetic mean below 3.50 were eliminated, and those with arithmetic mean equal to or more than 3.50 were incorporated.

[2]Students’ perspectives: This part describes the process of assessing the quality of developed online CBCL module which consists of two assessments– before and after implementing the developed online CBCL module.

2.1 First assessment or assessing the quality of the developed online CBCL module when it was trialed at RMUTLL for one week.

Evaluators (sample): The 22 undergraduate students from RMUTLL took part in the process of trialing the BCGW course to initially evaluate its quality. The course that the students registered at RMUTLL was the Business English for Communication, which was a compulsory subject.

The 22 RMUTLL students who trialed the BCGW course were the same group of students as those in Phase II; their major was Information System. The students needed to be trained to accommodate and assimilate the learning conditions and methods before studying the BCGW course because they were placed in the environments they were not familiar with. Since they were IT students, they should be familiar with the online environments. However, the new method – the CBL method and the online learning settings might cause difficulties for them.

Six aspects of backgrounds of the 22 RMUTLL students were discussed below, namely, general information, expected students' language ability, expected students' computer skills, expected students' attitudes towards the online learning, and expected students' behavior, and course environment. The information was recorded by teacher's reflective journal. Table 3.14 shows the six aspects of backgrounds of 22 RMUTLL students.

Table 3.14: Six aspects of backgrounds of 22 RMUTLL students

General Information: Ninety-five percent of the students' families live in the Northern region of Thailand; most students rented apartments around the campus. Only one student did not have Internet access at home.

Expected students' language ability: Clearly, students of the same level of language proficiency were preferred as it helped increase the reliability of the research results. The students should have at least 4 years English in primary school and 6 years English in high school, and should have taken the two foundation English courses at the university. Students' language proficiency level ranged from lower intermediate to intermediate as determined by their grade from one of the two English foundation courses.

RMUTLL students were expected be able to write English documents such as letter and short paragraph and be able to introduce themselves and easily read simple articles or paragraphs written in English. They should understand basic grammatical rules. The skill that the students should have before taking the course was how to write English sentences consisting subject and predicate.

Actual natures of students' language ability: Seventy-five percent of the students graduated from high-school, while the rest graduated from vocational college. Two students used to study in Assumption School, Lampang, where English is used as a medium of communication in the school. One student, who had experience studying with native English speaker during high-school, mentioned that she hated to study English because an English teacher used to comment on her English language ability. The rest of the students studied English as compulsory subject during primary school and high school. The records of 22 RMUTLL students' English Foundation Course II grade are shown in Table A, below.

Table A: Records of 22 RMUTLL students' English Foundation Course II grade

Grade	Number of students
A	6
B+	5
B	5
C+	1
C	3
D+	1
Unknown	1

Table 3.14 (cont.): Six aspects of backgrounds of 22 RMUTLL students

Expected students' computer skills: As the study assumed that all participants could be familiar with computer programs (e.g. Microsoft Word, Microsoft Excel, and Power Point), computer accessories (e.g. speaker, microphone, and web camera), and the Internet communication tools (e.g. e-mail), and that they had a computer at home or had access to a computer at the university, the 22 RMUTLL students were expected to have the necessary skills to study through the online settings.

Actual natures of students' computer skills: Since the students majored in IT, they had no problems on using computer program, tools, and Internet communication tools. However, they needed to be trained on how to study through the online learning settings because they had no experiences.

Expected students' attitudes to online learning: Although many studies suggest that students have positive attitudes toward online learning settings, such could not assumed for students in Thailand, especially in the case of language learning. All three different attitudes toward online language learning (i.e. positive, neutral, and negative attitudes) were expected from RMUTLL students.

Expected students' behavior: As the students were at the undergraduate level, they were expected to plan their study in advance and in an organized manner. Students should have the freedom to control their own learning, that is, each student was expected to be autonomous and self-directed, with teacher acting as facilitator. Moreover, students should be able to manage their time to complete each assignment of each subject. That is, at the beginning of each semester, students should plot all assessment items and the due-dates on their planner. Students were assumed to be active learners in the classroom; for example, they should be willing to ask questions, give and share opinions in the classroom, and criticize their colleagues' assignment or presentation. In this study, all expected students' behaviors were a bit 'idealistic'. Students might have or might not have such abilities; however, they were expected to be responsible.

Course Environment: RMUTLL provided good facilities for improving language ability of students; a lot of money was spent by the Faculty of Business Administration and Liberal Arts on constructing and purchasing the language programs (i.e. discovery learning and Quartet online) for students. RMUTLL wanted to encourage both the students and the employees to learn from these programs. RMUTLL had six campuses, all of which now developed the online conference system to communicate between campuses. The speed of the Internet system provided on campus was very high. RMUTLL planned to innovate the IT system in order to fasten the Internet access and prepared for online learning in the future.

Evaluation methods and criteria (research instruments): A semi-structured interview was conducted with each of the students in the class two times: after the online CBCL module trialed for one week and after the listening post-test session. The purpose of interviewing students before they had studied the full online CBCL module used for the BCGW course was to acquire preliminary information on their opinions after they had experienced studying the trial online CBCL module for just one week. They were asked to access and evaluate two units of *Communication Skills for International*

Students in Business Module (i.e. one unit online of *English for Global Business Sub-Module* and one unit with blended learning settings of *Academic Communication Sub-Module*) and explore one or two (out of eight) cases in *Global Business Case Study Module*. Then all information was gathered and used for improving the quality of the online CBCL module as well as reporting some of the instruments used in this study. Students' needs, difficulties and interests were partly compiled in this process, in addition to data gathered while the course was being conducted. The 22 students took part in a short interview, of approximately five minutes in duration. Note-taking was deemed to be the most efficient method of recording the information, given the large number of students, but short interview times.

2.2 Second assessment or assessing the quality of the developed online CBCL module when it was implemented at RMUTLL for one semester: The objective of this process was to assess the quality to the developed online CBCL module when it was implemented in RMUTLL for one semester.

Evaluators (sample): At the beginning of the semester, there were 22 students registered in the BCGW course. By the end of the course, four students had withdrawn from the course. As a result, there were 18 students in this study. One student resigned. She sat in two test sessions (listening and reading) and completed the course evaluation form and attitude questionnaire towards the CBL method and the CL settings.

Evaluation methods and criteria (research instruments): There were five methods used for assessing the quality of the developed online CBCL module:

- the level of effectiveness index (E1/E2)
- the students' reflection on the developed online CBCL module using arithmetic mean
- semi-structure interviews
- Teacher's Observation Checklist of Class Participation (TOCCP), and
- the students' attitude towards the CBL method and the CL settings.

Method One – Level of effectiveness index (E1/E2): To identify the level of effectiveness index in this study. The level of effectiveness index (E1/E2) by Promwong (1978) was selected in this study since it was accepted as a tool for assessing the quality of an instructional program. The level of effectiveness index (E1/E2) (Figure 3.4) was used for assessing the quality of an online instructional program by comparing students' learning products and process calculated by

$$E1 = \left\{ \frac{\Sigma x}{\frac{N}{A}} \right\} \times 100$$

$$E2 = \left\{ \frac{\Sigma f}{\frac{N}{B}} \right\} \times 100$$

E1 = Effectiveness of progress test
Σx = Sum of the RMUTLL students' progress test scores
A = Total scores of progress test
E2 = effectiveness of achievement test
Σf = Sum of all RMUTLL students' achievement test scores
B = Total scores of achievement test
N = Number of students who took the BCGW course

Figure 3.4: Illustration of the level of effectiveness index (E1/E2)

Source: Promwong et al,1978

Acceptable quality: Promwong, et al (1978:136) suggest that the acceptable quality of the effectiveness index (E1/E2) should be at **85/85** if the learning content is identified as 'learning by memorizing. If the learning content is considered to be 'a process of development or a process of changing of learners' behaviors and attitudes' that takes time of developing or changing learners' behavior and attitudes, the acceptable quality of E1/E2 should be set at 75/75 or 70/70. It is acceptable if the value of E1/E2 is less than the standard set about 2.5-5 percent of acceptable quality Promwong, et al (1978: 136).

In this study, the acceptable quality of E1/E2 was set at 70/70 because it is equal to 70 percent (i.e. 'B' grade) which is considered 'adequate' for academic purposes and generally accepted globally. The learning content of the developed online CBCL module

was not considered to be ‘learning by memorizing’. The learning content of the developed online CBCL module was designed to help learners acquire, apply, synthesize, evaluate, accrete, and emerge both previous and current knowledge and skills (i.e. language, business communication knowledge and professional skills). Promwong, et al (1978: 136) suggest that if the value of E1/E2 is less than the standard set about 2.5-5 percent of acceptable quality, it means that the course could be considered as a good course. Thus, this study, the value of acceptable effectiveness index (E1/E2) could range from 66.5 to 68.25.

Method Two–Course evaluation form: The RMUTLL students were given the course evaluation form adapted from distance learning evaluation guided from American Council on Education (1996); Alessi and Trollip (2001); and Michigan Virtual University (2002). All of the items in the course evaluation form were graded on a five-Likert scale (1 = poor, 2 = need work, 3 = fair, 4 = good and 5 = excellent), each with an open-ended question to obtain any experience or opinion on the developed online CBCL module.

There were two principal criteria used for evaluating the quality of the developed online CBCL module, namely, subject matter quality (i.e. 34 items in Table. 3.15), and multimedia instructional design quality (i.e. 19 items in Table 3.16). The total items were 53 items (See evaluation criteria and evaluation form in Appendix B3.1).

The subject matter quality indicator consists of eight elements. Table 3.15 shows eight elements of the subject matter quality indicator.

Table 3.15: Elements of instructional design quality

Elements	Items	No. of items
1. Course organization and planning	1-6	6
2. Communication	7-11	5
3. Student support	12-13	2
4. Teacher/student interaction	14-20	7
5. Assignment, exams, and grading	21-26	6
6. Course outcomes	27-30	4
7. Student effort and involvement	31-33	3
8. Overall quality	34	1

The multimedia instructional quality indicator was composed of six elements. Table 3.16 shows six elements of the multimedia instructional quality indicator.

Table 3.16: Elements of multimedia instructional design quality

Elements	Item	No. of item
1. Online organization and design	1-5	5
2. Instructional design and delivery	6-8	3
3. Assessment and evaluation of student learning	9-12	4
4. Appropriate & effective use of technology	13-15	3
5. Learner support and resources	16-18	3
6. Overall quality	19	1

Method Three–Semi-structure interview: After speaking post-test, all of the students were interviewed to investigate students’ reflection after they experienced the developed online CBCL module (See examples of questions in Appendix B3.3).

Method Four – Teacher’s Observation Checklist of Class Participation (TOCCP): TOCCP was utilized as an additional tool to investigate the students’ reaction on the developed online CBCL module course since TOCCP was designed to examine the frequency of students’ participation of the online and face-to-face class. It was considered as a tool to investigate the students’ reflection on the developed online CBCL module.

The frequency of the students’ participation in the face-to-face classes (a discussion class and a consultation class) was observed for the whole semester. Meanwhile, the frequency of the students’ participation in online classroom was observed for four times in a semester.

The TOCCP had 15 items (Appendix D2.2). Items 1-6 were used to assess the students’ participating online whereas items 7-15 were used to assess the students participating on the face-to-face classes. All of the TOCCP items were graded on a five point Likert scale (5 = almost always, 4= frequency, 3 = occasionally, 2 = selfdom, and 1 = almost never). TOCCP was delivered to one language expert to check its quality.

Acceptable quality: The quality of the developed online CBCL module was determined by using arithmetic mean. The items of the course evaluation form were

graded on a five point Likert scale. The acceptable quality of the developed online CBCL module should be equal to or more than 3.50. The value of 3.50 was set by the researcher as acceptable quality because it was equivalent to 70 percent ('B' grade) which is considered 'satisfactory' for academic purposes and generally accepted globally. Table 3.17 shows the ranges of mean or ranges of criteria for assessing the quality of the developed online CBCL module evaluated by students.

Table 3.17: Ranges of mean or ranges of criteria for assessing the quality of the developed online CBCL module evaluated by students

Value of arithmetic average	Quality of online CBCL module indicators
4.50-5.0	Excellent
3.50-4.49	Good
2.50-3.49	Fair
1.50-2.49	Need improvement
Below 1.49	Poor

After gathering data, all 'inappropriate or bad indicators' were revised. The issues that received arithmetic mean below 3.50 were eliminated; those with mean equivalent to or more than 3.50 was incorporated to improve the quality of the developed online CBCL module.

Moreover, the quality of the 'course evaluation form' was reported in this phase as well. It was calculated by using Crobach Alpha. Crobach Alpha is used as a measurement for calculating the reliability of instrument (Hatcher, 1994). It is used to describe the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (1 = poor, 5 = excellent) (Santos, 1999). It ranges from 0 to 1. The higher the score, the more reliable the generated scale is. As suggested by Nunnaly (1978), the acceptable quality of the course evaluation form should be equal to or more than 0.70 (cited in Santos, 1999).

Method Five– The students' attitude towards the CBL method and the CL settings:

Evaluators (sample): At the beginning of the semester, there were 22 students registered in the course. By the end of the course, four students had withdrawn from the

course and one student had resigned from the college level. However, the attitude questionnaire was distributed to and resubmitted by 18 students (including one student who designed to resign from the university).

Evaluation methods and criteria (research instruments): To investigate the students' attitudes towards the CBL method, and the CL settings, the attitude questionnaire and interviews were used.

Attitude questionnaire: Thirty items of the attitude questionnaire on the BCGW course were graded by a five point Likert scale technique (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree) (See attitude questionnaire in Appendix B3.2). Items 1-21 determine the students' attitudes on the CBL method. Items 22-30 (grey shade) demonstrate students' attitudes towards the CL settings. Attitude questionnaire was delivered to one language expert to check its quality.

Interviews: At the end of the course, the students were interviewed about their attitudes towards the CBL method and the CL settings (See examples of semi-structured interviews in Appendix B3.3).

Acceptable quality: The acceptable quality was set for the attitude questionnaire only. The acceptable quality of students' attitudes to the CBL method and the CL settings measured by means of arithmetic mean should be equal to or more than 3.50 in positive aspect. On the other hand, arithmetic mean should be less than 3.50 in negative aspect.

Table 3.18 shows the ranges of mean or the set criteria used for investigating the students' reaction and attitudes towards the CBL method and the CL settings.

Table 3.18: Ranges of mean or the set criteria used for investigating students' reaction and attitudes towards the CBL method and the CL settings

Value of summation scores /arithmetic average	Students' attitude on the multimedia course
4.50-5.0	Excellent
3.50-4.49	Good
2.50-3.49	Fair
1.50-2.49	Need improvement
Below 1.49	Poor

3.4.3 Research Question Three: The effectiveness of the developed online CBCL module was reported on two areas –effectiveness of the developed online CBCL module on the students’ business English communication proficiency and on the students’ performance–improvement of English performance and professional skills.

Effectiveness of the developed online CBCL module on the students’ business English communication proficiency:

Evaluators (sample): The 22 business undergraduate students (i.e. second, third or fourth-year students) were selected as participants in this Phase using the intact group or convenience sampling. They major in Information Technology (IT) from the Faculty of Business at RMUTLL.

At the beginning of the semester, there were 22 RMUTLL students registered for the course. Only 20 students’ English language ability was assessed during the pre-test session while the other two joined the national university sports competition. That is, there were 20 students sitting in the pre-test session.

By the end of the course, four students who were athletes withdrew from the course. The four students informed that they had many assignments in other subjects, while their friends said that they were afraid of getting a low grade and had to leave the university. The rest of the students (eighteen students) who finished the course informed that they believed that they could get a better grade. That is, there were 18 students sitting the post-test session. Unfortunately, one student resigned from the university.

Evaluation method and criteria (research instruments): To assess whether the learners actually learned the content of the developed online CBCL module, t-test for dependent sample and effect size with standardized gain score (ES) are reported.

To identify *statistical differences* between pre-test and post-test scores on Business English Communicative Achievement (BECA) Test of students taking the BCGW course, *t-test for dependent sample* was used. The significance level was set at $\alpha = 0.05$.

To identify *practical differences* or *the level of the effect size (ES)* between the pre-test and the post-test scores on BECA test of students taking the online CBCL Module, *the Effect Size with Standardized Gain Score*– the Hedges’ *g* formula (1981) was used. Figure 3.5 shows the Hedges’ *g* formula (1981).

$$g = \frac{\bar{x}_1 - \bar{x}_2}{s^*}$$

g = effective size by Hedges
 s^* = pooled standard deviation
 \bar{x}_1 = the mean for students who are assessed by the post-test
 \bar{x}_2 = the mean for students who are assessed by the pre-test

$$s^* = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

s^* = pooled standard deviation
 n_1 = sample size of students who are assessed by the post-test
 n_2 = sample size of students who are assessed by the pre-test
 s_1 = variance of post-test

Figure 3.5: Illustration of the effect size (ES) formula by Hedges

Source: Hedges, 1980

Acceptable quality: For this question, the acceptable quality was set for the effect size only. The *t-test* for *dependent sample* has the criteria to reject or accept the hypothesis (the *t-value* is higher than the *t-critical* or *p-value* is less than significance level which was set at 0.05).

This study employed criteria provided by Cohen (1988) as it is globally accepted. Cohen (1988), he defines effect sizes (ES) as ‘small, $d = .2$,’ ‘medium, $d = .5$,’ and ‘large, $d = .8$,’ stating that ‘there is a certain risk in inherent in offering conventional operational definitions for those terms for use in power analysis in as diverse a field of inquiry as behavioral science’ (p. 25). Thus, the acceptable ES value should be **more than 0.25 (medium)** (Cohen’s *d*). The ‘*d*’ of 0.25 indicates that one-quarter standard deviation separates the two means. This study employed Hedges’ *g* formula (1981). Thus, the result calculated by Hedges’ *g* formula needs to be adjusted.

The following formula is use for computing *Cohen's d* from *Hedge's g*.

$$d = g \sqrt{\frac{N}{df}}$$

Effectiveness of the developed online CBCL module on the students' performance in two areas (i.e. English communication performance and professional skills)

Portfolio assessment or students' portfolio: Evidence illustrating the enhancement of professional skills in this study derived from the students' portfolio consisted of two types of evidence: required evidence and the teacher's notes. The evidence came from three different sources: the teacher, students, and groups.

- *Required evidence:* Required evidence or required portfolio content refers to the information related to instructional goals needed for making educational decisions. Required evidence in this study came from two different sources: student and group documents. All documents were submitted at the end of the course. Table 3.19 shows the types of documents and number of documents needed from the required evidence.

Table 3.19: Types of documents and number of documents needed for the required evidence

Sources	Types of Documents
Student's Documents (Individual Performance)	Essay or short report on the business topic or issue
	Business document (for example letter, e-mail)
Group's Documents (Group Performance)	Self-Assessment on Oral Presentation
	Peer-Assessment on Oral Presentation
	Effective Team Member Evaluation

- *Teacher's note:* Teacher's note was the comments recorded by the teacher in order to assess the students' performance. Table 3.20 shows the types of documents and number of documents needed from the teacher's notes.

Table 3.20: Types of documents and number of documents needed for the teacher's notes

Sources	Types of Documents
Teacher's notes	Teacher-Assessment on Oral Presentation
	Teacher-Observation on Class Participation

To assess the whole portfolio, there were two main criteria: content coverage and portfolio presentation, with 1-5 scale of portfolio quality (5 = excellent, 4 = good, 3 = fair, 2 = need improvement, 1 = poor).

In this study, content coverage referred to documents that students needed to collect in their portfolio. Each document collected from the students was assessed according to the marking criteria. The portfolio presentation referred to how the portfolio was logically sequenced, well-prepared and well-organized. The portfolio presentation was worth 5 points out of 70. Table 3.21 presents the scoring details of portfolio assessment.

Table 3.21: Scoring details of portfolio assessment

Source	% of total
1. Student's Documents/ Individual Performance	40
2. Group's Documents/ Group Performance	15
3. Teacher's Note	10
4. The Portfolio Presentation	5
Total	70

Students' learning outcomes were assessed by multiple data sources: students' performance online and in offline class (lecture settings) and/or discussion class performance. Grading was based on 30 percent of the BECA test scores and 70 percent of information gathering by the individual portfolio. The assessing methods and scores were adjusted in line with the real situation. The students' scores on portfolio were reported to illustrate the whole picture of the students' performance after taking the BCGW course. Table 3.22 shows the summary of a tentative assessment of the course or scoring details of portfolio assessment.

Table 3.22: Summary of a tentative assessment of the course or the scoring details of portfolio assessment

Form of assessment	(% of total)
I. Portfolio Assessment	70
1.1 Individual Performance	
One essay/ report	30
Business Document	
Either	
- e-mail for inquiry information	10
- direct mail	
- Résumé or C.V.	
- good news letter/favorable letter	
- personal career plan	
- letter of acknowledgement	
- negative letter	
1.2 Group Performance	
- Self-Assessment on Oral Presentation	5
- Peer-Assessment on Oral Presentation	5
- Effective Team Member Evaluation	5
1.3 Teacher' note	
- Teacher- Assessment on Oral Presentation	5
- Teacher-Observation on Class Participation	5
1.4 Portfolio Presentation	5
II. Examination (the BECA test)	30
Total	100

After that, the enhancement of professional skills was discussed in two areas, namely, English for communication and professional skills. Only this section included the following topics: evidence and instruments.

1. Development of English performance: General writing ability and academic writing styles were used as particular evidence to observe the development of English performance in this study.

This study mainly focused on Business English for Communication. As a matter of fact some skills are explicitly observed –writing and speaking skills but some could not be explicitly observed –reading and listening skills.

In this study, clearly, the written information came from what the writers read. In other words, the seven skills (adapted from Bennett's framework, 1972 and Braun, 2004) were expected to be enhanced by the writing activities and tasks designed in the BCGW course. They include:

- recognizing and recalling main ideas, a sequence, comparison, and cause-and-effect relationships
- classifying and determining facts and opinion
- drawing conclusions on what they have read
- outlining what students have read or organizing or structuring what students have read into categories
- synthesizing what they have read
- making reasonable judgment on how far what students have read is appropriated to be used as support evidence or argument
- evaluating information into two perspectives (i.e. pros and cons)

Moreover, because of the operational errors of video tape recording, the students' speaking performance could not be concisely observed. As a result, only English writing skill enhancement was concisely observed.

1.1 Development of general writing ability: Two written assignment (presentation 2 and presentation 4 - part 1) were analyzed in order to examine the students' general writing ability. The process of observing the students' general writing ability by using two assignments (pink shade) was conducted after trailing the BCGW course since the students in this study needed to practice some language knowledge to closely match with the course requirement.

Evidence: Evidence illustrating the students' general writing ability was:

- *Grammatical Error Check:* To check the students' language improvement and their awareness of using English in real-life settings, the written document from presentation 2 were performed by six students (two each) whose language proficiency level was positioned in low, average, and high according to previous grade and pre-test results. The written document for presentation 2 was chosen because the RMUTLL students had spent three weeks preparing this document. They worked closely with the teacher so that the record of students' behavior changes could be concisely analyzed. Most importantly, it was the first long

English written document they had written by themselves. Their writing documents were observed by the two raters using Grammatical Error Checklist.

- *Language use:* To observe the students' language behavior and behavioral changes and their awareness of using English in real-life settings, two writing assignments (presentation 2 and presentation 4–part 1) performed by six RMUTLL students (two each) whose English proficiency level was positioned in low, average, and high according to previous English grade and pre-test scores were observed by the two raters using TOCEP.

Instruments: Grammatical Error Checklist and TOCEP, and interviews were used as a tool to observe general writing ability of the RMUTLL students.

- *Grammatical Error Checklist:* Grammatical Error Checklist was used as evidence to illustrate the students' language improvement and awareness of using English in real-life settings when they made fewer errors in this study. Chancharoen, Tannin and Sirinaovakul (1999) and Nguyen (n.d.) suggest on the dominant grammatical errors of Thai students.

Chancharoen, Tannin and Sirinaovakul conclude in the 13th Pacific Asia Conference on Language, Information and Computation (1999:1) that

“Thai language is a *topic-prominent language*... Linguists classify Thai as a *discourse-oriented language* of which the sentence structure has non-restrictive pattern or form. That is, the English language is *subject-prominent and sentence-oriented*. The *subject* in English is emphasized more than the *predicate*... An English noun phrase construction may consist of three components: premodifier, head noun and postmodifier. In case of premodifier, each constituent that modifies head noun is put in the left hand side or before. In Thai, a head noun is put on the leftmost position and followed by modifiers such as determiner, adjective and, uniquely different from English, classifier (which will not occur without determiner)”.

Nguyen (n.d.) concludes in *a multicultural project at Northeast ABLE Resource Center (Ohio) that*

“Thai grammar is very different from that of English. Because Thai is an uninflected language, nouns and verbs do not change their forms for Number, Gender, Case or Person, but instead separate words are used for such purposes. ...Although Thai also has a Subject-Verb-Object structure, the subject and object are often left out within clear contexts. Thai learners often carry this pro-drop feature to English, wrongly producing subjectless or objectless sentences. The use or non-use of articles in English often confuses Thai learners since there are no articles in Thai noun phrases. Adjectives occur after the noun they modify. However, since many adjectives in Thai can behave like verbs, this can lead students to omit the copula *be* in English (for example **That book good**)”.

As suggested by the two scholars, these differences were taken into consideration when teaching classes in this study. Thus, seven types of grammatical error (s), namely, capital letters; spelling mistakes; subject-verb agreement; wrong verb tense; adjective formation; structure of sentence (for example subject or verb omitted); and miscellaneous (for example countable/uncountable nouns, pronouns, negative, connectives) were selected to be observed in this study since they were considered to be the dominant errors of Thai EFL students.

- *TOCEP*: TOCEP was composed of two indicators– content and language use (adapted from four indicators of criteria for assessing oral communication in Appendix D2.1.5). Two indicators were graded on a five point Likert scale (1 = poor, 2=need work, 3 = fair, 4= good, and 5 = excellent).

Content indicator consisted of four sub-skills – addressing the topic, providing an accurate and complete explanation, providing interesting /relevant examples and ideas, and demonstrating a clear and logical presentation. Language use is composed of four sub-skills– using grammar accurately or using correct writing structures (for example a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions), using a variety of word-choice, structure and vocabulary, demonstrating careful proof-reading (i.e. few errors of spelling, punctuation, and capitalizing), and providing overall

comprehensibility of the writing. To check the quality of TOCEP, it was evaluated by a language expert before implementing in this study (Appendix D4).

- Interviews: Information related to general writing skills was reported.

1.2 Development of academic writing style (Writing an Essay): An essay is a tool that shows a writer's viewpoints. A well-written and well-presented essay is considered to be a difficult task as students must have sufficient English language ability in both English writing and reading ability in an intermediate level.

Evidence: In this study, the evidence revealing the enhancement of academic writing of the RMUTLL students was reported by:

- Examples of an essay plan: Essay plan for presentation 3 was used as evidence to illustrate students' academic writing skills. Each group prepared a preliminary plan for an essay by using the dot-point method to show their ideas.
- Students' scores in the essay writing post-test: Students' performance were reported using the marking criteria for assessing essay with four indicators—content, language use, organization, and reference.
- Example of essay: Two essays performed by two students who chose to write an essay during post-test session were used as evidence to illustrate the students' knowledge of writing an essay and essay structure.
- A small test on essay structure during the post-test session: To check their comprehension, the students were asked individually about the components of an essay that consists of the introductory paragraph, body paragraph and the concluding paragraph.

Instruments: The instrument used for observing the students' academic writing skill is:

- *Marking criteria and evaluation rubric of an essay writing* (Appendix D2.1.1) was used to assess the students' performance on essay writing. The form

was delivered to three language expert to check its quality. The students' scores were rated by two raters.

2. Development of professional skills: Data related to the development of professional skills in this study consisted of communication skills in business, critical thinking skills, study skills, and collaborative learning skills.

2.1 Communication skills in business: In this study, communication skills in business were divided into two categories: oral communication skills in business and writing communication skills in business.

Evidence – Oral communication skills in business: The final products of reading and writing tasks and activities were the spoken language (oral presentation skills) in this study. Four indicators of the criteria of assessing students' oral business communication – content, language use, performance, and presentation techniques (Appendix D2.1.5). The indicators contained both verbal and non-verbal communication. The students' scores on presentation 3 were used as indicators to illustrate the students' oral communication skills in business.

Evidence – Writing communication skills in business: To illustrate the students' writing communication skills in business in this study, four types of evidence were used as evidence, namely, students' scores in each indicator of a short report in post-test session, students' scores on a résumé, and a cover letter, observation of a résumé and a cover letter, and examples of a résumé and a cover letter. The process of observing the students' writing communication skills in business using two business writing documents, namely, a résumé and a cover letter (pink shade) was conducted after trailing the BCGW course since the students in this study needed to practice some language knowledge to closely match with the course requirement.

- Students' scores in each indicator of a short report in post-test session: The students' scores in each indicator of short report in the post-test session were reported and assessed by two raters.

- Students' scores on two business writing documents, namely, a résumé and a cover letter: The students were assigned to practice writing a cover letter and résumé, and a business letter (chosen from different ones available: e-mails for inquiry information, direct mails, résumé or C.V., good news letter/favorable letters, personal career plans, letters of acknowledgement or negative letters). The cover letter and résumé were chosen as evidence to assess writing communication skills in business for two reasons. All of the students in this study were assigned to write them. Also, the cover letter and résumé were the documents the students should be able to write in the future so that they should know how to write them effectively. The cover letter and résumé of the six students whose English proficiency level was positioned in low, average, and high were selected. The students' performance was assessed by two raters.

- Observation of a résumé and a cover letter: Two raters observed the résumé and cover letters produced by six students (two each) whose English proficiency level was positioned in low, average, and high by using TOCEP.

- Examples of a résumé and a cover letter: A résumé and a cover letter performed by *three students* from *six students* whose English proficiency level was positioned in high, average and low were reported.

Instruments: Instruments used for observing the students' communication skills in business are:

- Marking criteria and evaluation rubric of a short report (Appendix D2.1.2) was used for assessing the students' performance on short report writing. The form was delivered to three language expert to check its quality. The students' scores were rated by two raters.

- TOCEP: TOCEP consisted of two indicators – content and language use (adapted from four indicators of criteria for assessing oral communication (Appendix D2.1.5). Two indicators were graded on a five point Likert scale (1 = poor, 2=need work, 3 = fair, 4= good, and 5 = excellent). To check the quality of

TOCEP, it was delivered to a language expert before implementing in this study (Appendix D4).

- Interviews: Information related to business communication skills was reported.

2.2 Critical thinking skills: Since a lot of evidence (discussed in Chapter 2) indicates that the CBL method helps enhance students' critical thinking skills, the aim of this study was to investigate how the CBL method enhances the critical thinking skills of students.

However, after administering the pre-test, the aim was changed since it was difficult to assess students' critical thinking skills as suggested by Jeffery (2001 cited in MaMahon, 2007):

... it is inappropriate to measure critical thinking which is process oriented, with assessment methods that are product oriented. Measuring implies some form of numerical or statistical manipulation: the evaluation of critical thinking must go beyond this to include attitude and behaviors of students.

Thus, the aim of assessing how the CBL method helped enhance critical thinking skills of students was changed to observing the critical thinking skills behavior.

Evidence: Evidence illustrating the students' critical thinking skills included:

- Analysis of written documents: In this study, there were many activities designed for enhancing critical thinking skills (Appendix C3). Also, students were encouraged to answer questions, (for example, *What are the advantages and disadvantages of...?*, *Why is...important? Do you agree or disagree with ...?*, *What is a possible solution of?Why?*) that were designed to generate their critical thinking skills during studying in the class and consulting with the teacher.

Only the behaviors that were considered to be explicitly observable behaviors were used as evidence to justify critical thinking skill enhancement of students. There were eight observable critical thinking skills consisting of finding information to support the topic, summarizing information from resources,

identifying their ideas, brainstorming their ideas, organizing or structuring their ideas into categories, making reasonable judgment on how far on what students read are appropriated to be use as support, synthesizing what students read, and logically presenting their ideas (adapted from Norris and Ennis,1989 and Braun, 2004). One rater observed through the eight observable critical thinking skills through two writing plans (presentation 2 and presentation 4–part 2 and 3) performed by six students whose English proficiency level was low, average, and high were used.

- Students’ reflection on Critical Thinking Enhancement Questionnaire: Students’ experiences on the online CBCL module in terms of critical thinking skill enhancement were explored through the questionnaire. It was developed after the BCGW course had been conducted for a year. Since only the teacher observation on critical thinking behavior might be biased, the students’ perspectives on the critical thinking skills enhancement were examined to recheck the consistency of the results.

Instruments: Instruments used for observing the students’ critical thinking skills were:

- Teachers’ Observation Checklists of Professional Behavior –TOCPB: TOCPB were used as instruments for observing this skill. Since the process of generating a writing plan was considered to be evidence of brainstorming and organizing their ideas, it should illustrate the engagement of the critical thinking skills.

The eight observable critical thinking skills (adapted from Norris and Ennis,1989 and Braun, 2004) which were grouped as high and low level of critical thinking skills were observed through the two writing plans (presentation 2 and presentation 4 – part 2 and 3). The quality of the two writing plans were graded on a five point Likert scale (1 = poor, 2 = need work, 3 = fair, 4 = good,

and 5 = excellent). To check the quality of TOCPB (Appendix D3), it was delivered to a language expert before implementing in this study.

- **Critical Thinking Enhancement Questionnaire:** The questionnaire consisted of two parts: the students' perspective on their critical thinking skills before studying the online CBCL module (items 1-11) and the students' perspective on their critical thinking skills after studying the course (items 12-22). All of the items in the questionnaire were graded on a five point Likert scale (SA = strongly agree, A = agree, U = undecided, D = disagree and SD = strongly disagree) (Appendix D5).

- **Interviews:** Information related to critical thinking skills was reported.

2.3 Study skills: The use of reading strategies and the use of referencing were used as evidence to illustrate the students' study skills in this study.

Evidence: Evidence illustrating the students' critical thinking skills was:

- *The use of reading strategy:* The RMULL students were taught reading strategies, namely, skimming, scanning, spread reading, and the SQ3R method. They learned to be selective readers to save their reading time. For example, the tactics of identifying the main idea of each paragraph by firstly reading the first sentences of each paragraph were the main focus in this study.

In this study, one part of the reading test was designed to assess the use of reading strategies by the students. This particular part of the BECA reading test was considered to be the evidence illustrating behavior changes or the recording of the use of reading strategy in this study. Pearson product moment coefficient (r) was used in order to measure of the correlation between two variables pre-test and post-test scores.

- *The use of referencing:* Referencing is considered to be a skill students should have. Referencing is important to show respect to other people's ideas or words. There are several systems used for referencing. For the online CBCL module, students learned the Harvard system (See in Academic Sub-module –

Academic Conventions: Referencing and Avoiding Plagiarism). Students' previous and post attitudes towards referencing were examined.

Also, examples of referencing done by six students whose English proficiency level was positioned in high, average, and low were gathered from two written documents (presentation 2, and 3) were reported.

Instruments: Instruments used for observing the students' study skills were:

- Source Quiz and informal conversation: Students' previous and post attitudes towards referencing were examined. The activity provided in *the Academic Communication Sub-Module* (Chapter 4: Activity 1– p.63) – using Source Quiz –was used as a tool to explore the students' previous attitudes on referencing. Source Quiz consisted of ten items with two choices (true and false). After studying this activity, the students' post attitudes on referencing were asked. Then previous and post attitudes on referencing were reported in order to investigate the changes of the students' opinion.
- Interviews: Information related to study skills was reported.

2.4 Collaborative learning or team work ability: Students were assigned to work in group to practice working as a team which they will be in the future. At the same time, this strategy was used for reducing students' stress when taking the BCGW course. The instruments used for investigating the students' perception and attitudes towards the CL settings are discussed in the following section.

3.5 Conclusion

This chapter describes the research methodology of the study. This study and research approach was R& D research approach and the research design was a single group pre-test/post-test designing. The population is around 800 business undergraduate students at RMUTLL. One intact group (22 RMUTLL students major in Information Technology in the academic year of 2007) was used as the sample in this study. The 22 RMUTLL students trialed the course developed in this study – the developed online CBCL module used for the BCGW course two times (one week and one semester). Only, the quality of

instrument– the BECA test is reported in this chapter. The findings suggested that the BECA test was satisfactory in terms of the content validity. It indicated that the content of test matches with the objectives of the course indicating that the test items were representative of the syllabus on which they were based. The findings indicated that the listening and reading test of the BECA test had ‘high’ reliability. The listening and reading test of the BECA test were ‘good’ in terms of its difficulty but they were ‘low’ discrimination ability.

After designing and constructing the research methodology used for this study, the process of constructing and developing the online CBCL module, the quality of the developed online CBCL module and effectiveness of the online CBCL module are reported in more detail in Chapter 4.



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CHAPTER IV RESULTS

4.1 Introduction

This chapter presents the findings of the study. Details of the results are presented in three parts. **Part One** reports the findings of Research Question One. This part describes the constructed and developed process for constructing and developing the online CBCL module for business English for communication. **Part Two** reporting the findings of Research Question Two, both quantitatively and qualitatively presents the results of the experts' reflection after assessing the quality of the developed online CBCL module for the BCGW course related to the cases together with the interview reports. Moreover, the students' reflection on the quality of online CBCL module for the BCGW course is reported. **Part Three** quantitatively and qualitatively reports the findings of research question three about the effectiveness of the developed online CBCL module on the students' business English communication proficiency and on the students' performance–improvement of English performance and professional skills.

4.2 Part One– Findings of Research Question One:

This part describes the constructed and developed process of the developed online CBCL module shown in Research Phase I–Development and trialing the BCGW course using the online CBCL module and it was trialed at RMUTLL for one week (November 2007).

As mentioned in Chapter Three, it was clear that the online CBCL module was designed and developed by the process which involved the four stages, namely, plan, act, research, and reflect. The *plan stage* included the process of designing and developing the online CBCL module. The *act stage* dealt with trialing or teaching the developed online CBCL module with the 22 RMUTLL students for one week. The *research stage* involved the process of gathering data (i.e. students' pre-test scores of the four language abilities and reaction after initially trialing the developed online CBCL module for one week) and the preliminary analysis of such data. The *reflect stage* was for exploring the ways to improve the students' ability, the quality of the developed online CBCL module as well

as reducing the difficulties of using the developed online CBCL module when it was initially used for one week. All information gathered from the reflect stage was used for the plan stage of Research Phase II.

However, this part reports only the plan stage and the last three stages will be reported in part two—the Findings of Research Question Two. In Research Phase I, the plan stage—design and development of the online CBCL module consists of three systematic stages: investigation of an appropriate online CBCL theoretical model, subsequent development of the online CBCL module used for the BCGW course and trialing the online CBCL module with the 22 RMUTLL students for one week.

Stage One: Investigation of an appropriate online CBCL theoretical model: This stage comprises reviewing related literature and constructing an outline of the online CBCL theoretical model.

1.1 Reviewing related literature: The literature review aimed to summarize and synthesize background knowledge and essential concepts used for designing the BCGW course.

The development and evaluation of the developed online CBCL module for the Thai EFL students was fundamentally developed and designed by synthesizing five important aspects: business English learning and teaching approach, case-based learning (CBL) method, collaborative learning (CL) approach, Web-based Instruction (WBI), and course evaluation. The first four aspects were used for designing and developing the developed online CBCL module used for the BCGW course. The last aspect, consisting of material evaluation, WBI evaluation and language course evaluation, was for assessing the quality of the developed online CBCL module as a course material.

Originally, the key conceptual instructional framework of the online CBCL theoretical model was deduced from the four important aspects: business English learning and teaching approach, CBL method, CL approach, and WBI. The key conceptual instructional framework of the online CBCL theoretical model is summarized in Table 4.1.

Table 4.1: Summary of important aspects for constructing conceptual instructional framework

English Teaching Approach and business English : Learning Content (Subject Matter) and Medium of Communication	Case-Based Learning : Authentic materials	Collaborative Learning : Social Interaction	E- learning (WBI) : Technology
<ul style="list-style-type: none"> • Three learning approaches (i.e. Behaviorism, Cognitivism and constructivism) and English Teaching approaches (i.e. Communicative Language Teaching (CLT) approach, integrated skills, and learner-center approach) are considered as the guideline or compass of a course design. • The demand of employers is considered as a source of constructing learning content. 	<p>The case study is considered as</p> <ul style="list-style-type: none"> • a means for making connections between knowledge and practice (Knirk, 1991; Grosse,1988; Jarz, Lainz & Walpoth, 1997; Leenders, Erkin and Mauffette-Leenders, 2000; Stepich, Ertmer & Lane,2001;; Daly 2002;). • an explicit teaching method for enhancing both academic discourse and life discourse (Cunningham, 2000; Chirsta van der Walt,1997). • an explicit methodology of learning process, intentional learning strategy, and a stimulus for authentic activity (Stepich, Ertmer & Lane,2001). • a reflection of learning process and product (Bostock,1997). • a teaching method to encourage learner-centered approach through a variety of activities (Panitz,1997). • a communication tool for enhancing communication, interpersonal, and collaborative learning when learners work together in small groups (Piotrowski, 1982; Westerfield, 1989; Jackson 1998;). • a tool for promoting students' critical thinking, decision making , thinking, analytical and problem-solving skills in realistic situations (Piotrowski, 1982; Westerfield, 1989; Merserth,1991; Merserth,1991; McWilliam, 1992,1995; Allain, et al., 1998; Jackson ,1998; Halpern, 1998; Jackson,1998,2004, Leenders, Erkin, & Mauffette-Leenders, 2000; Astleitner; Hermann, 2002 ; Henson, Kennett & Kennedy, 2003). • a teaching method to enhance active learning that requires learners to participate in relevant activities (Albanese& Mitchell, 1993). <p>Nature of case-based learning tasks:</p> <ul style="list-style-type: none"> • Real-life setting or stimulated situations that contain a variety of issues and perspectives by defining problems, exploring the problems, planning the solution, implementing the plan, checking the solution, and evaluating / reflecting solutions(Leenders, Erkin and Mauffette-Leenders,1997). • The 6 components of case-based learning (Graf, 1999), consists of case overviews, case objectives, case backgrounds, relevant study, discussion, and case solution. <p>Activities:</p> <ol style="list-style-type: none"> [1] Individual case analysis [2] Team work case analysis (e.g. group discussion, class discussion, debate, jigsaw problem solving, brainstorming, share information, and simulation, etc.). 	<p>Collaborative learning is viewed as</p> <ul style="list-style-type: none"> • a tool to increase students' opportunity to talk in or outside class and/or develop communication skills (Johnson, D.W. 1971; Yager, Johnson and Johnson 1985; Peterson & Swing 1985; Panitz, 1997). • a vehicle to transmit and transfer thoughts, beliefs, and knowledge in the group (Gokhale, 1995; Grabinger, 1996).That is, active learners are engaged in dialogue with other learners and with instructional system (Hedberg, 2001). • a means of displaying multiple roles since a group member need to understand many different roles within group to overcome the goals (Grabinger, 1996). • a means to promote social interaction skills or interpersonal skills (i.e. ability to understand others how they feel, what motivate them, how they interact with one another(Johnson, Johnson & Holubec,1984 ; Yager 1985b ; Johnson, Johnson & Smith, 1991; Slavin, 1995; Brown, 2000; Slavin, 1995; Dawson,2004). • a tool to encourage students' participation in the learning process (Slavin ,1980,1990; and Schneider, 1998). • a method to induce active, dynamic, and heuristic learning process (Ingram ,2005). <p>Nature of collaborative learning tasks:</p> <ol style="list-style-type: none"> [1] Group discussion [2] Class discussion [3] Pair works [4] Collaborative writing or group composition [5] Role play during discussion [6] Brainstorming [7] Jigsaw reading and listening [8] Retelling [9] Share information [10] Debate 	<p>The web-based instruction is considered as</p> <ul style="list-style-type: none"> • a method to enhance language students to communicate online or use real-life English (Sighal, 1997; Bicknell, 1997). • a tool to enhance flexible learning time so that learners can learn more anytime, and anywhere through the Internet. • a means instructional material delivery, a communication vehicle and a tool of accessing up-to-date information available at any time and place (McManus, 1996; Alessi & Trollip, 2001). • a tool to promote authentic learning environment (Kearley,1996). • a device to provide learning environments that can be configured by the learners for their own needs and learning styles or a tool to promote student-centered approach (McLellan,1997). <p>Nature of e-learning method: There are four types of web-based e-learning programs (Na-Songkhla,2004)</p> <ol style="list-style-type: none"> [1] Web/Computer-based Instruction [2] Web/Electric performance support system [3] Web/Virtual asynchronous classroom [4] Web/Virtual synchronous classroom <p>There are four types of interaction via hypermedia instruction (Hilman, Willis, & Gunawardena ,1994 ; Lee, Owens & Benson, 2002)</p> <ol style="list-style-type: none"> [1] Learner-content interaction: Hypermedia content (Text, audio and visual presentation). [2] Learner-learner interaction: Synchronous and asynchronous communication tools. [3] Learner-instructor interaction. [4] Learner-technology interaction.

As shown in Table 4.1, the reviews of the four primary aspects (*i.e. English learning and teaching approaches, CBL method, CL approach, and WBI*) disclosed similar features, for example, authenticity, real-life approach, constructivism approach, social constructivism approach, social interaction and communicative approach. Each was then synthesized and justified as follows.

Business English for Communication ↔ Medium of Communication and Subject Matter: English serves a very important role in business communication and transactions; increasingly, companies in countries with English as a foreign language require their employees to be able to communicate in English effectively and people with good Business English proficiency are known to have a higher likelihood of obtaining good jobs and professional advancement (discussed in Chapter 2: 2.2.1).

After reviewing many studies on employers' needs on English ability of the future employees including the studies on the learners' needs and lacks, the online CBCL module was designed to respond to the stakeholders' requirements.

In this study, business English for communication was considered as the learning content and a medium of communication. The online CBCL module was used for the BCGW course and designed as language learning resources or materials to prepare students for future work.

Case-based learning (CBL) method ↔ Authenticity: In this study, the CBL method was used as an authentic instructional method for learning and teaching a target language. Since the CBL method is considered to be a method that could foster all features of authenticity, namely, text authenticity, learner authenticity, task authenticity, and teacher authenticity in the classroom (discussed in Chapter 2: 2.3.5), the authenticity was considered as the main feature of the CBL method in this study.

That is, in this study, the use of case studies was considered as a tool to help students apply both knowledge and skills acquired in class and their background

knowledge through the simulated and real-life settings as well as providing actual situations with real-life or simulated tasks, for which learners had an opportunity to think, qualify and quantify different points of view, and made decisions using democratic processes.

Collaborative learning (CL) settings ↔ Social Interaction: In this study, a collaborative learning (CL) approach was used as a channel for students to exchange and share information and opinions, and complete tasks within a group settings. Both online and offline collaborative learning settings in this study were integrated, with an aim to fulfill a given set of learning goals and objectives within a relaxed environment, where members of each group would be expected to play multiple roles, for example, a student, a researcher and a debater.

Web-Based Instruction ↔ Technology Implementation: In this study, WBI was considered as a medium of an instruction to deliver the learning content, activities, and communication as well as providing useful resources related to the goals and objectives of the BCGW course.

1.2 *Constructing an outline of the online CBCL theoretical model:* The online CBCL theoretical model was constructed following two steps: (1) constructing the conceptual instructional framework and (2) constructing the online CBCL theoretical model and its components.

Step 1– Constructing the conceptual instructional framework: To examine the quality of instructional practice, the instructional framework should be constructed (Saskatchewan Education, 1994). The instructional framework identifies the interrelationship among instructional approaches which refer to the goals of education as well as the objectives of various curricula (Saskatchewan Education, 1994).

In this study, the instructional framework was considered as a guideline for designing and developing the online CBCL theoretical model. Since the objective of this study was to develop an online CBCL module for a business English communication course (in this study it is called the BCGW course) and assess the quality or effectiveness

of the course, one element indicating the effectiveness of the course design was its instructional framework.

The instructional framework proposed by Saskatchewan Education (1994) was chosen to be a guideline for the overarching of the BCGW course design since Saskatchewan's framework covers the theoretical features for designing a good course as well as sequential explaining clear picture on how to design a good course. Figure 4.1 illustrates the conceptual instructional framework used in this study.

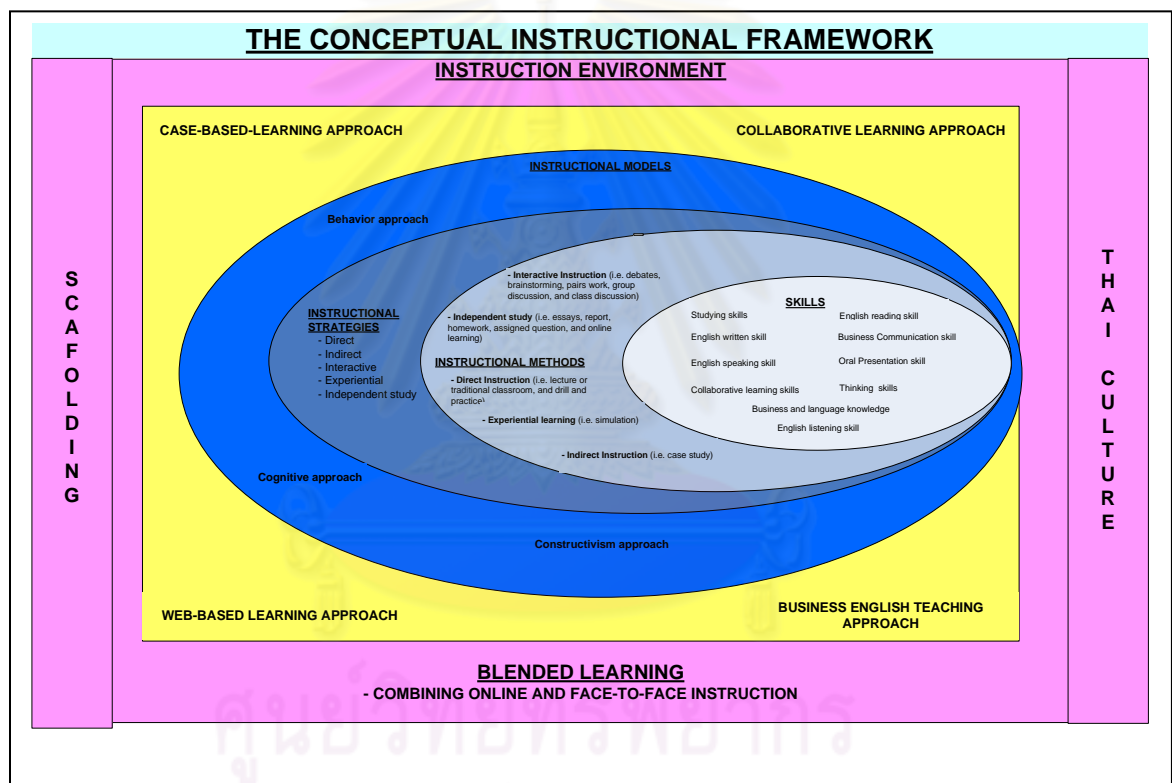


Figure 4.1: Illustration of the conceptual instructional framework (Adapted from Saskatchewan Education, 1994).

To create an effective instruction, the conceptual framework should be developed by integrating the foundation information for instruction development. As shown in Figure 4.1, to initially construct the conceptual framework, the foundation information that is the learning settings or instructional environment, should be identified. In this study, the blended learning—a combination of online and face-to-face instruction—was chosen for the following reasons.

Firstly, although the WBI features would benefit learning and teaching, using only WBI for the Thai EFL students is still questionable such evidence by Prapphal and Opanon-amata , 2002; Jariangprasert, 2003; Siritongthaworn, et al , 2006.

Prapphal and Opanon-amata (2002) conclude that language teachers should bear in mind that technology cannot substitute for a good language teacher but it can supplement and facilitate our teaching. Even though Thai EFL students think that e-learning is useful, they still do not want it to totally substitute the language teachers.

Secondly, e-learning should not totally substitute lecturers, and should be used for only 30% of the total teaching hours (Jariangprasert, 2003).

Siritongthaworn et al (2006: 154) have conclude that

...Thai students prefer studying with a real professor (tutor-delivered instruction) to learning from a virtual teacher (ICT-delivered instruction), even when they can use IT very well....

....The passive learning style is deeply rooted in Thai students because of the traditional teacher-centered instruction in Thailand. The majority of Thai students have an overwhelming preference for face-to-face contact because they are so used to the physical presence of the teacher during instruction. These characteristics limit the Thai student's ability to benefit from a variety of learning resources. These preferences explain the significance of instructor-led learning, in which the instructor is the main provider of the learning experience (along with the textbook) and the determinant of learning scope.

To gain benefits and solve the problems of using the computer intermediate environment (as mentioned before and in Chapter 2:2.3.5 and 2.3.6) and the assertion of Siritongthaworn, et al (2006) that a gradual change in student learning behavior is required for successful e-learning implementation because students have been embedded in the cultural and societal educational context for a long period of time, the blended learning – a combination of face-to-face classroom and e-learning– was considered to be a priority learning settings used in this study.

In addition, there has been much evidence supporting the blended learning approach being used for designing and developing the online CBCL module. For

example, Teeraroungchaisri, et al (2009) have reported that students who study in the blended learning environment gain both direct and indirect benefits. That is, the blended learning approach helps learners employ a variety of learning styles in the convenient and flexible learning settings. Learners can study the content as frequently as they can through the website. At the same time, learners who are afraid of new technology or do not understand the course content can gain knowledge in a familiar environment of the conventional or face-to-face classroom. Also, the blended learning approach is likely to increase the level of active learning strategies, peer-to-peer learning strategies, and learner-centered strategies (Gramham, 2004).

In brief, it was be difficult to completely utilize the online learning settings in Thailand, especially in a language classroom. For Thai educational development, the majority of many studies recommend the blended learning settings for the Thai learning cultures especially if educators would like to employ Web-based pedagogy. Considering these issues, the blended learning settings was used in this study as the learning settings or the instructional environment for the online CBCL Module. Students had the freedom to choose whether they felt comfortable to attend the class both inside and outside the classroom.

Thus, the approach could benefit the students directly by improving their learning, and increasing access learning resources with a flexible time and place, with cost effectiveness. Moreover, the developed online CBCL module could indirectly benefit the students by preparing them to meet the 21st century employer' needs of language skills, professional skills, namely effective communication, team work or collaboration and interpersonal, problem-solving, and critical thinking skills, and enhancing students' lifelong learning.

Three learning theories grounded for designing the developed online CBCL module (i.e. learner-center, CLT, and PPP approach) were then grouped and narrowed corresponding to the specific learning settings and instructional environment. In this study, the learner-centered approach was grounded in every phase by using the needs of learners, learners' abilities and difficulties in decisions of implementing the learning

content, methodology and evaluation curriculum revision. The activities and tasks designed for the online CBCL module was grounded by the CLT approach by placing learners into the authentic or simulated real-life, relaxed and communicative language learning settings. The procedure of activities and tasks was grounded by the PPP approach. Since the online CBCL module was developed based on the three learning theories, the links of the three learning theories in each P could be roughly drafted in Table 4.2.

Table 4.2 shows the key design concepts of the PPP approach used for the online CBCL module. All details of the foundation information used for constructing the conceptual instructional framework– the online CBCL module– presented in Table 4.2, below.

Table 4.2: Key design concepts of the online CBCL theoretical model

Activity	Key design concepts
Presentation	Learning content in each module is sequentially constructed, while learners also construct their own knowledge by actively participating in the learning process. At the beginning of each unit in each module, learning objectives are presented. The authentic or simulated activities are given to enhance a target language as well as the language model to help students practice the target language in the course. Designing this activity applies the two learning theories (i.e. behaviorism, cognitivism approaches).
Practice	Students have the opportunity to practice what they have learned by means of collaborative practice with their peers or group and applying the knowledge to solve problems or complete the tasks in the course. That is, their learning is enhanced or embedded in the social experience setting and real-life context. All activities are designed to increase students' familiarity and confidence for using the target language. The three learning theories are taken into account when designing this particular activity.
Production	The students' learning outcome is identified as the learning product – students acquire the target language in different situation such as greeting or discussing people in business settings, and writing business documents), and learning process – knowing how to learn or work as a team effectively. The constructivism theory is applied when designing this particular activity.

After the learning settings or instructional environment was narrowed and scoped as a compass for designing the online CBCL module, the principle of three learning theories namely behaviorism, cognitivism, and constructivism (including social constructivism approach) was synthesized as the fundamental task and activity design.

The design of the developed online CBCL module could be primarily based on constructivism theory since the three features of constructivism theory – authenticity, real practice and collaborative learning (Applefield, James , Huber, Richard, Moallem and

Mahnaz, 2000) are related to the four important aspects used for designing the online CBCL module. Most importantly, the developed online CBCL module had one separate module – *the Global Business Case Study Module* – using the CBL method as the application centre of teaching and learning process. The dominant features of the CBL method was based on constructivism approach (discussed in Chapter 2: 2.3.5)

However, the two learning theories (i.e. behaviorism and cognitivism) were taken into account in designing the online CBCL module as well. The benefits and criticisms of the three learning theories suggested by Alessi and Trollip (2001: 38) that ‘the current world of educational philosophies is triangle, with behaviorism, cognitivism, and constructivist (including social constructivism) at vertices’ were reconsidered so that the developed online CBCL module was designed somewhere in the middle of ‘triangle’ of the three learning approaches. It tended to be in the angle or wings of the constructivism approach since the intended behaviours students should gain after taking this course learning were ‘applying what they have learned in familiar and unfamiliar situations in authentic or simulated situations’ which is considered to be a principle concept of the constructivism approach.

In brief, the developed online CBCL module included the features of the three learning theories such as drills, hypermedia, Web-based communications, simulation, and discussion.

After the nature of designing the online CBCL module which was based on the nature of designing CBL, CL, and e-learning tasks and activities were determined (summarized in Table 4.2), the blueprint of the instruction strategies and methods was then planned as the key design of the tasks and activities. In this study, there were five instructional strategies: *Direct*, *Indirect*, *Interactive*, *Experiential*, and *Independent study* adapted from Saskatchewan Education (1994) discussed (in Chapter 2: 2.2.5). All the five instructional strategies were chosen to be part of the online CBCL module.

A lecture or a traditional classroom as well as drill and practice techniques were used for the direct strategy; while the CBL method was employed for the indirect

strategy. Debate, brainstorming, pairs, group work and class discussion were integrated for supporting interactive strategy. To enhance students' knowledge and ability, the simulation activities with exercise – the experiential strategy were used. The learning tasks or assignment (i.e. individual reading, individual analysis of an essay or report, and online exercises) were implemented as the independent study method. All features used for constructing and developing the conceptual instructional framework were geared to achieve the learning goals and objectives of this study or enhance business English for communication, and professional skills of students.

Step 2: Constructing the outline of an online CBCL theoretical model and its components: After the conceptual instructional framework was used as a compass to formulate a logical model, the outline of the online CBCL theoretical model formed the instruction for the Business Communication in a Global World (BCGW) course using the developed online CBCL module were then constructed.

This step started with the process of analyzing the learning contents of commercial textbooks, the future employers' needs and the two language books which students used in the English foundation course. The learning content, procedure and tasks from the commercial textbooks and the new learning content which was initially constructed were then grouped and sequenced by means of task and content analysis. Task analysis was used to analyze learners' behaviors and skills, while content analysis was used to analyze the course content. That is, specific tasks needed in the real world and specific linguistic knowledge and skills would be used as tool for selecting the learning content of the online CBCL module for business English communication course.

After that, the tentative online CBCL module was constructed. It consisted of two main modules: *Communication Skills for International Students in Business Module* with three sub-modules (i.e. *English for Global Business, Academic Communication, and Professional Communication Sub-module*); and *Global Business Case Study Module*. Only the English for Global Business Sub-Module was wholly online; face-to-face classroom learning was fundamental to the operation of the online CBCL module. The

online CBCL module used for the BCGW course was designed to accommodate the different levels of students' language ability, computer literacy and Internet access. With the exception of the English for Global Business Sub-Module, all materials could be printed in hard copy for student use, either independently or in consultation with the teacher.

Communication Skills for International Students in Business Module was adapted from the two main commercial books: *English for Global Business* (Lites and Thorpe, 2004) and *Communication Skills for International Students in Business Academic Communication* (Bretag, Crossman and Bordia, 2007). One important criterion for selecting materials used in this study was the material used should reflect on 'what the learners knew and were able to do before the program started and are able to do at the end of the program'. That is, the language input, learning procedure, learning tasks and activities and intended learning outcomes were used as a guideline for evaluating the quality of the materials and selecting the material used for the online CBCL module. All recommendations of materials evaluation and selection in this study were suggested by Tomlinson, 1998; Ellis, 1998; and Byrd, 2001 (discussed in Chapter 2: 2.6.1).

English for Global Business is a book designed for English for Specific Purposes (ESP) course and is used for the adult professional EFL/ESL learners who are studying English to conduct business or communicate with international professionals and advance in their career. The book is also designed for students who would like to study overseas.

The learning content aims at developing professional communication skills and cross-cultural knowledge. Since the language is narrowly defined, learners could reproduce what was presented in the content. In addition, learners are expected to apply the knowledge in real-life situations as the materials focus on a natural usage in realistic business situations. The book is well-organized sequencing six modules with four units within each module. The six modules include getting acquainted, describing your work, telephoning, traveling internationally,

entertaining a business associate, and discussing issues. Each module has seven types of tasks, namely Warm-up, Listening, Key Language, Language Mastery, Professional Protocol, TOEIC Tips, Communication Activities and Listening Script, with an answer key provided.

The book begins with a warm-up activity to guide learners on what they are expected to learn. The listening section focuses on practicing the target language, with content recorded at a natural speed to help learners feel familiar with real-life communication used in society. Learners can listen as frequently as they want. Learners can first listen for the main idea and identify key words. Learners can then listen again to answer the questions or write missing words in the conversation. The main focus of the target language is provided in each unit. Learners can practice as much as they want. After that, a variety of exercises is provided to help students practice and master the material. The cross-cultural issues and etiquette for common business interaction are also provided. Communication activities at the ends of each module aims to enhance learners' abilities learned and practiced in the module.

The book *English for Global Business* (2004) was selected for this course because all of the themes in this book were designed to cover the communicative skills needed in business settings. Three out of six modules (i.e. Getting Acquainted, Describing Your Work, and Discussing Issues) were integrated in the online CBCL module as they related to the goals and objectives of the study and were the foundation knowledge for professional skills needs. Intercultural Business Communication were partly developed by the researcher and integrated commercial materials (i.e. *In Company: Intermediate*, Powell, 2002; *English for Global Business*, Lites and Thorpe 2004; *New Cutting Edge: Intermediate*, Cunningham and Moor, 2005; *Business Benchmark: Upper intermediate*, Brook-Hart, 2006; and *Business Benchmark: Pre-intermediate to Intermediate*, Whitby, 2006).

As mentioned before, the book includes both verbal and non-verbal forms that would help students learn effectively and apply the learning content into their future work. A variety of tasks of the book is clearly specified with simulated or authentic discourse. That is, an authentic input of the materials would help learners enhance language use through the authentic environment. Concrete examples are provided for language learners to produce the target language. This book also integrates a variety of creative activities that would help learners gain communicative skills. Cultural differences of the target language are provided in the book to help students understand different cultural information. Although this book provides only the culture of doing business with American businesspeople, the rules could be adapted in other real-life situations. Furthermore, language patterns of this book are presented from simple to complex structures to help learners learn the target language more easily. Learners could interact with each other in pairs or groups, and with teachers through activities designed in the book. That is, learners could practice or produce language by themselves and with others.

In brief, although the materials of the book *English for Global Business* may seem a little difficult for the Thai EFL students, they should certainly help students learn more English language knowledge and skills needed for professional career in the future, with an emphasis on listening and speaking skills. The language input, learning procedures, learning tasks and activities and intended learning outcomes of the book *English for Global Business* and other books selected in this study relate to the goals and objectives of the BCGW course.

The second book used in this study was *Communication Skills for International Students in Business* (2007). The book aims to facilitate and improve language, academic and professional skills of business students. It includes knowledge of cross-cultural understanding by integrating four elements: academic skills,

business communication, English grammar, and the politics of English as International language.

The book consists of three parts: Academic Communication, Professional Communication and Resources: Key Topics in Business. The first two parts of the book were selected for this course.

The reasons for selecting the book *Communication Skills for International Students in Business* (2007) are as follows. Firstly, this book is designed as a self-study book, which is similar to the online CBCL module which is partly self-study. In addition, as this book encourages learners to work in pairs or groups, learners have a chance to interact with teacher and each other in pairs or groups. The book would help learners develop their self-confidence by providing simple examples of each activity. The tasks are developed step-by-step from easy to difficult ones. The well-organized instructional design of the book gives learners the opportunity to recall from prior content to the present activity. That is, the pre- or post-activities from this book help learners use learning content from the text to achieve communication skills needed for future career. In addition, the book is designed to help EFL students enhance English and professional skills needed for future employees which are related to the goals and objectives of this course. Learning objectives are clearly provided in each unit at the beginning of each chapter of the book. Each chapter provides a summary of the topic covered to check learners' understanding of the learned content. It also provides a variety of activities to help students practice or reproduce and apply knowledge and skills learned. In addition, the materials include various authentic inputs for learners to reproduce knowledge and skills in response to the input.

In short, the language input, learning procedure, learning tasks and activities and intended learning outcomes of the book *Communication Skills for International Students in Business* (2007) reflected the goals and objectives of the online CBCL module. The book placed an emphasis on reading and writing skills.

In brief, *English for Global Business* (2004) places an emphasis on listening and speaking skills and *Communication Skills for International Students in Business* (2007) places an emphasis on reading and writing skills. That is, the four language skills of the learners in this study were taught and learned through the BCGW course.

The Global Business Case Study Module comprised eight case studies with four different professional business fields: service, media, marketing, and technology. This module was developed by the researcher.

The case-based learning (CBL) method was used as a device to produce, reproduce and practice their knowledge and skills that students learned from *Communication Skills for International Students in Business Module*. The module was designed from text input (i.e. case) to language production and professional skills production in order to produce both academic and professional knowledge and skills, with a focus on writing and reading skills.

The learning guidance for students would be provided by the teacher at the beginning of the class. All of the activities were sequenced pedagogically, starting with learning objectives and keywords in each case. After that, the language structure was provided to improve grammatical knowledge and reading comprehension. Each case provided the links to related topics in order to gain students' attention and recall their prior knowledge. Students were assigned to read the case and practice the three different activities or tasks (i.e. discussion activity – table of advantages and disadvantages, and two writing activities – an essay or a short report and business communication documents, for example, e-mail, positive, and negative letters). The tasks were designed to increase a chance for students to practice and apply what they have learned. Students could practice their knowledge under simulated or authentic settings.

To help the teacher check students' comprehension of a prior module (i.e. *Communication Skills for International Students in Business Module*) and the

current module (i.e. *Global Business Case Study Module*), the criterion for monitoring the students' progress was formulated at the end of this module. Such a criterion also helped the students better understand how the teacher assessed their ability and how to achieve the target objectives of the course.

In conclusion, the two main commercial books and the materials developed by the researcher were designed to enhance learners both receptive and productive skills. The focus of each module may be different, but it was designed to enhance business English communication and employment ability or professional skills of students.

After analyzing the two books, the learning procedure was identified. The four stages of *English for Global Business Sub-Module* were adapted from the learning procedure of the book *English for Global Business* (2004). The learning procedure of *Academic and Professional Communication Sub-Module* was synthesized by deducting the learning content of the book *Communication Skills for International Students in Business* (2007). The learning procedure of *Global Business Case Module* was based on the case-based learning model by Graff (1999). Figure 4.2 illustrates the tentative learning procedure of the developed online CBCL module.

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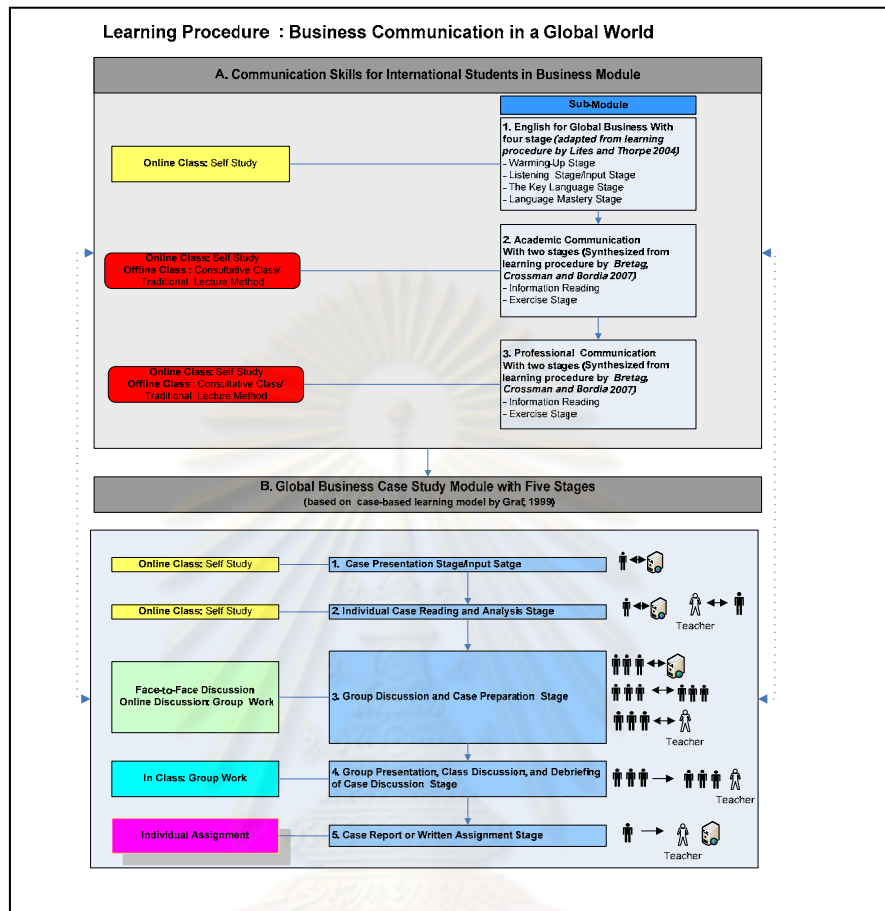


Figure 4.2: Illustration of the tentative learning procedure of the developed online CBCL module

After constructing the learning procedure, all processes were grouped. The outline of the online CBCL theoretical model was then constructed. It was adapted from the two models, Graf (1999), and Flexible Education, University of Tasmania (2005) and the principles of designing constructivism learning environments by Savery and Duffy (1995).

As mentioned in Chapter 2: 2.3, Graf (1999) has developed the five stages for teaching the CBL method. Savery and Duffy (1995) suggest how to construct an instruction based on the constructivism approach and problem-based learning (PBL) method. Flexible Education, University of Tasmania (2005) proposes the model that uses the CBL method as methodology in Science.

The two models and one suggestion were incorporated as an outline of the online CBCL theoretical model. Graf's model, which was designed to be used both in science and social fields, illustrates a clear step of learning and teaching through the CBL method. The important principles of designing constructivist learning environments were precisely concluded by Savery and Duffy. Although the model developed by Flexible Education, University of Tasmania was constructed and used for science learners, the features could be adapted and applied for social science since it was considered to be easy to follow step-by-step. The outline of the online CBCL theoretical model is shown in Figure 4.3.



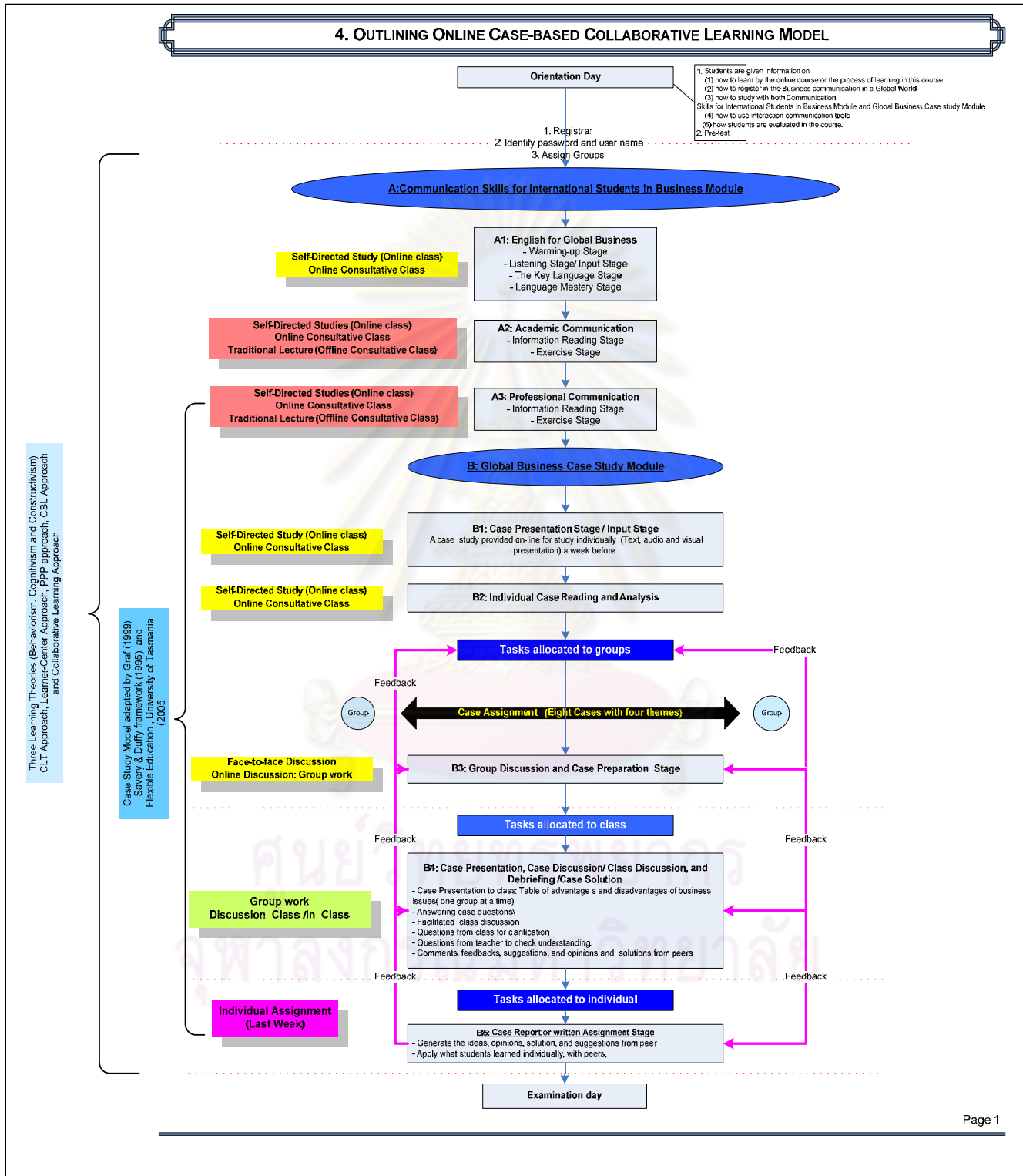


Figure 4.3: Illustration of the outline of the online CBCL theoretical model

The basic principles for designing the developed online CBCL module were then synthesized and sequentially grouped according to the online CBCL theoretical model in order to achieve the learning goals and objectives of the course. The following paragraph describes how to construct the online CBCL module course and assess its quality.

The first ‘two Ps’ of the PPP approach (i.e. presentation and practice) underlined *Communication Skills for International Students in Business Module* whereas *Global Business Case Study Module* was the last P of PPP approach – Production or an application of knowledge that students learned from *Communication Skills for International Students in Business Module*. The three learning theories, instructional strategies and methods and the design of activities and interactions were systematically determined in each process. The roles of teacher and students were determined in order to illustrate particular behaviors they should perform in each process. Foundation information used for constructing the developed online CBCL module is presented in Appendix C1.

Stage Two: Consequent development of the online CBCL module for the Business Communication in a Global World (BCGW) course

There are four stages namely, (1) identifying prerequisite requirements for studying with the online CBCL Module environment (i.e. characteristics of learners and computer capacities; (2) developing the online CBCL module for the BCGW course; (3) determining and evaluating assessment method and instruments; and (4) evaluating the online CBCL module by experts.

2.1 Identifying prerequisite requirements for studying with the online CBCL module environment: The two requirements of studying with the online CBCL Module are as follows.

2.1.1 Learner characteristics: Theoretically, the learner characteristics include age, educational level, reading level, motivation, prerequisite knowledge and skills with a

computer, familiarity with Websites, typing ability, access to computer and Websites, and time availability (Alessi and Trollip 2001).

Since the position of the teacher in this study was not a full-time teacher, some learners' characteristics (i.e. prerequisite knowledge and skills) were expected and some were acknowledged after pre-test session.

It was expected that learners in this study should be business or economics students at the college level. Students' age ranges from eighteen to twenty-three. Students should be in the second, third or fourth year undergraduate business or economics students. They should already have attended the two English foundation courses. Students' language proficiency level needed to be in the range of lower intermediate and intermediate. They should have business knowledge (both in terms of business genre and mathematics) and be able to interpret graphic information. They should be familiar with computer programs (for example, Microsoft Word, Microsoft Excel, and Power Point), computer accessories (for example, speakers, microphone and web camera), and Internet communication tools (for example, e-mail, MSN). They should have a computer at home or have an access to the computer at the university.

2.1.2 Computer capacities: Computer capacities required for this study include (1) Monitor: Screen Solution capacity at least 800X600 pixel, (2) CPU: above Pentium III or other CPU which have the same capacity, (3) RAM: at least 126 MB in order to increase computer possess, (4) Operation System: Windows 98, Windows 2000, Windows Me, Windows NT, (5) Hard Disk: 280 MB, (6) Color quality: at least 256 and supplementary equipment, and (7) CD-ROM, mouse, Zip Drive, microphone, and headphone.

2.2 Developing the online CBCL module used for the BCGW course: This process consisted of two steps: (1) identifying learning objectives, and organizing the content by module or sub-module or identifying learning sequence and learning activities; and (2) developing the online CBCL module.

Step1: Identifying learning objectives and organizing the content by module or sub-module or identifying learning sequence and learning activities.

Identifying learning objectives: Ideal behavioral objectives consisted of four components: learning objectives, expected learning outcomes or specific expectation, regulation or controlling of learning activity, and accepted or standard evaluation criteria. In this study, the learning objectives were presented at the beginning of each module or sub-module (in Appendix C4–examples of learning content).

Moreover, students were informed by the teacher about the evaluation criteria, from the evaluation criteria presented in *the Global Business Case Study Module*, and in the course syllabus.

Organizing the content by module or sub-module or identifying learning sequence and learning activities: After the expected learning objectives, learning sequence and activities were identified based on the outlining online CBCL theoretical model. The blueprint of the online CBCL module consisted of two modules: *Communication Skills for International Students in Business Module* and the *Global Business Case Study Module*. Figure 4.4, below, shows the structure of the developed online CBCL module for the BCGW course and Table 4.3 displays the overarching structure of the developed online CBCL module for the BCGW course.

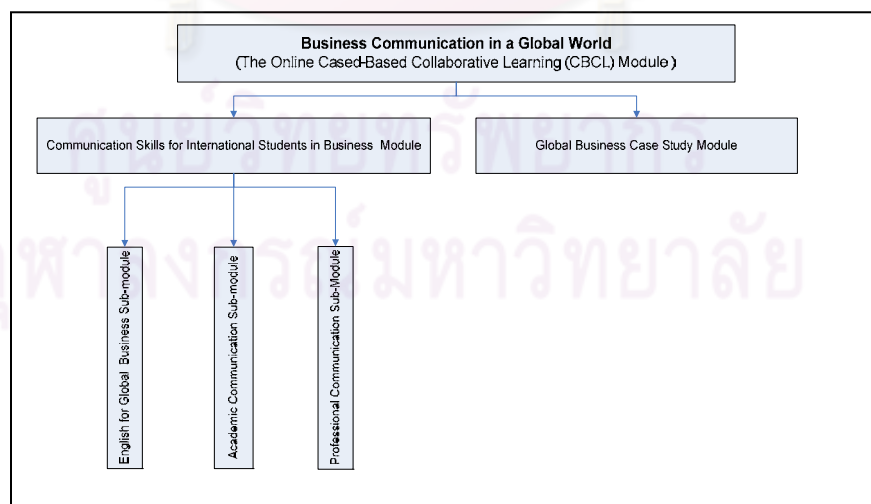


Figure 4.4: Illustration of structure of the developed online CBCL module for the BCGW course

Table 4.3: Overarching structure of the developed online CBCL module for the BCGW course

I. Communication Skills for International Students in Business Module: This module comprised three Sub-Modules: English for Global Business (Lites & Thorpe, 2004); Academic Communication (Bretag, Crossman & Bordia, 2007); and, Professional Communication (Bretag, Crossman & Bordia, 2007) Sub-Module. The sub-module aimed to establish a common core of communication knowledge and skills for international students in business by emphasizing the authentic tasks professionally required to for a job. Each sub-module provides links to various websites which contains links for general business knowledge and links for language knowledge. The essential tasks and activities in the three sub-modules were designed to prepare college students to use English language skills in the world of business and be competent in business English communication. Lessons and tasks in each module were designed with an explicit learning procedure which students had to follow step-by-step to help them work towards clear business English communication.

- The English for Global Business Sub-Module (adapted from Lites & Thorpe, 2004) was designed as independent study material. Three types of activities – individual learning, pairs work, and group work – were integrated in this sub-module. The sub-module was based on four themes: Getting acquainted; Describing your work; Discussing issues; and Intercultural business communication (adapted from English for Global Business, Lites & Thorpe, 2004). This sub-module consisted of four stages: Warming-up, Input Lesson, Key Language, and Language Mastery stage. [WHOLLY ONLINE]

- The Academic Communication Sub-Module (adapted from Bretag, Crossman & Bordia, 2007) was designed as an independent study material. Three types of activities – individual learning, pairs work, and group work – were integrated in this sub-module.

This sub-module focused on the key skills needed for successful university study, such as essay writing, and note-taking from oral or written sources. This sub-module consisted of five themes: effective reading for academic purposes; note-taking, paraphrasing, and summarizing; essay writing; academic conventions; and improving your writing (adapted from Communication Skills for International Students in Business by Bretag, Crossman & Bordia, 2007). Most units contained two components: an informative reading text and various exercises related to the reading text.

- The Professional Communication Sub-Module (adapted from Communication Skills for International Students in Business, Bretag, Crossman & Bordia, 2007) was designed as a self-study material. Three types of activities – individual learning, pairs work, and group work – were integrated in this sub-module.

This sub-module was designed to focus on some of the key skills in professional communication. It had five essential themes: writing genres; report writing; business document writing; oral presentation skills; and employment communication (adapted from Communication Skills for International Students in Business, Bretag, Crossman & Bordia 2007).

II. The Global Business Case Study Module: The Global Business Case Study Module comprised *eight* case studies, and encompasses *four* different professional business fields: service, media, marketing, and technology. Students were divided into a group of four or five members. Each group was assigned to work on two of eight cases during the course.

There were *four* different tasks: individual case reading and analysis, group discussion, class discussion, and written outputs (e.g. essays or short reports and business documents). Links were provided to online resources related to each case; and linked back to the lesson on *Communication Skills for International Students in Business Module* were provided.

This module was designed as interdisciplinary learning material, and application of learning materials. It had five stages of mastering communication knowledge and skills for business students (adapted from Graf, 1999): (1) case presentation; (2) individual case reading and analysis; (3) group discussion and case preparation; (4) group presentation, class discussion, and debriefing of case solution; and (5) written outputs.

Step 2: Developing the online CBCL module: This step consisted of two tasks: (1) preparing and creating of prototype, flowchart and storyboard and (2) developing the online CBCL Module used for the BCGW course.

2.1 Preparing and creating a prototype, flowcharts and storyboard: A prototype was developed based on the scope of content, types of learning, and learning sequences and learning activities. The instructional designer and the researcher were asked to examine the program. If they observed improper design procedure or mistakes, the revision process took place to ensure reliability of instructional program as suggested by Na-Songkhla (2004).

A flowchart and a draft of the storyboard showing the structure and sequence of the program would be reviewed by a web-based instruction expert (see Appendix F).

2.2 Developing the online CBCL module: The developed online CBCL module lasted for 18 classes including the final examination. Each class lasted 3 hours. The course aimed to prepare business or economy students at the college level, as well as people already in the business world but in need of business English communication skills (see syllabus in Appendix C2).

2.3. Determining assessment method: Performance of students who studied the BCGW course was assessed during three administered periods: before taking the course, during the course, and at the end of the course.

- Before taking the course: During the orientation class, students were assessed on their business English communicative ability skills with a 3 hour test, except for speaking skill. Evaluation of speaking skill was scheduled during the first or the second week of the course, and the students were informed by face-to-face communication or e-mail.
- During the course: Students' performance (i.e. students' language and business communication skill) was assessed through portfolio assessment.

- At the end of the course: Students' portfolios were evaluated by using a standard rubric adapted by the researcher. The scores were collected and calculated by various means, for example, weight scores and arithmetic mean. On the examination day, students' business English communicative ability, especially listening, reading and writing skill was assessed. The examination took 3 hours. The speaking test was conducted after the writing test on the examination day end.

There were two assessment methods: the BECA test (discussed in Research method used for addressing Research Question 1) and the portfolio assessment (discussed in Research method used for addressing Research Question 3).

After the online theoretical CBCL model and the online CBCL module was developed, it was then prepared for implementing at RMUTLL as well as assessing its quality. The process of assessing the quality of the developed online CBCL module for the BCGW course is presented in the next part as the findings of research question two.

4.3 Part Two–Findings of Research Question 2

This part reports the reflections of the developed online CBCL module after the experts and the students assessed the quality of the developed online CBCL module. It begins with the results of the experts' reflection followed by the students' reflections.

4.3.1 Expert's reflection on the quality of the developed online CBCL module

This part consisted of two main steps: evaluating the quality of the *case study* by three experts, and evaluating of the developed online CBCL module by six experts. All of the quantitative and qualitative data were analyzed and reported.

Evaluating the quality of the cases by experts: The quality of the cases was assessed by three experts in July 2007.

The findings show that the eight cases were 'good' since the mean of each criterion is higher than that of the acceptable mean set in this study ($M = 2.0$). Results of the case quality are presented in Tables 4.4 and 4.5 followed by the comments and

suggestions by the experts and the reflection of the findings after evaluating the quality of the case used in this study. Table 4.4 reports mean of each criterion for assessing the quality of the cases.

Table 4.4: Mean of each criterion-case study

Case No.	The objective criteria					The content criteria		Overall Quality
	Effectiveness of the case	Authenticity of the circumstance	Unity of Organization	Coherence of organization	Clarity of presentation	Appropriateness of the content	Attentive focus of the content	
1	2.67	2.67	2.67	2.33	2.67	2.67	2.67	2.62
2	2.67	2.67	2.33	2.00	2.67	2.67	2.67	2.52
3	2.67	2.33	2.00	2.33	2.33	2.33	2.33	2.33
4	3.00	3.00	2.67	2.33	2.67	2.33	2.33	2.62
5	2.67	2.67	2.67	2.33	2.67	2.67	2.67	2.62
6	3.00	3.00	3.00	2.67	3.00	3.00	3.00	2.95
7	3.00	3.00	3.00	2.67	3.00	2.67	2.67	2.86
8	3.00	2.67	3.00	2.33	3.00	2.67	2.67	2.76

As shown in Table 4.4, above, it suggests that the eight cases achieve all acceptable quality. Seven of the eight available cases were ranked at 'good' whereas the quality of case no.3 was 'fair'. Case no. 6 achieves the highest mean ($M=2.95$) whereas case no. 3 obtains the lowest mean ($M = 2.33$). Details of each criterion are described in Table 4.5, below.

The experts also made some suggestions on using the CBL method in this course as summarized in Table 4.5. In general, the three experts agreed that overall, the case-based lessons were well-planned and the content also serves the course objectives sufficiently. The web-based videos as language input were very interesting. The videos, class/group discussion, and presentations promoted authentic language use by encouraging students to communicate in situations as found in real life. However, the learning method of learning seemed to be quite unfamiliar to Thai EFL students, especially those in rural areas and the students who studied in this course needed to have both language knowledge and skills, and business knowledge. As a result, the teacher needed to extremely take care of the students in order to help them learn it effectively. Moreover, the students should be trained or prepared properly to deal with the case-based tasks. This training or preparation could be done with the proceeding lessons (in

Communication Skills for International Students in Business Module) to ensure that the students are prepared properly for the case-based tasks (Appendix H1).

Table 4.5: Details of each criterion for assessing the quality of the cases

Effectiveness of the case: The cases corresponded well to the learning objectives of the Business Communication in a Global World, especially, case no.4, 6, 7 and 8 because the value of arithmetic mean was 3 of 3.

Authenticity of the circumstance: The description of the circumstance in the case mirrored actual situations. The activities designed involved the circumstance that contained authentic tasks which learners engaged in. The mean of case no.4, 6, and 8 were 3 of 3. The lowest mean was case no.3.

Unity of organization: The case had well-organized ideas with clear presentation of key points. Information of the events was clear; it included such information on as what happened, who was involved, when and where it happened, how it happened and why it happened. The two experts recommended that the cases were suitable for intermediate ESL students but it was not be easy for EFL students. The standard of language ability setting in EFL environment might differ from standards of language ability of ESL environment.

Coherence of organization: The ideas in the case were sequenced in a logical order and connected with appropriate transitional signals. All cases proceeded with a chronological order of events, except case no.2, which needed to be reorganized to make it more logical.

Clarity of presentation: The case was easy to read and presented in clear and simple language. The technical terms were kept to a minimum when used, with simple description of the meaning. One expert recommended that some case contained difficult technical terms, especially case no.2, so that it needed to be revised in order to help students understand easily. If possible, the expert recommended that the meaning of technical terms should be provided in each case.

Appropriateness of the content: The content in the case expressed learning issues appropriate to both the subject matter and the levels of skill and knowledge of the students. The questions and discussion points provided a means for the teacher to check whether or not the students understand the key points, and a means for learners to start to explore the issues in question, especially, case no.6.

Attentive focus of the content: The content supported the learning objectives with sufficient information including concrete details and/or examples. The expert recommended careful revision of case no. 3 and 4 by providing more concrete details or examples to help students learn more easily.

After the cases were assessed by the three experts, since these finding provided evidence that the quality of the eight cases had 'satisfactory', the content of the eight cases were revised to make them easier for students to read as suggested by the experts, especially cases no.3 and 4 were rewritten by providing examples.

Evaluating of the developed online CBCL module for business English for communication by the six experts: To evaluate the quality of the developed online CBCL module used for business English communication course and eliminate problems, six experts assessed the quality of the program by using the ‘course evaluation form’ in August 2007.

The findings suggested that the experts view the developed online CBCL module as a whole are of ‘good’ quality. Results of the ‘good’ quality of the online CBCL module are presented in Table 4.6 followed by the experts’ comments and advices and the reflection of the findings after evaluating its quality. Table 4.6 reports the quality of the developed online CBCL module evaluated by the six experts.

Table 4.6: Quality of the developed online CBCL module evaluated by six experts

	Item	No. of item	means	Grand mean
Indicators: Instructional design quality	1-39	39		4.33
1. Learning design	1-12	12	4.11	
2. Learning objectives and outcomes	13-20	8	4.42	
3. Learning content	21-30	10	4.70	
4. Learning assessment	31-34	4	4.33	
5. Learning engagement	35-39	5	4.00	
Indicators: Multimedia instructional quality	1-53	53		4.25
1. Usability	1-37	37	4.20	
1.1 Font consistency	1-6	6	4.00	
1.2 Text quality	7-10	4	4.17	
1.3 Navigation	11-17	7	4.52	
1.4 Tables and frames	18-20	3	4.56	
1.5 Screen design	21-25	5	4.20	
1.6 Media	26-33	7	4.04	
1.7 Communication	34-37	4	4.00	
2. Accessibility	37-53	16	4.29	
2.1 Content presentation	38-42	5	4.20	
2.2 Instructional design	43-53	11	4.45	
Grand mean of all elements = 4.28				

As shown in Table 4.6, the grand mean of the developed online CBCL module is 4.28. The means of two indicators, namely, instructional design quality and multimedia instructional quality are 4.33 and 4.25, respectively. It is noticeable that the means of all of the items used for assessing the quality of the developed online CBCL module are

higher than 3.50 (acceptable quality set in this study). It indicates that the developed online CBCL module is considered as a 'good' language course.

Moreover, the experts made some comments and suggestions on the developed online CBCL module. Six experts generally comment that overall, course was useful and contained both language and professional knowledge and skills but it seemed to be difficult for Thai EFL learners especially learners with low language ability. 'Web guide' or 'manual' should be provided during taking the course. The answer of exercises should be provided especially in English for Global Business Sub-Module. After doing the exercise, it might be better to show students' scores. Moreover, to increase the students' motivation, you should add more video, animation, photos to the web page. Also, the font size needed to be adjusted as well as a variety of texts in different topics and subtopics, including text coloring, font size, font type, and font styles needed to be implemented. Moreover, a wide range resource which has been provided for the learners should be included since it seemed to be not sufficient. Also, the teacher needed to guide the students how to find out variety resources by using online learning resources or free information searching (Appendix H2).

Several adjustments were made after the quality of the developed online CBCL module was assessed by the experts. The font size, for example, was adjusted; more photos were added in the Web page except video file due to patent issue; an answer key was added in each activity; more language resources were added; and the web-guide documenting how to access the developed online CBCL module was prepared and explained to the students on the orientation day. The scores assigned in each exercise in *Communication Skills for International Students in Business Module* and *Global Business Case Study Module* as suggested by the experts could not be provided because of program limitation.

After the developed online CBCL module was assessed by the experts, the two units of the module were trialed by 22 RMUTLL undergraduate students who enrolled in Business English for Communication for 1 week in November 2007.

4.3.2 Students' reflection on the quality of the developed online CBCL module for the BCGW course

This part is mainly divided into two main sections. It begins with initial evaluating the quality of the developed online CBCL module when it was trialed with 22 RMUTLL students for one week. That is, the three stages of act, research and reflect of Research Phase I are summarized in this section. The process of assessing the quality of the developed online CBCL module is then discussed in the following parts. It includes the four stages of act, research and reflect of Research Phase II but this section reports only the quality of the developed online CBCL module when it was implemented with 22 RMUTLL students for one semester. The effectiveness of the developed online CBCL module will be reported in Part 3–Findings of research question 3.

4.3.2.1 Initial evaluating the quality of the developed online CBCL module when it was trialed with 22 RMUTLL students for one week: 22 RMUTLL students were assigned to study two units of *Communication Skills for International Students in Business Module*

- one unit online, namely, Getting Acquainted of English for Global Business Sub-Module
- one unit in class, namely, Reading for Academic Purposes of Academic Communication Sub-Module) and

They explored one or two of the eight available cases from *Global Business Case Study Module*.

Then, the quality of the developed online CBCL module used for BCGW course evidenced by interviewed and reflection process after initially assessing by the students are reported and discussed in this section.

The findings show that the RMUTLL students liked the online learning settings. The findings suggest that they were exciting to learn with the new learning settings. However, they complained about loading time. Also, they reported that the learning content in the developed online CBCL module was difficult. The following information (Table 4.7) summarizes the comments from the students in each module. The information is

presented according to each module. It begins with *Communication skills for International Students in Business Module*, followed by *Global Business Case Study Module*. Table 4.7 shows the summary of the students' comments after trialing the developed online CBCL module.

Table 4.7: Summary of students' comments after trialing the developed online CBCL module

I: Communication Skills for International Students in Business Module

English for Global Business Sub-Module – Unit 1: Getting Acquainted: The students liked to access the program but they complained about the time of audio loading. It was not easy to improve the time quality. The speed of the Internet access was too slow if they accessed the learning material from their accommodation. Furthermore, the server for learning materials became even slower when many students accessed the program at the same time.

The students informed about the difficulty of learning content. The students usually searched unknown words from online dictionary whenever they read the learning content. They also mentioned that the program contained too much learning content although it was worth for them. They would like to have it shorter and simpler. They also mentioned that though they had studied some content such as business letter before, the learning content in this program seemed to be more advanced. The students would like to practice the exercise provided in this module, and commented that they would like to do the exercise through paper-based document.

Academic Communication Sub-Module – Unit 1: Effective Reading for Academic Purposes: The students mentioned that it was difficult for them to read all learning contents in each unit. They mentioned that it was beyond their language knowledge. They spent too much time reading one topic in a unit. Ten students commented that the learning contents seemed to be constructed for students in Bangkok and Master Degree students.

II. Global Business Case Study Module

All of the 8 cases were evaluated by 22 RMUTLL students. Students were freely assigned to choose which case they preferred to read.

60 percent of students (12 of 22 students) preferred the technology theme case, especially, 'Bill Gate: Legend of Microsoft'. In addition, six students read marketing theme, three read entertainment theme, and one read service theme. 75 percent read at least two cases.

II. Global Business Case Study Module (cont.)

Students informed that they could not completely understand the cases as they were too difficult, that the cases contained difficult and unknown words and that the case content was a bit too long. If possible, they would like to make all cases shorter and simpler. They also commented that they would like to have the definition of the unknown words.

Students were not familiar with concepts in some cases especially those on marketing and service. It was surprising when all of the students mentioned that they had never heard of the famous private hospital in Bangkok, Bumrangrad Hospital. Six students said that they wanted to work on McDonald's case if the researcher hosted them some McDonalds' menu. They had never been to McDonalds' because there was none in Lamphang.

They reported that some links for the case study did not work properly, especially, the link of www.Youtube.com. It took time to wait for a completed version in the website. Students would like to download the video clip of the case but all of the video clips in this module did not allow downloaded version. They loved visual media because it helped them learn with fun environment. Although they did not understand the information presented in English, they were able to guess the whole story. They would like to have 'subtitle' for each clip as well.

After initially trialing the developed online CBCL module, the reflection on the quality of the developed online CBCL module and the BECA test are discussed.

Before discussing the reflection process conducted in this study, the ‘unpredicted’ situations – starting level of English learning in Thailand and the problems of gathering and analyzing data from the writing and speaking tests and are reported and discussed.

The students said that “they started to study English when they were in level 5 of primary education, which was unbelievable since the National Education Act 1997 requires that English is a compulsory foreign language subject starting from level 1 in primary education (6 years of age), not level 5. The most significant ‘unpredicted situation’ happened in this study is discussed in the following section.

The information was given on the actual situation during the pre-test speaking and writing session as it caused the problems of gathering the RMUTLL students’ writing and speaking skills as well as ways to solve the problems.

The situation was that the speaking test consisted of three parts but only one part can be rated by the two raters. Students spoke Thai in the rest two parts. For writing, the two raters could not rate the students’ performance due to students’ misunderstanding of the task. Students were asked to write an essay or a short report, with full layout namely: introduction, body, and conclusion. Eighteen students wrote about their background such as their name, ages, educational history rather than the intended essays. Only two students were able to write an essay because they learned how to write an essay during high school at Assumption School, Lampang, where the English is used as a medium of communication but the two students did not perform well. The two raters decided not to assign any scores to students, not to assess the two skills (writing and speaking) during the pre-test section.

The possible reasons for this problem are explained as follows: To start with, in an ideal situation, university-level students should have some basic linguistic knowledge.

However, in reality, there are also problems with students’ application of their linguistic knowledge. If students had basic linguistic knowledge but could not apply them in practice, the teaching and learning a target language method might be considered to be moderately difficult. The RMUTLL students had ‘small’ basic linguistic knowledge and could not apply this in practice since the two raters could not distinguish students’

performance on writing and speaking pre-test session. Hence, the adjustments of teaching methods, strategies, and assessing process needed to be adapted to suit the students' ability (discussed in next section).

Most importantly, the BECA test, especially the writing and speaking test section, was designed as an achievement test and the RMUTLL students were expected to be able to produce their written document and speech. In fact, they could better produce their written document and speech after studying the developed online CBCL module.

Lastly, some language educators (Weigle, 2002; Alderson and Bachman in Luoma, 2005; Arya, 2007) suggest that writing and speaking in a foreign language are very difficult and take a long time to develop.

For speaking, Alderson and Bachman in Luoma (2005:ix) recommend that:

To speak in a foreign language learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. Because speaking is done in real-time, learner's abilities to plan, process, and produce the foreign language are taxed greatly. For this reason, the structure of speech is quite different from that of the written language, where users have time to plan, edit, and correct what they produce. The teachers often focus narrowly on the development of grammatically accurate speech which may conflict with a learner's desire to communicate and be understood.

From this recommendation, it could be considered that there are many factors which contribute to the acquisition of speaking. Thus, as language teachers, we could help students learn to speak a target language by providing opportunities or the environments for students to practice and produce a target language as well as assisting them by identifying their problems. Students can learn from 'trial and error' that they make. One recommendation is that the teacher should allow students to 'feel comfortable to communicate a target language'. This condition might help students feel confidence on a target language.

For writing, Arya (2007: 12) summarizes many studies on how difficult learning writing for her dissertation was.

Writing might be the most difficult language skills to acquire in language learning since writing is generally a challenging task for both native and nonnative speakers, as it involves a multiplicity of skills. Even for the native speaker, writing is not naturally acquired. The ability to write can only be mastered through training, instruction, practice, and experience. The difficulty of writing is mainly due to the large number of constraint including the manipulation of several structural levels, such as the text structure, paragraph structure, sentence structure, and word structure.

In addition, as the study of Silva (1993 cited in Weigle 2002) shows that writing in a second language tends to be 'more constrained, more difficult, and less effective' than writing in a first language: second-language writers plan less, revise the content less, and write less fluently and accurately than they do in the first-language.

Hence, to be efficient in written English, English competence of the learners need to have notably linguistic and grammatical competence but also other skills, for example, reading, analytical skills should be involved. Only 48 hours studying in the developed online CBCL module without target language environments outside classroom could not totally improve the students' productive skills.

Moreover, with the belief that learning is a process of changing behavior as well as the conclusion by the scholars, to assess the actual ability of students, the teacher should be aware of 'how students have learned' and 'what students have learned'. To make it simple, the ways of producing a target language (e.g. the process of producing a written document-learning process) would be put more emphasis than the final product (i.e. the results of the test-learning product). It could not be denied that the product could be implied to be the learning process. Learning is not only the matter of 'knowing that' but also 'knowing how'.

In this study, the students' learning products were referred to the students' scores on the BECA test. On the other hand, how the students learned to read related documents, write the target language in their own language with minor mistakes, present their ideas by

integrating both business knowledge for solving problems set in the CBL method and language knowledge of business communication skills, and discuss by using their own point of view with reliable supporting information were used to assess the students' learning process. The students' performance was recorded by using teacher's reflective journal or diary as well as analyzing the documents the students compiled in their portfolio.

It is possible that the new ways of assessing students' performance might cause unreliable results. That is, the students' scores might dramatically increase due to a new way of assessing students' writing and speaking performance which mainly puts more attention on assessing the learning process rather than the learning products. It should be noted that all of the adjustments were discussed with the students before using them. For example, within limited a linguistic resource, the RMUTLL students would be also allowed to copy chunks from related resources but they needed to refer back to the sources where they copied them as well as demonstrating d the well-plan of written and spoken documents.

All of the reflections of the developed online CBCL module and the BECA test are discussed in depth detail in the following section.

Reflection on the developed online CBCL module: The developed online CBCL module was used an integrated approach. All activities aimed to help students apply knowledge to real life situations. However, the course might be suitable for pre-university foundation level world-wide; it might be not in EFL learning condition in pre-university foundation level in Thailand.

In fact, the challenges of practical use of the BCGW course were recognized by the six experts and the researcher even before conducting this study, the researcher believed that the students could gain valuable knowledge and skills from the course. Moreover, the students would benefit from the simulation of real-life or workplace settings, especially the features of the CBL method which can help enhance critical thinking skills of students. Also, the CL settings could benefit the students as their stress

could be reduced when they worked as a team. This is why the researcher continued to conduct the study.

The pre-test results of listening and reading clearly illustrated that the RMUTLL students had low listening and reading ability (listening: $M = 6.6$ and reading: $M = 10.4$ (out of possible 25) (See details in Appendix F).

Considering the writing and speaking pre-tests, since the BECA test was designed as an achievement test, the students could master the four skills especially writing and speaking when they have learned the course. However, it was noticeable that the students answered the topic assigned in the speaking test but in Thai and they performed it very well. One possible explanation might be their low English proficiency. The solution was pointed to the ‘treatment’. That is, the students should have some treatment or support to prepare them to be closely the prerequisite course requirement or be ready for the developed online CBCL module. Therefore, three types of adjustments (or treatments) were provided:

- assigning treatments
- adjusting or changing the learning process
- providing methods that reduce learning difficulty (i.e. revising the learning content by making it shorter, allowing students to use Thai, and providing PDF version)

1. Assigning treatments: To enhance the students’ writing and speaking skills, the two treatments (i.e. providing an additional support class and adding tasks or activities) were assigned to students.

1.1 Providing an additional support class: To help the students to be ready for the BCGW course, an additional support class was constructed based on Vygotsky’s concepts of scaffolding instruction as well as responding to the needs of the students.

Vygotsky defines scaffolding instruction as the “role of teachers and others in supporting the learner’s development and providing support structures to get to that next

stage or level” (Raymond, 2000: 176). Van Der Stuyf (2002:1) summarizes the scaffolding instruction as follows:

The scaffolds facilitate a student’s ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson and Pratt, 2000). The more capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping the learner through the ZPD) ...

... An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner’s abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally the learner is able to complete the task or master the concepts independently. Therefore the goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver (Hartman, 2002). As the learner’s knowledge and learning competency increases, the educator gradually reduces the supports provided.).

Van Der Stuyf (2002: 11) has summarized the benefits and disadvantages of using scaffolding instruction:

One of the primary benefits of scaffolding instruction is that it engages the learner. The learner does not passively listen to information presented instead through teacher prompting the learner builds on prior knowledge and forms new knowledge. ... Moreover, scaffolding instruction motivates the student so that they want to learn... Also, it can minimize the level of frustration of the learner. This is extremely important with many special needs students, who can become frustrated very easily then shut down and refuse to participate in further learning during that particular setting. Scaffold instruction is individualized so it can benefit each learner.

However, this is also the biggest disadvantage for the teacher since developing the supports and scaffold lessons to meet the needs of each individual would be extremely time-consuming. Implementation of individualized scaffolds in a classroom with a large number of students would be challenging. Another disadvantage is that unless properly trained, a teacher may not properly implement scaffolding instruction and therefore not see the full effect. Scaffolding also requires that the teacher give up some of the control and allow the students to make errors....

In brief, scaffolding instruction could focus on teaching strategy that helps students learn the new subject or method as well as facilitating a student’s learning ready

for new knowledge. Thus, the additional support class was part of scaffolding strategy to help enhance the students' English knowledge and skills and provide the students' opportunities to ask questions on the learning content of the developed online CBCL module which they could not understand. It should be noted that not only additional support class was considered as scaffolding strategy but also the activities and tasks added in this study were considered to be scaffolding strategy as well.

In addition, instead of covering the learning objectives and addressing the research questions, the students' difficulties, misunderstanding, needs, enjoyment especially their low language proficiency were mainly focused in this study. As Ramsden (2003: 98) advises that

Good teaching is open to change; it involves constantly trying to find out what the effects of instruction are on learning, and modifying that instruction in the light of the evidence collected.... Knowledge about students should be used to select and deploy teaching strategies.... It is not likely that a lecturer will find out much from students unless they arrange opportunities for finding out, such as talking to students and studying the products of their learning. We cannot change our understanding of anything, including our students' learning, unless we spend time and effort learning about it and going over it in several different ways.

That is, teaching requires developing a keen interest in what it takes to help other people learn. It implies pleasure in teaching and associating with students and delight in improvising (Ramsden, 2003). At the same time, the students' needs and difficulties should be accommodated. Hence, students should be taught what they want to study and what they lack.

English language skills and professional skills or employment ability were taught in the additional support class. The additional support class was still continuously developed to responding to the students' English ability, needs and difficulties. Hence, the RMUTLL students would gain some language and professional knowledge and skills from the course since their interests and difficulties were respected and taken into account through the adjustments that were made. That is, a process of learning and teaching in the classroom (e.g. language learning needs, prior educational experience,

and attitudes toward language learning and themselves as learners) might help determine the effects of teaching and how it can be improved.

In brief, teaching requires developing a keen interest in what it takes to help other people learn; it implies pleasure in teaching and associating with students and delight in improvising (Ramsden and Watson, 2003). At the same time, students' needs and difficulties are accommodated. That is, they should be taught what they want to study and lack.

Therefore, the additional support class was paralleled with the developed online CBCL module. It mainly focused on the sentence level and encouraged students to learn paragraph writing. The additional support class last for 30 hours.

Therefore, the total time needed for the developed online CBCL module and the additional support class would be 78 hours over the semester.

Many books that were chosen to part of the additional support class included:

- *Introduction to academic writing* by Oshima and Hogue (1997, 2007)
- *Fundamentals of academic writing* by Bulter (2007),
- *Effective academic writing 1: the paragraph* by Savage and Shafiei (2007),
- *The essentials of academic writing* by Derek and Sole (2005),
- *Academic writing course: study skills in English* by R.R. Jordan (1999),
- *First steps in academic writing* by Hogue (2007).

Table 4.8 shows examples of learning content including the additional support class

Table 4.8: Examples of learning content included in the additional support class

Grammatical Rules	Basic Effective Writing
<ul style="list-style-type: none"> • Sentence pattern • Noun Phrase • Verb Phrase • Auxiliary • Pronoun • Infinitive, gerund, participle • Adjective • Adverb • Subject-verb agreement • Simple sentence • Compound sentence • Complex sentence 	<ul style="list-style-type: none"> • Paragraph structure • Comparison and contrast paragraph • Cause and effect paragraph • Classification paragraph • Defining paragraph • Description paragraph • Examplication paragraph

The learning content in the additional support class might not be a perfect one but it was continuously designed and developed according to students' difficulties and needs in this situation.

Adding activities and tasks: Five added activities and tasks are summarized in Table 4.9. Table 4.9 shows five added activities and tasks of the BCGW course after trailing the course for one week.

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Table 4.9: Five activities and tasks of the BCGW course added after trailing the course for one week

- **Presentation 1–Thai oral practice presentation:** This activity was designed to practice presentation skills by transferring the teacher role to students. The students were act as a teacher whereas the teacher behaved as a student. They were assigned to read in groups for one unit in *Academic Communication* and *Professional Communication Sub-Module* and present what they read in front of the classroom. This activity was constructed after students informed that they sometimes did not understand the learning content provided in the online CBCL Module. It was also focused on increasing the students’ comprehension on the content provided in the *Academic Communication* and *Professional Communication Sub-Module*. Moreover, it was designed to line up the students’ confidence for the next presentation activities as well as reducing their anxiety. Most importantly, this activity was added because the students were perceived as a passive learner. This particular activity would enhance students’ involvement and engagement in learning and teaching as well as preparing them for their presentation.
- **Presentation 2– English practice presentation:** Since students had no experience in English presentation, they should have tasks or activities to practice these particular skills. The students were assigned to answer three different questions (from 20 available questions in Appendix P). Then, they should submit their written assignment (i.e. preparation for presentation 2) by 3 weeks. This activity was considered to be the activities that help the students practice and improve speaking and writing ability.
- **Presentation 4– Preparation for speaking post-test:** Three tasks of the speaking test are interviewing a general question, presenting one topic chosen from the five topics available, and discussing one topic chosen from the five topics available (Appendix D1.2). Students were allowed to prepare for speaking post-test. Students have one semester for prepare their answers. During speaking pre-test session, all answers (most in Thai) were recorded. Then, students’ dictation was delivered to students one week after the pre-test session. Students’ responsibility was to research on what they answered for one semester. They were allowed to submit to the teacher before the speaking post-test was conducted at the end of the course.
- **An Informal letter (i.e. a letter to student’s closed friend):** Students were assigned to write a letter to their closed friend about their holiday. The activity was the basic writing practice exercise for them to practice writing with content that they were familiar with. In fact, the students’ weaknesses and strengths of English were identified by this activity as well.
- **Business letters or documents (i.e. cover letter and resume):** Even though this activity-business document exercise was provided in the BCGW course, it were reassigned since the interviewing information (pre-test session) illustrated that the students would like to have or learn this particular task. Also, both documents are necessary for students in the future when applying for a job or to the graduate school. Even though students informed that they had experience writing a resume and a cover letter before, this activity and the new worldwide resume layout provided in the developed online CBCL module would help prepare the students to master the particular skill more effectively.

1.2 Adjusting or changing the learning process: Since there were many activities and tasks added in this study, the learning process was adjusted. Figure 4.4, below, illustrates the new learning process when the treatments were included. The pink shade indicates the treatments added for preparing students to closely match with the course requirement or be ready for the developed online CBCL module as well as enhancing the students' language and professional skills. The skills enhancement of the formal online CBCL module and after revising the course is presented in Appendix C3.

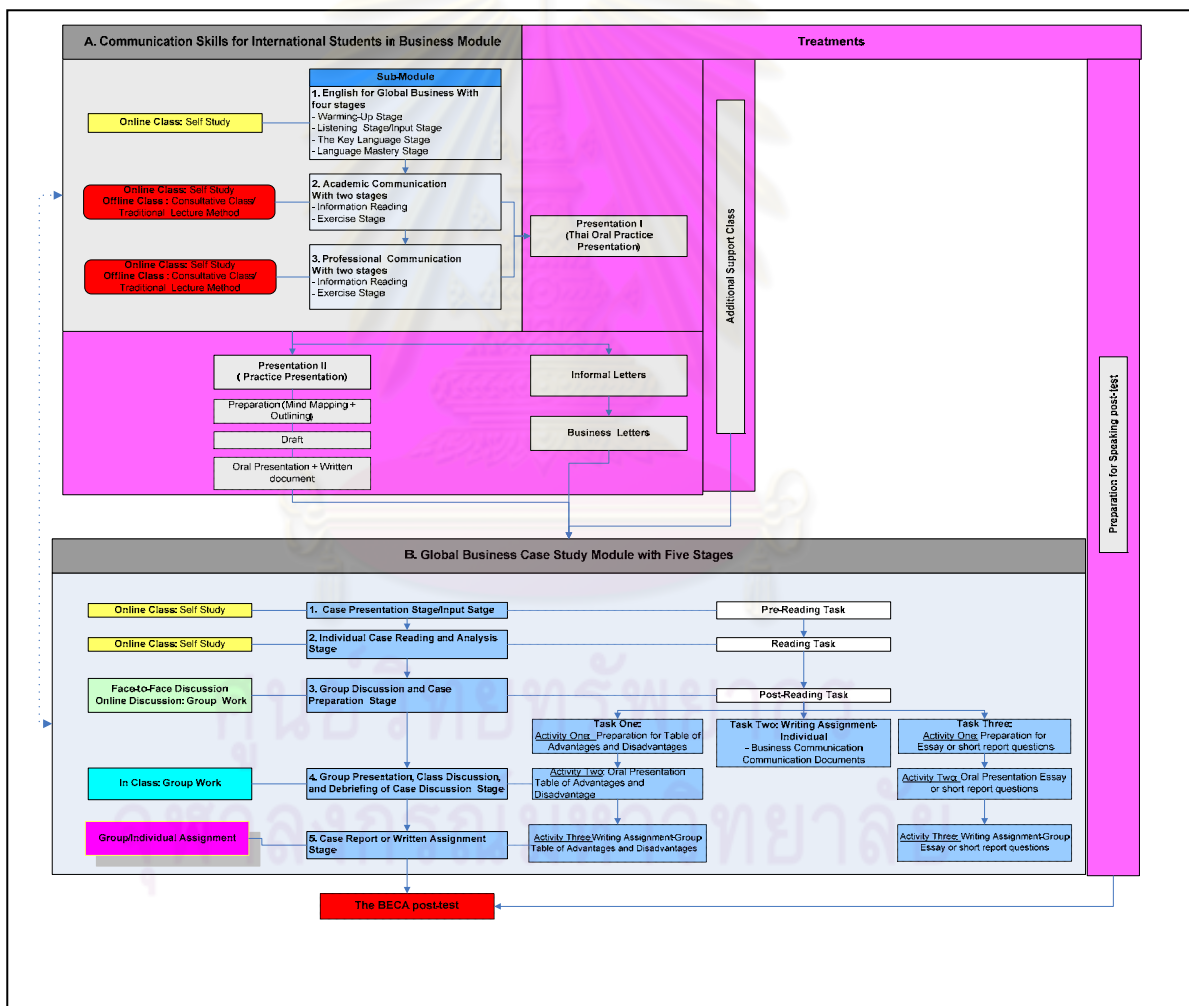


Figure 4.4: Illustration of revision of learning procedure of the developed online CBCL module

1.3 Providing method that reduces learning difficulty: After interviewing students, the students had requested some methods that might reduce the learning difficulty. There were three offerings. The students would like to make all cases shorter and simpler. It should be noted that the learning content was not changed because of the authentic feature of language use. Hence, some cases (Cases 1, 4, and 5) were revised to make them shorter. The PDF version or written version was provided for students, who had difficulty downloading from the server or were unfamiliar with screen reading. Moreover, the students said that they could understand the exercises provided in the course but sometimes they could not answer the questions in English. Thus, students were allowed to use Thai.

However, not all requests were provided. The RMUTLL students asked for the definition of unknown word but the researcher would like to have the students learn to find definitions by themselves. The idea is based on the constructivist rationale of the developed online CBCL module by making students remember what they learned in the long run. Moreover, the students would like to have the written information while watching videos. The difficulty of watching visual material without subtitles was realized by the researcher but the time constraints made this particular request impossible to fulfill. Two DVDs (Bill Gates and McDonalds') were provided to help them understand the real situation and enhance their comprehension and interest. The group who was assigned to work on the two cases that related to the DVDs was allowed to meet the teacher individually to summarize the story.

Reflection on the assessment: There were two main devices used for assessing the RMUTLL students' ability: the BECA test for assessing the student's business English communication ability, and the portfolio assessment for gathering and assessing the students' behavior and behavioral changes, namely, English for communication and professional skills.

After trialing the developed online CBCL module for the BCGW course in Phase I, there were two adjustments or changes of assessment in this study: adjustments of the BECA test and adjustments of the portfolio assessment.

1. Adjustments of the BECA test: This process consisted of four changes: changing the test process, changing the test format, providing an English dictionary, and providing extended test time.

The problems of the students' low language ability (as mentioned before) and the suggestion by Abedi (2008) lead to making adjustments of the BECA test. Abedi (2008: 331) states that it is often the case that the measurement tools are sometimes ill-equipped to assess the skills and abilities of second language learners. To offset these challenges, nonnative speakers of the assessment language are provided with '*test accommodation*':

Test accommodations refer to changes in the test process, in the test itself, or the test response format. The goal of accommodations is to provide a fair opportunity for nonnative speakers of the assessment language and students with disabilities to demonstrate what they know and can do, to level the playing field, so to speak, without giving them an advantage over students who do not receive the accommodation. ...

...the concept of accommodations was then extended to English language learners. The main goal of an accommodation is to make assessments more accessible across subgroups of students who otherwise could be affected unfairly by many nuisance variables that would make the assessment unfair and invalid.

In this case, it made practical sense to follow Abedi's advice regarding 'changes' to assessment as the 'plan' did not work well in practice. While the changes might have the potential effects of reaching the research results, it is the clear responsibility of teachers to find an 'appropriate, reliable, valid, accessible, and feasible' method to assess actual performance of the students. Also, Ramsden (2003) suggests that an important element of providing good assessment in higher education is to 'do everything in your power to lessen the anxiety raised by the assessment'. Ramsden (2003) also suggests the fourteen rules for better assessment in higher education; one of the rules is to link assessment to learning – washback:

... focus first on learning; second on encouraging effort; and third on grading; assessing during the experience of learning as well as at the end of it; set tasks that mimic realistic problems whenever possible; reward integration and application.

Shohamy, Donitsa-Schmidt and Ferman(1996:301) also suggest that:

The test had an impact on the teaching and learning activities in preparation for the test in the following ways:

- Teachers stopped teaching new material and turned to reviewing material.
- Teachers replaced class textbooks with worksheets that were identical to previous years' tests.
- The activities were all 'testlike'.
- Review sessions were added to regular class hours.
- The atmosphere in the class was tense.
- Teachers and students were highly motivated to master the material.

However, once the test had been administered, such teaching and learning activities ceased.

All should be applied as conditions for a good test. Whatever is used to assess the students, the teachers should try to encourage students to participate in the assessment as much as possible. The text is perceived as a 'good' assessment but when it is used in practice a teacher should be aware of the actual ability of students and what they have learned. In other words, the assessment needs to be practically feasible.

In this study, the test accommodation was used by changing the test settings, time allotment and method of responding to lessen the students' anxiety and response to actual ability of the students. For example, an extended time should increase if language skills are identified as 'low' as well as the testing process was changed by allowing students to work on the preparation for the speaking test.

The BECA test was 'ongoing' adjustment to accommodate an actual situation since all changes should not affect the purposes of test and the BCGW course suggested by Alderson, Clapham and Wall (1995: 223):

'... changes of test' depend upon the purposes for which the test is given, but it the performance of the population is not monitored and important

information – What are the real factors that improve students’ language performance?– will be missed.

According to Clapham and Wall (1995), the BECA test was not changed. However, the processes of assessing students’ performance were changed because the students struggled with difficulties due to lack of experience in communicative language testing and a gap between ‘the BECA test’ and ‘actual students’ performance (will be discussed in section: test settings and process).

Most importantly, the quality of the BECA test could possibly be improved since the test developer listens to the test takers comments suggested by Alderson, Clapham and Wall(1995:221) :

...the candidates can provide test developers with very valuable insights: what they think about the test items, test methods, the clarity of instructions, the timing of the various sections, the relevance of the content in the light of their learning experiences or their purposes for learning the language, the relationship between how they perceive their language abilities and the performance on the test in question and so on. Such information may be routinely gathered via questionnaires administered immediately after the test has been taken or in specifically designed studies.

The complaint about the test difficulty was monitored and changes were made in the test process format, namely, changing on the test setting, time allotment and method of responding. The objectives of all changes in this study were to lessen the students’ anxiety and response to actual ability of the students.

1.1 Changing the test settings and process: The main changes of the BECA test were the changes of the learning process. The students were allowed pre knowledge on the speaking post-test. That is, the students were given the questions to prepare for the speaking post-test (presentation 4). In general, students should not allow this knowledge about the post-test. However, as suggested by Brown(1994) and the study of Nunn and Adamson (2007), the knowledge about the speaking post-test was included in this study.

Brown (1994) suggests that:

... the writers have more time to plan, review, and revise their words before they are finalised, a development process of cognitive skills is enhanced from the writing production.

Nunn and Adamson (2007: 223) study the difficulties of teaching oral discussion and oral presentation for Thai students (extracted on a particular teacher who taught oral English in Thailand more than 6 years to university students.)

Thai students were rarely participant in oral discussion and oral presentation. Whenever the teacher asked them to say something about one topic, they, for the most part, would say, "How should I say it? What should I say?" and they would ask these questions in their native Thai. The teacher was determined to improve my students' speaking ability and tried various techniques in order to do so. But the results were not ideal. At that time the teacher thought maybe the teaching materials were not relevant to them, thus they did not want to say anything or could only say a little.

The experience of the speaking pre-test session partly agreed with Nunn and Adamson's research. Sometimes the students could not say anything that they did not have a chance to prepare due to their low English ability and no ideas on the topics assigned. If the teacher provides them opportunities to research, prepare and practice, it is hoped that they could perform. However, if students could not perform, it does not mean that they lack the ability to learn and think academically. Also, the speaking test of the BECA test was considered to be difficult and new to the RMUTLL students.

As Brown (1994) mentions, if the writers have more time to plan, review, and revise their words before they are finalised, a development process of cognitive skills is enhanced from the writing production. In other words, the way students search for answers to the given questions can help the researcher to determine students' English language ability, student's English language development as well as other skills (e.g. organizational, thinking, and analytical skills).

Hence, it is undeniable that the RMUTLL students should be allowed to read what they had prepared for the speaking post-test. Now the speaking post-test was changed to put more emphasis on the way to find and prepare information for the

students' speech. That is, for speaking skills, both the learning process and the learning products were assessed. Because learning products–students' scores– alone for the case of the RMUTLL students might not be adequate for justifying the RMUTLL students. The way students search for answers to the given questions could help enhance the language ability of students. The students' reading, writing, speaking, and learning skills should be enhanced from this activity.

In short, the RMUTLL students were allowed to become 'knowledgeable' about the test. The speaking score was recognized to be 'unreliable' because it might increase significantly. However, the adjustment of test process was adjusted by relying on the actual learners' ability.

1.2 Changing the test format: The students were allowed to be assessed by using what methods that they preferred as suggested by Bachman and Palmer, (1996) – The low capacity of servers noticeably causes different test takers to perform differently (Bachman and Palmer, 1996). Thus, the threat of test settings could not cause different performance of test takers. Most importantly, it helps reduce the students' anxiety since they can choose what method they are familiar and felt comfortable to sit in.

In fact, it was undeniable that the reason of the 'open choice' of the test settings was the low capacity of the server. In the future, the 'high' capacity of server is recommended if the researcher would like to investigate the attitudes towards the online test. It should be noted that the criteria for assessing the students' ability did not change. It was the intention of the revision to allow the RMUTLL students to have experience in meaningful assessment which reflected their actual ability.

1.3 Providing an English dictionary: Both paper-based dictionaries and online dictionaries were used as tools to help the students find unknown words and reduce the students' anxiety. In this study, students were encouraged to use English – English dictionaries but they preferred the English-Thai and Thai-English dictionaries. However, it could be argued that students with low English language ability should be allowed to use this tool to reduce their anxiety. Although students should guess the meaning of the

words from the context, it was difficult for RMUTLL students due to their limited English vocabulary inventory.

1.4 Providing the extended test time: The students were given an extended time for the writing post-test of 15 minutes. In addition, they were allowed to go out and take a short break before each language skill was assessed. During the writing pre-test session, it was found that fourteen students did the test until time was up but they did not finish the test and six students finished the test early.

2. *Adjustments of the portfolio assessment:* There were two changes to the portfolio assessment: team writing and assigning extra tasks and activities.

2.1 Team writing: Before trailing the developed online CBCL module, one task (Presentation 3 - Table of Advantages and Disadvantages and Case Discussion) was a tool for assessing individual performance. Then, the team writing was employed. The purpose of this strategy was to help the students learn to write in the target language. It aimed to engage the students to learn from each other, overcome their possible weaknesses, and think about how to improve their writing ability for future practice as suggested by (Rao, 2007). Rao (2007: 105) recommends that

... in order to help university students in an EFL classroom create and organize ideas for a composition, the brainstorming strategy training should be implemented in a writing class. First of all, EFL teachers need to change their attitudes towards the teaching of English writing. Instead of focusing on teaching their students how to produce correct writing products, university EFL teachers should adopt a process-based approach, providing their students with opportunities to interact with each other. This is particularly important when learners lack ideas and information for a writing task. Since peer help and cooperation are of paramount importance in the use of brainstorming strategy, strategy training should emphasize team work. At the same time, both teachers and learners need to alter their roles in a writing class. Rather than attempting to constrain students to ensure that they produce correct writing products, a teacher should act as a facilitator, organizing various classroom activities that enable students to develop effective composing strategies.

The team writing might at first be considered an unusual method in this study including the Thai context. However, it was used to reduce the students' stress while

learning via the online CBCL Module. Most importantly, the brainstorming strategy might help promote the students' learning skills.

2.2 Assigning extra tasks and activities: Since the findings suggest that the RMUTLL students should have more tasks and activities to prepare them to closely match with the course requirement or be ready for the developed online CBCL module. The concepts of scaffolding instruction were used as the theoretical background of the adjustments in this study.

The concepts of scaffolding instruction could help minimize the level of frustration of the RMUTLL students. All of the adjustments in this study were used as a tool for reducing the students' difficulties when they study the developed online CBCL module for a semester. Since the students had more tasks and activities that engage them to learn the target language, the ways of gathering and assessing the students' performance should be revised. In other words, not only added documents were collected in the student's portfolio but also the adjustments of scoring could be determined. Table 4.10 shows the adjustments or changes of scoring and the changes of documents collected in the portfolio after trailing the developed online CBCL module for one week. Yellow shaded areas indicate the adjustments of documents collected as well as the adjustments of scoring in individual student's portfolio.

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Table 4.10: Adjustments of scoring and the adjustments of documents collected in the portfolio after trialing the developed online CBCL module for one week

Portfolio Assessment				
Sources	Before changes		After changes (First trial at RMUTLL)	
	Types of documents	Scores	Types of documents	Scores
Student's Documents (Individual Performance)	Case assignment: Essay or short report on the business topic or issue.	30	-	-
	Case assignment: Business document (e.g. letter, e-mail)	10	-	-
			Added documents	
			Informal letter: Letter to friends	2
			Presentation 1-Thai Oral Practice Presentation	3
			Presentation 2: English Practice Presentation (written and oral performance)	5
			Business document - cover letter - résumé	5
		Additional support class exercises	3	
	Total	40	Total	43
Group's Documents (Group Performance)			Case assignment: Essay or short report on the business topic or issue.	20
			Case assignment: Business document (e.g. letter, e-mail)	5
	Self-Assessment on Oral Presentation	5	Self-Assessment on Oral Presentation	4
	Peer-Assessment on Oral Presentation	5	Peer-Assessment on Oral Presentation	4
	Effective Team Member Evaluation	5	Effective Team Member Evaluation	4
	Total	15	Total	12
Teacher's notes	Teacher-Assessment on Oral Presentation	5	Presentation 3: Table of Advantages and Disadvantage and Case Discussion presentation (oral only)	5
	Course Participation: Teacher-Observation on Class Participation	5	Course Participation: Teacher-Observation on Class Participation	5
	Total	10	Total	10
Portfolio Presentation		5		5
Grand Total		70	Grand Total	70

In brief, all of the adjustments determined in this study were conducted to be the treatments for engaging the students to study the target language and reduce the students' frustration. The ongoing adjustments of the additional support class and the assessment process as well as the adjustment made to the developed online CBCL module were allowed because of the features of R&D research approach. Most importantly, it was conducted since it helped the RMUTLL students to close the gap between their current and desired performance.

After initial revising the developed online CBCL module, the course was implemented with 22 RMUTLL students for one semester. It could be noted that the students in Research Phase II were the same group as Research Phase I. A new method (the CBL method) under the new environments, namely, the CL settings, the blended environment, and the online learning settings was firstly introduced with the students so that they needed to be trained to accommodate and familiarize themselves with the learning conditions and methods constructing before studying the course. The following section briefly describes the learning conditions.

The developed online CBCL module for the BCGW course lasted for one semester, with a maximum number of 30 students per class. It took a blended learning approach, comprising online instruction and face-to-face classroom instruction.

Web-based instruction was used for enhancing both English and business communication skills. The themes present in the online materials and activities were designed to stimulate genuine communication which is as similar as possible to the realities of professional skills.

Face-to-face classroom instruction was used for discussion and consultation. Discussion classes aimed at enhancing students' business communication skills and professional skills, namely, collaborative team work, and critical thinking skills. Through the discussion of real world issues using English, and through personal involvement in decision-making processes, meaningful on-the-job communication skills were enhanced.

Consultation classes aimed at helping the students develop the comprehension skills needed for professional communications in English. The students were given both offline and online consultation classes.

An offline consultation class was provided after the students studied the developed online CBCL module. The students were allowed to make an appointment with the teacher if they faced difficulty with a lesson or they needed more language knowledge by using the traditional lecture method.

An online consultation classes were held once a week. Students were encouraged to seek an extra consultation class if they needed more help (see details of the whole course syllabus in Appendix C2).

The course incorporated 48 hours of study over an 18 week semester. The 22 RMUTLL students were assigned to study *the Communication Skills for International Students in Business Module* consisting of:

- four units online (i.e. getting acquainted, describing your work, discussing issues, and intercultural business communication of *English for Global Business Sub-Module*)
- five units in class (i.e. reading for academic purposes, effective reading for academic purposes, note-taking, paraphrasing, and summarizing, essay writing, academic conventions, and improving your writing of *Academic Communication Sub-Module*)
- five units in class (i.e. writing genres, report writing, business document writing, oral presentation skills employment communication of *Professional Communication Sub-module*)

Also, the 22 RMUTLL students were assigned to choose one of the eight available cases of *Global Business Case Study Module* to apply the knowledge and use the skills that they studied from *Communication Skills for International Students in Business Module*.

In addition, the additional support class was offered in parallel with the developed online CBCL module. The aim was for students to study with the additional support class for 30 hours.

Overall, the developed online CBCL module and the additional support class were scheduled for 78 hours.

As mentioned in Chapter 3, the four stages of plan, act, research, and reflect were included in this study. This part is reported the four stages of Research Phase II in the senses of assessing the quality of the developed CBCL module.

The plan stage was set in advance for the Phase II during the reflect stage of Research Phase I. The rest deals with the unpredictable problems that needed to be solved. In other words, this stage dealt with the problems that were resolved by using information gathered from Phase I (approximately 75 percent) as well as solving the problems that occurred during the learning and teaching process (approximately 25 percent) (e.g. technical problems). In this phase, the problems were reflected upon and lead to the decisions for improving the quality of the developed online CBCL module and the students' performance. That is, during the implementation of the developed online CBCL module, some adjustments or modification to solve the difficulties of implementing the course as well as the suitability of students' ability and needs were made. The act stage referred the teaching and learning process of implementing the developed online CBCL module. Research stage was concerned with the process of gathering information for addressing the three research questions. Research question one was already addressed in Part One-Findings of research question one. This part was addressed only research question two whereas research question three would be addressed in Part Three-Findings of research question three. Ways to improve the students' ability and enjoyment as well as improving the quality of the online CBCL module were discussed in Chapter Five.

As mentioned before, unpredictable problems were solved by implementing many adjustments. The adjustments included providing treatments, changing the learning process, providing method reducing the learning difficulty, adjustments of the BECA test, adjustments of the portfolio assessment, and trouble-shooting potential problems. The first four adjustments or modifications are discussed before. In part, the last two adjustments – revising portfolio assessment and trouble-shooting potential problems were added.

Revising portfolio assessment: Individual student's portfolio consists of two types of evidence: require portfolio contents or require evidence, and teacher's notes.

Required evidence: Required evidence or required portfolio contents was initially divided into two different sources: student and group documents. As mentioned before,

after trialing the developed online CBCL module for one week, the documents for assessing the students' performance were initially revised because of the problems of gathering and analyzing data from the writing and speaking tests and the low language ability of the student. Then, it was revised again because of 'overestimated' results of self, peer and group performance. It should be noted that there were two main adjustments or modifications: the adjustments of scores assigned to self, peer and group assessment and the adjustments of scores assigned to one activity – presentation 4.

The adjustments of scores assigned to self, peer and group assessment: The reason for modification was unrealistic scores of self, peer, and group assessment. The students were assigned to assess themselves, their peers and group through three evaluation forms, namely, Self-Assessment on Oral Presentation, Peer-Assessment on Oral Presentation, and Effective Team Member Evaluation. Students gave themselves, peer, and teams 5 of 5. In fact, the students were trained to assess themselves, their peers, and their team. They were asked to assess themselves, their peers, and their team two times but the results were the same for both times. Thus, Self-Assessment on Oral Presentation, Peer-Assessment on Oral Presentation, and Effective Team Member Evaluation were removed from this study.

The adjustment of scores assigned to presentation 4: Students had one semester to prepare a written document for the speaking post-test. It should be worth to give scores to this activity. Thus, the written document for speaking post-test was scored at 10 points. Ten points were divided into three parts, namely 2 points for part one, 3 points for part 2, and 5 points for part 3.

In fact, their speech was the same as their pre-test speech since each pre-test speaking dictation (in Thai) was delivered to the students after conducting the speaking pre-test one week. The students were responsible for researching the sources for supporting their answers (in English). Table 4.11, below, illustrates the adjustment or modification of scoring in the portfolio when the developed online CBCL module was

trialed by RMUTLL students for one semester. Yellow shaded areas indicate the changes of scoring in the individual portfolio.

Table 4.11: Adjustment or modification of scoring in the individual portfolio when the developed online CBCL module was trialed by RMUTLL students for one semester

Portfolio Assessment				
Sources	Adjustments (First trial at RMUTLL)		Adjustments (During teaching the BCGW course)	
	Types of documents	Scores	Types of documents	Scores
Student's Documents (Individual Performance)	Added documents		Added documents	
	Informal letter: Letter to friends	2	Informal letter: Letter to friends	2
	Presentation 1-Thai Oral Practice Presentation	3	Presentation 1-Thai Oral Practice Presentation	3
	Presentation 2: English Practice Presentation (written and oral performance)	5	Presentation 2: English Practice Presentation (written and oral performance)	10
	Business document - cover letter - résumé	5	Business document - cover letter - résumé	10
			Presentation 4: Preparation for speaking post-test	10
	Additional support class exercises	3	Additional support class exercises	3
	Total	18	Total	38
Group's Documents (Group Performance)	Case assignment: Essay or short report on the business topic or issue.	20	Case assignment: Essay or short report on the business topic or issue.	15
	Case assignment: Business document (e.g. letter, e-mail)	5	Case assignment: Business document (e.g. letter, e-mail)	5
	Self-Assessment on Oral Presentation	4	Self-Assessment on Oral Presentation	0
	Peer-Assessment on Oral Presentation	4	Peer-Assessment on Oral Presentation	0
	Effective Team Member Evaluation	4	Effective Team Member Evaluation	0
	Total	12	Total	15
Teacher's notes	Presentation 3: Table of Advantages and Disadvantage and Case Discussion presentation	5 (oral only)	Presentation 3: Table of Advantages and Disadvantage and Case Discussion presentation	10 (oral and written)
	Course Participation: Teacher-Observation on Class Participation	5	Course Participation: Teacher-Observation on Class Participation	5
	Total	10	Total	15
Portfolio Presentation		5		2
Grand Total		70	Grand Total	

Trouble-shooting potential problem: One main problem was that it was difficult to find a room available with the Internet access and computers provided in RMUTLL for both make-up classes to compensate for student absences and an additional support class. The room should be reserved in advance. Sometimes, the students were assigned to

access the Internet from their home but the speed of their Internet was quite low. They said that they had spent many hours waiting to do exercises in each unit. Sometimes they got bored with waiting. This problem was solved by providing a PDF version for students to download. Unfortunately, some students had problems with the budget of printing PDF version. In addition, some students did not have audio equipment to communicate with the teacher. They were asked to buy new equipment but they had limited budgets for studying and living.

4.3.2.2 Assessing the quality of the developed online CBCL module for the BCGW course when it was implemented with 22 RMUTLL students for one semester

This part reports the quality of the developed online CBCL module in three components:

- overall picture of the developed online CBCL module for the BCGW course evidenced by the level of effectiveness index (E1/E2), mean of the students' reflection and semi-structured interviews
- teaching method used in this study evidenced by mean of the students' attitudes towards the CBL method and semi-structured interviews
- teaching strategy used in this study evidenced by mean of the students' attitudes towards the CL settings and semi-structured interviews.

Overall picture of the developed online CBCL module for the BCGW course: to address research hypothesis 1, quantitative data—the value of effectiveness index and mean of the students' reflections on the developed online CBCL module was used.

Hypothesis 1: The students have *positive* attitude towards the developed course.

The value of effectiveness index [(E1/E2) = 77.06/62.22] of the developed online CBCL module suggested that the process for assessing the students' learning products because the value of E2 (62.22) was less than the acceptable quality (value of E1/E2 should be 70/70). However, the quantitative data (arithmetic mean) used for examining the students' reflection on the developed online CBCL module for the BCGW course using the course evaluation form and the qualitative data (semi-structure interviews)

provided evidence that all of the students viewed the BCGW course as a 'good' language course with some revisions on particular parts, for example design–font size, high standard criteria of assessing, and too much and too difficult learning content. In brief, the results indicate that the students have *positive* attitude towards the developed course, that is, the hypothesis was accepted. Details of these findings are reported in following section. It begins with the results of the quantitative data–the level of effectiveness index (E1/E2), arithmetic mean of the students' reflection towards the developed online CBCL module followed by the findings of the qualitative data.

[1] The level of effectiveness index (E1/E2): The level of effectiveness index (E1/E2) of the developed online CBCL module was 77.06/62.22. These findings suggested that the developed online CBCL module was reached the criteria set only part of learning process (E1 =77.06) whereas the value of learning products (E2 = 62.22) was less than standardize set.

[2] Arithmetic mean of the students' reflection on the developed online CBCL module: The results showed that the students rated the BCGW course as a 'good' language course evidenced by the grand mean (M=3.78) presented in Table (in Appendix J1). The means of two indicators, namely, subject matter quality and multimedia instructional quality were 3.88 and 3.80 (Appendix J2 and J3).

However, there was a mismatch between the students' attitudes and their actual use of the developed online CBCL module for the BCGW course. Given the students' expressed positive attitudes, it could be assumed that they had accessed the developed online CBCL module often. But this was not the case evidenced by the number of times the students accessed the developed online CBCL module (M=3.22) and number of times the students attended the conventional class (M = 4.83) (Appendix J4).

[3] Interview: In this study, a semi-structured interview was conducted with each of the students in the class two times: after the developed online CBCL module trialed for one week and after the listening post-test session. The results of the first interview were already reported in section 4.3.2.1. In this section, only the second interview is

reported. The second interview was conducted after the RMUTLL students were assessed by the speaking post-test session. As four of the original 22 students had withdrawn and one student decided to resign from the university, 17 students were interviewed for 10-15 minutes on their experiences of studying via the developed online CBCL module for one semester.

These findings showed that most of the students in this study had both positive and negative experiences studying the developed online CBCL module. The findings were summarized in the following section (Details are grouped and reported in Table 4.12).

The data of the semi-structured interviews were gathered and grouped into six themes: online CBCL module, the CBL method, English perception, assessment, collaborative teams, and relationship with the teacher. It included 'positive issues', 'negative issues', and 'suggestions for improvement'. Table 4.12, below, summarizes the six themes emerged from the interview data.

In general, it showed that the students had both positive and negative experiences studying the BCGW course.

Positive experience: In general, they liked the BCGW course. All of the students really enjoyed working as a group and thought that the CBL method was interesting. They believed that they gained some knowledge of grammar, vocabulary, and business communication skills and they felt confident to write and speak English. Some students also reported that they liked the chances of revising assignments since they thought that it helped enhance their language knowledge.

Negative experience: They notified that the course was difficult and complained about much of the learning content. Some students had no ideas about the content in the Global Business Case Study Module. It was recommended that the students' reviews of the negative experience should be recognized when the developed online CBCL module for the BCGW course would be implemented in the future.

Table 4.12: Summary of six themes that emerged from the interview data

I. Theme One–Online CBCL Module consists of six sub-topics: overall course design, learning settings, learning objectives, content knowledge and other skills, timetabling, and additional support class.		
1.1 Overall Course Design:		
Positive Issues	Negative Issues	Suggestions for improvement
<p>All of the students in this study informed that the course design was 'good' as it was simple and easy to use. However, the learning content was difficult with challenging and fun tasks (students 2,3,5,7,8,9,11,12,13,16, and 17).</p> <p>All of the students in this study informed that the design was so modern with good security and database system.</p>	<p>Quite a number of students accepted that workload caused them being stressed (students 4,12,15,16, and 18).</p> <p>A few students stated that the font size was too small (students 8 and 11). They also informed that the instructional design was colorless or uninteresting.</p> <p>Some of them (students 6 and 11) indicate that the speed of the Internet was so slow.</p> <p>A few students (i.e. students 12 and 16) stated that they were confused by the two buttons – 'submit all' and 'submit without save' – used for the design exercises and tests in this study (i.e. students 12 and 16).</p>	<p>Two students (students 14 and 17) asked for a Thai version to improve their comprehension on questions.</p> <p>One student (student 18) mentioned that the integration of games or animation in the website would make the website as an interesting website.</p>
1.2 Learning settings: The online learning settings was novel for the RMUTLL students because they had no prior experience of the online learning.		
Positive Issues	Negative Issues	Suggestions for improvement
<p>All of the students in this study preferred the blended learning setting. However, all of them notified that they preferred the teacher's help in increasing their language comprehension. They would like to have a chance to use online learning with other courses but it should be Thai learning content.</p> <p>One student (student 7) stated that the online course was convenient for studying as he or she could learn any time and place.</p>	<p>The majority of the students liked the online learning content and design. However, they stated that there were too many assignments.</p> <p>Several students accepted that having many assignments in this course and in other courses, they rarely accessed the CBCL module (students 2,6,7, and 15)</p> <p>Two students complained that they were informed that They were expected to access it when they had free time (students 4 and 15). However, they could not identify that when should be the 'free time'. They would like to have the time-schedule for their accessing.</p>	<p>One student (student 4) suggested that the teacher should specify the time of accessing the learning content synchronously and asynchronously. Also, the score allocated to participation of the online content should be increased. He or she suggested that students might have lacked motivation due to the small weight (i.e. 1:20) allocated in this study.</p>
1.3 Learning objectives:		
Positive Issues	Negative Issues	Suggestions for improvement
<p>Some students notified that the learning objectives were clearly identified in each unit (students 14 and 15).</p>		

Table 4.12 (cont.): Summary of six themes that emerged from the interview data

I. Theme One: Online CBCL Module (cont.)		
1.4 Content knowledge and other skills:		
Positive Issues	Negative Issues	Suggestions for improvement
<p>Several students (students 7, 14, and 17) reported that they believed that their language skills improved. They informed that they learned how to write essays, reports, business communication documents as well public speaking.</p> <p>Most of the students in this study stated that they gained knowledge of grammar, conjunctions, and new vocabulary and they felt confident to write and speak English (students 5, 7, 15, 15 and 17).</p> <p>One student (i.e. student 9) mentioned that he or she thought that the standardized documents taught in the course would be useful for him in the future.</p> <p>One student (student 16) notified that he or she had saved all packages of learning content in the BCGW course for using them in the future.</p> <p>Noticeably, many students stated that their learning perseverance was increased by the learning content in this course (students 2, 8, 9,10,14,15 and 16).</p> <p>One student reported that he or he had more confidence to ask the teacher questions (student 11).</p> <p>Another student informed that he or she learned from errors. It was noticeable that he or she felt confident about making mistakes as the teacher suggested to them that errors enable learning and development (student 9).</p> <p>One student used reading techniques or strategies that he or she learned from the course to help them understand a long and difficult passage (student 8).</p>	<p>Most of the students in this study stated that the learning content was difficult because of information overload. However, one third of the students (students 2, 8,10,14,18, and 16) noticeably reported that the learning content was not too difficult if they were industrious.</p> <p>One student (student 2) mentioned one unit consisting 42 slides was too much. Even though they were useful, they seemed to make him/her lose interest up to studying.</p>	
1.5 Timetabling		
Positive Issues	Negative Issues	Suggestions for improvement
<p>Most of the students in this study indicate that timetabling was suitable. Only one student (student 14) reported that he or she needed more time for practicing in the online learning settings with the teacher.</p>		

Table 4.12 (cont.):Summary of six themes that emerged from the interview data

I. Theme One: Online CBCL Module (cont.)		
1.6 Additional support class		
Positive Issues	Negative Issues	Suggestions for improvement
<p>Some students mentioned that they liked the additional support class because it helped reinforce and enhance basic grammatical knowledge and basic writing knowledge (students 7, 13 and 17).</p> <p>One student emphasized that he or she learned to recognize the importance of subject-verb agreement (student 9).</p>	<p>Only a few of students complained about the difficulty of finding the additional support class learning content and bulletin on the CBCL module (students 7 and 13)</p>	<p>One student suggested that the additional support class learning content needed to be rearranged since it was difficult to find out. It should be rearranged to be well-organized in order to easily access them. The bulletin board should be obviously placed (student 7).</p>
II. Theme Two– The CBL Method:		
Positive Issues	Negative Issues	Suggestions for improvement
<p>A few students in the class agreed that all cases were interesting (students 9 and 10).</p> <p>Student felt confident to consult with the teacher if they faced with difficulty (i.e. student 11).</p>	<p>All cases were difficult and contained unknown vocabulary (i.e. students 6, 7, 10, 11, and 13). Students needed to try hard to read and comprehend the content of the case and complete the assignment (i.e. student 18). While students were positive regarding learning with the CBL method, they faced workload problems since they needed to spend too much time to read and comprehend the case as well as search for many related resources to answer the case (i.e. student 13). The critical thinking skill was not recognized as the skill improvement in this study (i.e. student 9).</p>	
III. Theme Three– English language perception: Quite a number of the students describe that their previous language learning experience was reported to be simple and easy to study (students 7, 9, 12, 13 and 17).		
Positive Issues	Negative Issues	Suggestions for improvement
<p>Two students acknowledged that English was not important to them because their major was not English. As a result, they thought that they did not need to intensively learn English (students 2 and 5). After studying this course, three students reported that they preferred learning a target language. They have seen the importance of English for their life in the future (students 2, 11 and 17).</p> <p>Some students reported that they had fun with writing English sentences (students 1 and 15).</p> <p>One student (student 9) was so proud he could write English sentences.</p>		

Table 4.12 (cont.): Summary of six themes that emerged from the interview data

IV. Theme Four–Assessment:		
4.1 Test		
<i>Previous experiences of language test:</i> Several students informed that they had time to prepare for their test by being provided with a passage to read beforehand (students 2, 8, and 9).		
<i>BECA test (i.e. integrated test):</i> All of the students in this study reported that they had no experience of being assessed on the four language skills at the same time.		
Positive Issues	Negative Issues	Suggestions for improvement
<p>All of the students in this study preferred paper-based test to computer-based test. They felt familiar with text-based articles from the test which easily helped them identify the answers.</p> <p>Even though all students had no experience in assessing their four language skills, one-third thought the test was an interesting, challenging and difficult one as well (students 3,5,6,11,12 and 18).</p> <p>One student notified that her anxiety was reduced when she knew what was to be assessed (student 12).</p>	<p><i>Some students pointed out that the time constraint of the computer-based test (i.e. timer showed on the monitor) caused students' stress (students 13 and 17).</i></p> <p>One student mentioned that the most difficult test was writing followed by listening (student 13). Another reported that note-taking was the most difficult part in the BECA test (student 4).</p>	<p>A student reported that he or she could not finish the test on time. He or she needed the extended time for each section of the test (student 13).</p>
IV. Theme Four–Assessment (cont.):		
Positive Issues	Negative Issues	Suggestions for improvement
<p>4.2 Ongoing assessment or portfolio assessment</p> <p>All of students in this study reported that the criteria of each assignment was identified and provided in-depth detail.</p> <p>Several students pointed out that the opportunity to revise assignments in this study reduced students' stress (students 2, 11 and 13).</p> <p>Some students notified that they had gained some language knowledge from the revision process (students 9 and 15).</p>	<p>One student accepted that the high standard criteria caused her or his stress because he or she needed to reach the standard set (student 16).</p>	
V. Theme Five– Collaborative learning setting:		
Positive Issues	Negative Issues	Suggestions for improvement
<p>All of the students in this study enjoyed working in groups because it helped them learn with less stress despite the difficulty of the online CBCL learning content.</p>		
VI. Theme Six– Relationship with the teacher		
Positive Issues	Negative Issues	Suggestions for improvement
<p>Several students reported that the teacher made them feel 'confident and relaxed' in their learning and assessment of the online CBCL Module (students 2, 10, 12, 15, and 18).</p> <p>Many students liked the opportunity of revision provided by the teacher (students 2, 4,9,11, and 18).</p> <p>One student pointed out that the teacher acted as a 'sister' so that he or she felt closer to the teacher (student 4).</p>	<p>One student (student 13) suggested that too much taking care and having a 'sister' role might result in less respect. Helping students too much might lead to students' laziness.</p>	

Teaching method –the CBL method and teaching strategy–the CL settings: To address the research hypothesis 2 and 3, means of the students' reflection were used.

Hypothesis 2: The students have *positive* attitude towards the case-based learning (CBL) method.

Hypothesis 3: The students have *positive* attitude towards the collaborative learning (CL) settings after taking the course.

These findings showed that the students had positive attitudes towards the CBL method and the CL settings evidenced and semi-structured interviews. In other words, the students had positive attitudes towards the CBL method and the CL settings provided in the developed online CBCL module. That is, Hypotheses 2 and 3 were accepted. Details of the students' reflections on the CBL method and the CL settings are presented in Table 4.13, below, followed by the interview information.

[1]Quantitative data: Table 4.13 shows frequency, means, and standard deviations of the students' responses to the CBL method and the CL settings (in yellow shade area). As shown in Table 4.13, the students reacted positively to the strategies used in this study, namely, CBL method and CL settings – the grand mean on the students' perception and attitudes of the CBL method and the CL settings are 3.64 and 3.87, respectively.

If we closely investigate Table 4.13, it was found that the mean of the students' perceptions and attitudes to the CBL method ranges from 2.83 to 4.44. The highest mean is 4.44 (item 12) indicating that students believed that the CBL method was useful for Business Communication in English. The lowest mean is 2.83 (item 18) indicating the members of each group agreed that the CBL was time consuming.

Moreover, as shown in Table 4.13, the mean of students' perception and attitudes to the CL settings ranges from 2.67 to 3.83. The highest mean is 3.83 (item 25) indicating that the students preferred to work in a group if they had to do case study again. These results were confirmed by the lowest mean of item 22 ($M = 2.67$) and the mean of item 2.67 ($M = 2.89$).

Table 4.13: Frequency, means and standard deviations of the students towards the CBL method and the CL settings

Likert Scale	1	2	3	4	5	Summary			Grand Mean
						Item	No. of students	Sum	
1	0	0	0	15	3	75	4.17	2.03	3.64
2	0	0	1	12	5	76	4.22	2.12	
3	0	0	5	11	2	69	3.83	1.94	
4	0	0	12	6	0	60	3.33	1.80	
5	0	0	5	7	6	73	4.06	2.28	
6	0	0	6	10	2	68	3.78	1.90	
7	0	0	12	6	0	60	3.33	1.80	
8	0	0	2	14	2	72	4.00	1.97	
9	0	0	4	10	4	72	4.00	2.06	
10	0	0	0	14	4	76	4.22	2.03	
11	0	0	14	4	0	58	3.22	1.72	
12	0	0	0	10	8	80	4.44*	2.20	
13	0	0	2	13	3	73	4.06	2.12	
14	0	0	9	9	0	63	3.50	1.87	
15	0	0	8	10	0	64	3.56	1.80	
16	0	3	13	2	0	53	2.94	1.55	
17	0	5	8	5	0	54	3.00	1.76	
18	0	6	9	3	0	51	2.83*	1.59	
19	0	7	6	5	0	52	2.89	1.63	
20	0	0	11	7	0	61	3.39	1.64	
21	0	0	6	12	0	66	3.67	1.80	
22	0	7	11	0	0	47	2.67#	1.32	3.87
23	0	0	5	13	0	67	3.72	1.87	
24	0	6	12	0	0	48	2.89	1.46	
25	0	0	3	15	0	69	3.83#	1.87	
26	0	0	5	13	0	67	3.72	1.87	
27	0	2	13	1	2	57	3.17	1.46	
28	0	0	5	13	0	67	3.72	1.80	
29	0	0	8	10	0	64	3.56	1.87	
30	0	0	6	12	0	66	3.67	1.87	

[2]Qualitative data: The findings suggest that the students saw the cases as difficult method. They reported that they spent time to comprehend cases. Some students accepted that they could understand some but working in groups helped them to comprehend the whole story of the case. One student reported that the cases were enhanced the way of thinking since the cases provided another side of the story.

2.1 CBL method: The following section reports some of information focusing on the students' perception and attitudes on the CBL method.

Student 11: *“Difficult! I can read it but understand some. After you helped us to summarize the story, I remembered some important parts and spent a day to comprehend it all. However, I could understand some. It was good to have a group to help us read and understand the whole case.”*

Student 14: *“The case study that we were assigned to read was very difficult. I spent one day to read and comprehend it.”*

Student 7: *“It was difficult but it was good to have team to work together. It helped us to work easily. We worked and shared opinions. I preferred working in group than individual work.”*

Student 10: *“At the beginning, I thought they were very difficult but they were challenging. After you explained in-depth detail, we could do it. I usually saw the overall picture as you taught us to find out the main idea of each paragraph. I learned many words from the case.”*

Student 18: *“Very difficult. I did it all day.”*

Student 15: *“My case study was not difficult. Other group seemed to have many questions to answer but our group was not... At the beginning, I thought they were very difficult but they were challenging. After you explained in-depth detail, we could do it. I usually saw the overall picture as you taught us to find out the main idea of each paragraph. I learned not to search for the meaning of every word in the articles.”*

Student 9: *“For the case, I liked it. It was very interesting but my language was not good. I liked Bill Gate. However, after reading the case, I have recognized another side of his successful life. I had never known about the problems underling the success of business people. I used to think that Bill Gate should be an ideal person but now I realized that he is sometimes selfish. When the teacher asked me to read 8 cases, I did not understand. I thought I did understand only 30 percent of the whole story of a case. I tried to read all eight cases in order to choose the easiest one that suit for my language level. All cases seemed to be difficult but I liked to read all cases because they were enhanced my way of thinking. I chose Microsoft because after reading it this case I understood most.”*

2.2 CL settings: These findings suggest that students liked working in groups.

Information focusing on the students’ perceptions and attitudes on the CL settings is presented as following:

Student 11: *“I liked working in team because we are in the same dormitory. We helped each other to work on the case. It seemed that we were united.”*

Student 17: *“I liked the group work. We helped each other to work in assignment.”*

Student 13: *“Working in group was good and fun. I learned that who helped and who did not help. I liked working in group. We helped each other and reduced our stressed.”*

Student 14: *I loved working in a group. We assigned our responsibility to do. My friend and I were assigned to find related resources for answering the question. I was very happy to do this activity. Other friends needed to read the case and prepare for meeting with the teacher when we had consultative class. Our group worked so closed. I really enjoyed working with my group. I did understand what the teacher mentioned in the class that team work was so important for our studying and working”.*

Student 5: *“I liked it. We shared our ideas. If we worked alone, I thought it might be very difficult. It was so much fun to work in group. We took our responsibilities. Like me and my sister, we did find the information. Another made appointment with you yesterday. I loved working in group and would like to do it again.”*

Student 6: *“It was fun. I loved to work with small members.”*

Student 10: *“I liked it. We shared ideas and opinions together.”*

Student 8: *“I liked it. We learned to share our opinions and helped each others.”*

Student 12: *“It was good. We shared the ideas and then we had good conclusion. We usually have fun.”*

Student 18: *“I liked to work with my friends. It was very fun. We helped each others to search for information and choose the one related to our assignment. Sometimes, I did find information alone without any helps because my friends were busy to do other subject assignments. We helped each other to finish all of the paper both in this course and other courses. I do really loved group working if I work with my closed friends.”*

Student 9: *“I liked this group. In fact, I seemed to be a leader of the group because I am the oldest person. In fact, we helped each other. I learn to accept other people opinion. ... I thought we practice to do political things in our group. We voted for choosing the suitable case for our group after spending an enormous time to comprehend the case. The teacher recommended that we should choose the case we were familiar with. The topics of all the cases were not familiar for me. The teacher suggested as to choose the one I enjoyed reading. She suggested that ‘Do you love to do and do not present to love it because of the teacher’ request?’ Then I decided to choose the Microsoft because I think I had known him in terms of the richest people in the world.”*

However, it was found that one student complained about the difficulty of working in a group.

Student 15: “Sometimes it was difficult to get together in group because we did not stay together in the same accommodation. If it was individual work, it was easy.”

In summary, the results of interviewing reveals that in general, the students had positive views towards the CBL method and the CL settings.

4.4 Part Three–Findings of Research Question Three:

This part reports the effectiveness of the developed online CBCL module in two areas including the effectiveness of the developed online CBCL module on the students’ business English communication proficiency and that on the students’ performance–improvement of English performance and professional skills.

4.4.1 Effectiveness of the developed online CBCL module on the students’ business English communication proficiency

To address this research question, Research Hypothesis 4 was addressed.

Hypothesis 4: The means of students’ language proficiency *post-test scores* is higher than *that of pre-test scores* of students taking the online CBCL module.

There should be *an increase in the magnitude gain scores* between the pre-test and post-test scores of students taking the online CBCL module.

The findings suggested that the students’ listening and reading had noticeably improved evidenced by *t*-test dependent sample and the effect size (ES) on students’ gained scores (see in sections 4.4.1.1 and 4.4.1.2). However, *t*-test dependent sample and the effect size (ES) on students’ gained scores of writing and speaking could not be computed due to the low language ability of the students, nature of the BECA test, and inexperience on communicative test of the students. The students’ post-test mean scores of the writing and speaking and the analysis of the students’ writing documents (discussed in more detail in section 4.4.2) were the evidence to illustrate the improvement of the students’ English performance.

Due to the fact that there was a small number of the students (i.e. 18 RMUTLL students) it was very important to report the normality of the listening and reading score

distribution. The normality of the score distribution was tested. Table 4.14 presents the results obtained from the normality test.

Table 4.14: Tests of Normality–Listening and Reading test

		Kolmogorov-Smirnov		
		Statistic	df	Sig.
Reading	Pre-test	1.014	19	.255
	Post-test	.873	17	.432
Listening	Pre-test	.449	19	.988
	Post-test	.851	17	.463

$p \leq 0.05$

As a result of the analysis, the data could be analyzed by t-test dependent sample since the score distribution was normal based on the Kolmogorov-Smirnov statistics obtained from listening pre-test, post-test and reading pre-test and post-test were 1.014, .873, .449 and .851, respectively, the significant value from each test was higher than 0.05. It indicated that the distribution of the score from each group was normal (Prap-aripai, 2004: 93).

4.4.1.1 Listening results: As shown in Table 4.15, *t-test dependent sample* [$t(17)$] equals to -5.78. It should be noted that this study was one-tail testing (according to research hypothesis 4) so that the *t-test* value needed to be adjusted.

The following section reports the statistical hypothesis.

Ho: mean of listening post-test \leq mean of listening post-test

H1: mean of listening post-test $>$ mean of listening post-test

As shown in Table 4.15, *t-test dependent sample* is less than 1. The formula used for rejecting the null statistical hypothesis is

$$1 - \text{sig} < 0.05.$$

2

Consider the findings of this study; the *adjusted t-test dependent sample* is -1.89. The t-test value was less than p-value (0.05). Thus, the null statistical hypothesis was

rejected indicating that the means of students' listening post-test scores is higher than that of pre-test scores of students taking the developed online CBCL module. Table 4.15 shows presents the comparisons of mean scores of the listening pre-test and post-test scores before adjusted value.

Table 4.15: Comparisons of mean scores of the listening pre-test and post-test scores before adjusted value

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of Difference				
				Lower	Upper			
Pre-test Listening: Post-test listening	-3.2222	2.36533	.55751	-4.3985	-2.0460	-5.780	17	.001

An effect size (ES) on students' gained scores of listening after adjusting *Hedges' g* to be *Cohen' d* was 1.213 indicating a 'large effect'. It suggests that the students performed significantly different on the listening pre-test and on the listening post-test after taking the online CBCL Module.

The results of *t-test dependent sample* [$t(17) = -1.89$] and together with a 'large' effect size (ES = 1.213) indicated that the students' listening skills were improved after studying the developed online CBCL module. In other words, these findings confirmed the 'positive' effect of the developed online CBCL module on the students' listening skills. That is, the research hypothesis 4 stating 'the mean of students' listening post-test scores is higher than that of pre-test scores of students taking the developed online CBCL module' was accepted.

4.4.1.2 Reading results: As shown in Table 4.16 (below), *t-test dependent sample* [$t(17)$] equals to -4.685. It should be noted that this study was one-tail testing (according to research hypothesis 4) so that the *t-test* value needed to be adjusted.

The following section is reported on statistical hypothesis.

Ho: mean of reading post-test \leq mean of reading post-test

H1: mean of reading post-test $>$ mean of reading post-test

As shown in Table 4.16, t -test dependent sample is less than 1. The formula used for rejecting the null hypothesis is

$$1 - \frac{\text{sig}}{2} < 0.05.$$

Consider the findings of this study; the *adjusted t-test dependent sample* is - 1.343. The t -test value was less than p -value (0.05). Thus, the null hypothesis was rejected indicating that the means of students' reading post-test scores was higher than that of pre-test scores of students taking the developed online CBCL module. Table 4.16 shows presents the comparisons of mean scores of the reading pre-test and post-test scores before adjusted value.

Table 4.16: Comparisons of mean scores of the reading pre-test and post-test scores

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of Difference				
				Lower	Upper			
Pre-test reading Post-test reading	-3.9444	3.57232	.84200	-5.7209	-2.1680	-4.685	17	.000

An effect size (ES) of the reading after adjusting *Hedges' g* to be *Cohen' d* was 1.246 indicating a 'large effect'. It suggested that the students performed significantly different on the reading pre-test and on the reading post-test after taking the online CBCL Module.

It was noticable that after studying the developed online CBCL module, the students' reading skills had improved supported by the adjusted t -test dependent sample [$t(17) = -1.343, p \leq .05$], and a 'large' effect size (ES = 1.246). In other words, this evidence suggested that the BCGW course had a 'positive' effect on the students' reading skills. That is, the research hypothesis 4 stating 'the mean of students' reading post-test scores is higher than that of pre-test scores of students taking the developed online CBCL module' was accepted.

In conclusion, the findings of this study showed that the students had improved listening and reading skills after taking the developed online CBCL module.

4.4.2 Effectiveness of the developed online CBCL module on the students' performance–improvement of English performance and professional skills, namely, communication skill in business, critical thinking skills, study skills and collaborative learning skills.

Based on the quantitative and qualitative analysis of the students' writing documents, the findings provided evidence that the students learned business English for Communication and professional knowledge and skills from the BCGW course. In other words, the students' English and professional performance were likely to be enhanced after taking the BCGW course.

The findings of the students' English and professional development are reported in accordance with its areas. The results are presented in two parts: the development of English performance and the development of professional skills.

4.4.2.1 The development of English performance was divided into two categories: general and academic writing ability.

General writing ability: Two written assignments (presentation 2 and presentation 4-part 1) performed by six students (two each) whose English proficiency were low, average and high based on their previous English grades and pre-test scores were used as evidence to illustrate the students' general writing ability and rated by two raters.

In general, the findings suggested that the students were able to answer the question related to the topics and they were aware of using English since they made fewer errors. Evidence to support these findings were, namely, observing general writing performance using TOCEP, identifying grammatical errors, and reporting interviews.

As for observing general writing performance, the findings showed that the students were able to answer the questions related to the topic (presentation 2: M=4.17 and presentation 4-part 1: M=4.58) (Appendix J5). What is more interesting is that, the

students had illustrated an awareness of English writing since the scores assigning for careful proof reading (L3) increased significantly [presentation 3 =3.08: presentation 4-part 1= 3.75] (Appendix J5). Moreover, a comparison the grammatical errors made by the students with low, average, and high English ability revealed that they made the same grammatical errors but the students with high language ability did them less. These findings suggested that the students possibly had learned some English grammar.

Regarding identifying grammatical errors, the findings suggested that in general all of the grammatical errors were reduced from the first draft to the final draft. In other word, the students' writing documents had illustrated an awareness of English writing. What is more interesting is that there was a decrease in the number of grammatical errors, especially, capitalisation errors, subject-verb agreements and spelling mistakes (Appendix J8).

With regard to reporting interviews, interestingly, interviews had reported that the students' behavior changed from being afraid of writing and speaking English to being confident to write and speak English. This is clearly shown in their interview report. Some extracts of the interview report are as follows:

Student 11: *It was difficult but it was fun and new. I have never thought that I can write English sentences but I could do it since the teacher helped us a lot. The teacher helped us revise and identify the mistake parts. The teacher taught and re-taught meanwhile I did correct and re-correct several time. Now, it seemed that I felt confident to write English even though it might contain many errors.*

Student 4: *"I used to be afraid of writing English. After I wrote the first draft and revised it, I felt confidently to write it. I believe that ever it I do wrong, at least I gained some language knowledge... I used to think that I cannot write English sentence. Now, I can do it".*

Student 9: *"I hate English because I think I am so stupid. English is so difficult for me. I love the IT. I know that English is important for my career if I want to apply for a BIG computer company. I copied all information and submitted it to the teacher. I tried to read it but I did not understand all. It was so difficult. The teacher asked me to choose the easy one that I understand. Then, I needed to write only one paragraph. I spent three days doing this activity and submitted to her again. The teacher usually asks me about what subject and predicate are. Sometimes, I thought she is crazy repeatedly ask me the question. But now, I know that she would like me to easily understand what I read.... I was so proud*

that I wrote one passage with only 6 sentences and many errors but I did it all by myself. It was unbelievable!!!”

Student 12: *“I thought the assignment was so difficult but it was a challenging activity. I copied all content and submit it to the teacher. It was so difficult to rewrite it but the teacher encouraged me to rewrite it by asking me to read and comprehend all content. Although it was so difficult, I liked to do it. I learned not to search for the meaning of every word in the articles”*

Student 5: *“I had no experience in speaking in English. I felt so excited when the teacher assigned me to prepare a presentation in English. I wanted to withdraw the course. The teacher said she would like to help me with whatever the problems I faced. She also emphasized that she would like me to study some English knowledge and skills by learning to do it. Don’t be afraid of making mistakes. She recommended that it is not important if I wrote wrong English sentences. The main thing was that I dared to write it. Although it was a wrong English grammatical structure, I can learn from the mistakes. The only thing I needed to do during studying in this course was dare to practice. I loved how she put it.*

Student 15: *“This was the first time I needed to write a long and difficult passage and present it in English. I read many English articles for finding information for my presentation. I needed to rewrite it but it was so difficult. I studied English by learning only grammar my entire life and the way I was assessed was totally different from that of this course. When I consulted the teacher, she told me that she would like me to comprehend what I read first. Then I can copy whatever I read. After that, I should rewrite it. If I cannot write it she allowed me to copy it but I needed to do referencing. She would like me to learn to produce an English document by myself. One thing she suggested me to do was not to be afraid to lose face. I loved the way she advised me.”*

Regarding academic writing ability, in general, the findings suggested that the students were able to write academic written document—an essay. Evidence supported the findings of the students’ academic writing ability which were the consistency of essay scores rated by two raters, examples of essay plan, examples of essay, and a small test of essay structure.

As for the consistency of essay scores, the findings showed that two raters [Pearson coefficient (r) correlation = 0.9] agreed on the development of academic writing performance of students indicating that the students gained academic writing knowledge and skills (in Table 6 Appendix F). The findings also suggested that the students excellently performed in ‘content’ indicator (25.6 points out of possible 35 = 73 percent)

whereas the 'language' indicator was ranked in 'good' (26 points out of possible 40 = 65 percent) (Table 4 in Appendix F)

With reference to examples of essay plan, the improvement of students' academic writing ability was justified by examples of essay plan. The findings had illustrated that the students learned to organize massive amounts of information and choose the one related to their assignment. Although their writing performance might not be considered good, they did learn how to organize their content and ideas and put them together in order to explain, discuss or argue an essay question.

Referring to examples of an essay, three examples showed that the students correctly identified the structure of essay and most importantly they acquired how to develop and write an effective essay. What is more interesting, they summarized, synthesized, and organized massive information from what they read and logically put them in their written documents.

Regarding a small test of essay structure, all of the students in this study learned to identify the basic components for writing a good essay: introduction, body, and conclusion. To check their comprehension, the students were asked individually about the components of an essay. When they were asked about the components of an essay or the essay structure (i.e. the introductory paragraph, body paragraph and the concluding paragraph), they were able to answer them correctly. These results suggest that the students learned the essay components.

4.4.2.2 Development of professional skills: The results of the study revealed that the students had improved their professional skills as suggested by the data related to the development of professional skills consisting of communication skills in business, critical thinking skills, study skills, and collaborative learning skills.

[1]Communication skills in business: In general, based on the analysis of the students' business writing documents and the students' scores on oral presentation, the findings show that the students; gained communication skills in business. The development of the students' communication skill in business was divided into two

categories: oral communication skill in business and writing communication skills in business.

[1.1] Oral Communication Skills in Business: Based on the analysis of the students' business writing documents and the students' scores on oral presentation, the findings showed that the students possible gained oral communication skills in business. the students performed well in 'content' indicator (2.6 out of possible 3) and the scores (2 out of possible 3) of the 'language use' criteria showed that the students needed more training on language knowledge and skills (Table 12 in Appendix F). These findings implied that the students were able to answer the questions but their low language ability obstructed their performance. One possible solution was pointed out to language training.

[1.2] Writing Communication Skills in Business: The findings suggested that the students were able to write business documents. Evidence supports the findings of the students' writing communication skills in business was the consistency of business writing –a short report scores rated by two raters, examples of two written business writing (short reports), the analysis of a cover letter and a résumé using TOCEP, examples of a cover letter and a résumé and interview.

The consistency of business writing –a short report scores: The findings showed that two raters [Pearson coefficient (r) correlation = 0.9] agreed that the students were able to write a short report (Table 10 in Appendix F). Additionally, the findings suggested that the students excellently performed in 'content' indicator (25.6 points out of possible 35=71 percent) whereas the 'language' indicator was ranked in 'good' (25 points out of possible 40=63 percent) (Table 5 in Appendix F).

Examples of a short report: Six examples suggested that the students correctly identified structure of a short report. What is more interesting s that they were able to choose related information to support their writing , summarize information from different sources provided in the test and logically present them within a comprehensibility of writing.

Based on the analysis of the cover letter and the résumé using TOCEP, the findings revealed that the students were able to write them especially their written documents addressed the business topic, providing an accurate and complete explanation related to business orientation, illustrating interesting/relevant examples related to business orientation, and demonstrating a clear and logical presentation according to layout they required to (full-block layout) (Appendix J7). The findings (Appendix J7) also suggested that the students performed well in ‘content’ indicator (résumé = 4.02 and cover letter = 3.96) while the means of ‘language’ indicators (résumé = 3.27 and cover letter = 3.21) suggested that the students needed more language training. That is, these findings suggested that even though the students’ language performance on writing communication in business was not perfect, at least they learned to write a standardized résumé and a cover letter as well as the content in two documents had illustrated the quality of business orientation.

Examples of a cover letter and a résumé: Six examples of cover letters and résumé suggested that the students had illustrated their ability to write a cover letter and a résumé. Interestingly, it was found that the students used the correct layout, provided necessary information, and stated the detail clearly and concisely. Most importantly their writing document had illustrated their ability to present information in a logical sequence.

Interview: Interestingly, some students reported that they would like to learn other forms of business letters. Information from informal conversations recorded in the teacher’s diary also showed that the students really liked the guidance on business letters provided in the content as it summarized all important components of the full block style. They reported that they had not known that the last line of each of the addresses should be typed in capital letters, that there should be two spaces after the suburb and after the state, that punctuation should be kept to a minimum, and that there are no commas in the addresses and none after the salutation and close. They said that they were not good at in English usage but they felt confident that they could write a letter in the

correct layout. These findings implied that they had positive attitudes towards business document writing.

[2]Critical thinking skills: In general, the findings showed that the students' critical thinking skills improved after taking the developed online CBCL module. The evidence to support the findings of the students' critical thinking enhancement was the analysis of written documents by using TOCPB and a critical thinking skill enhancement questionnaire.

The Analysis of written documents using TOCPB, and one rater observing the eight observable critical thinking skills through two writing plans (presentation 2 and presentation 4 – parts 2 and 3) also showed that the students had gained the critical thinking skills since the students performed in the following activities which required critical thinking skills: organizing or structuring their ideas into categories and logically presenting their ideas as shown in Table (Appendix J8). On the other hand, their written documents illustrated that they seldom made reasonable judgment on what students read (Appendix J8). If we compare the two activities (presentation 2 and presentation 4 – parts 2 and 3) which required the critical thinking skills, it is interesting that the means of 7 indicators increased (Appendix J8). The highest different mean between two activities was finding information to support the topic and identify their ideas (presentation 2: $M=3.50$ and presentation 4 – parts 2 and 3: $M=4.17$).

Critical Thinking Enhancement Questionnaires: Based on the analysis of questionnaire, the students had gained critical thinking skills since they thought that they performed in the following activities which required critical thinking skills such as organizing or structuring their ideas into categories, finding information to support the assignment, and summarizing information from source evidenced by Table 4.17. Table 4.17 shows the eight students' reflection on the critical thinking skills enhancement

Table 4.17: Eight students' reflection on the critical thinking skills enhancement

Students	1	2	3	4	5	6	7	8	Avg		
1	4	4	2	3	4	2	3	3	2.625		
2	3	4	2	3	3	2	4	3	2.625		
3	4	4	3	3	3	2	3	3	2.625		
4	3	4	2	3	3	3	3	3	2.625		
5	4	4	3	2	4	2	4	3	2.75		
6	4	4	2	3	3	2	2	2	2.25		
7	3	4	2	2	3	3	4	2	2.5		
8	4	4	2	3	4	2	3	2	2.5		
9	3	3	3	3	3	2	2	2	2.25		
10	3	3	3	3	2	3	2	2	2.375		
11	3	3	2	3	3	2	3	2	2.25	Compare	Diff
12	5	4	4	4	5	5	5	4	2.625	1.375	
13	5	4	4	4	5	5	5	4	2.625	1.375	
14	5	4	4	3	4	4	4	4	3.375	2.625	0.75
15	5	4	4	4	4	4	4	4	3.5	2.625	0.875
16	5	5	4	4	5	4	5	4	3.875	2.75	1.125
17	5	5	4	4	5	4	5	5	4	2.375	1.625
18	4	4	4	4	5	5	5	4	2.5	2.5	1.5
19	5	4	4	4	4	4	4	4	3.5	2.5	1
20	4	4	4	4	4	4	4	4	3.5	2.25	1.25
21	5	4	4	4	4	4	4	4	3.5	2.375	1.125
22	5	4	3	4	4	5	4	3	3.375	2.25	1.125

Note: (Item description)

I think I am able to find information to support the topic.

I think I am able to summarize information from resources.

I think I am able to identify my ideas.

I think I am able to classify other ideas (e.g. writer or colleague).

I think I am able to brainstorm my ideas with my friends.

I think I am able to organize or structure my ideas into categories.

I think I am able to organize or structure other's ideas (e.g. writer or colleague) into categories.

I think I am able to make reasonable judgment on what I read or write are appropriate to be used as support or arguments.

I think I am able to synthesize on what I read.

I think I am able to logically present my ideas.

I think I am able to logically present (e.g. writer or colleague) ideas.

I think the skills of searching information are enhanced.

I think the skills of summarizing information from different resources are enhanced.

I think the skills of identifying ideas are enhanced.

I think the skills of classifying other ideas (e.g. writer or colleague) are enhanced.

I think the skills of brainstorming are enhanced.

I think the skills of organizing or structuring the ideas into categories are enhanced.

I think the skills of organizing or structuring other's ideas (e.g. writer or colleague) into categories are enhanced.

I think I am able to make reasonable judgment on what I read or write are appropriate to be used as support or arguments are enhanced.

I think the skills of synthesizing on what I read are enhanced.

I think the skills of logically present my ideas are enhanced.

I think the skills of logically present (e.g. writer or colleague) ideas are enhanced.

As shown in Table 4.17, the students believed that they were able to brainstorm ideas with friends (item 5: $M = 2.75$) whereas they thought that they had problems with ways to logically present their ideas (item 11: $M = 2.25$).

After studying the developed online CBCL module, the findings suggested that their critical thinking skills were possibly enhanced evidenced by the increasing mean of each items (item 12-22). The students also believed that the most dominant critical thinking behavioral changes after taking this course was organizing or structuring their ideas into categories (different means between items 6 and 17 = 1.625) followed by finding information to supports the assignments and summarizing information from sources (different means between item 1: item 12 and item 2: item 13 = 1.375).

In short, based on the analysis of written documents using TOCPB, it was interesting that the students had gained critical thinking skills. This could be explained by the students' reflection on the critical thinking skills enhancement as shown in Table 4.17 and Appendix J8 – eight observable sub-skills of two general writing assignments (presentation 2 and presentation 4 - part 1) revealed that the students were able to develop their 'intellectual' and 'critical thinking' ability but their low English ability

could hinder their writing performance. What is more interesting is what one student commented about critical thinking skill enhancement during interviewing.

Student 9: “For the case, I liked it. It was very interesting but my language was not good. I liked Bill Gate. However, after reading the case, I have recognized another side of his successful life. I had never known about the problems underling the success of business people. *I used to think that Bill Gate should be an ideal person but now I realized that he is sometimes selfish.* When the teacher asked me to read 8 cases, I did not understand. I thought I did understand only 30 percent of the whole story of a case. I tried to read all eight cases in order to choose the easiest one that suit for my language level. *All cases seemed to be difficult but I liked to read all cases because they were enhanced my way of thinking to look at people in both sides of the story. I chose Microsoft because after reading it this case I understood most.*”

4.4.2.3 *Study skills:* The use of reading strategies and the use of referencing were used as evidence to illustrate the students’ study skills.

Based on the analysis of the use of reading strategy using *t-test dependent sample* (Table 4.18) and the interviews, the changes of the students’ attitudes towards referencing in Table 4.19 and examples of referencing done by six students whose English proficiencies were low, average, and high. The findings revealed that the students’ study skills had possibly improved.

The use of reading strategy: As mentioned before, there were a small number of the students (18 RMUTLL students) so that it was very important to report on the normality of the listening and reading score distribution. Table 4.18 presents the results obtained from the normality test.

Table 4.18: Tests of Normality– Reading Test Section– Part III

		Kolmogorov-Smirnov		
		Statistic	df	Sig.
Reading	Pre-test	.444	4	.989
	Post-test	.544	4	.929

$p \leq 0.05$

The Kolmogorov-Smirnov statistics obtained from reading pre-test and post-test of reading test section part 3 were .444 and .544, respectively. As shown in Table 4.18, the significant value from each test was higher than 0.05 indicating that the distribution of the score from each group was normal (Prap-aripai, 2004: 93). Thus, the data could be analyzed by *t-test dependent sample* since the score distribution was normal.

Table 4.19 shows a comparison of pre-test scores of the particular test (Test- Part III) which was designed for assessing the reading strategy in order to illustrate the students' behavioral changes on using reading strategies.

Table 4.19: A comparison of means scores pre-test and post-test scores of Reading Test Section– Part III

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of Difference				
				Lower	Upper			
Reading Part 3 Pretest: Post-test	-4.20000	1.48324	.66332	-6.04169	-2.35831	-6.332	4	.001

As shown in Table 4.19, there is a significant effect for the reading pre-test and post-test in the senses of using reading strategy, $t(4) = -6.042$, $p \leq .05$, with the higher reading post-test scores than the reading pre-test scores in particular section that was designed to assess the use of reading strategy. That is, it is possible to state that most of the students might use the reading techniques they had learned in the BCGW course. Some explanation included interview reports show that in general, the students reported that they could read long and difficult articles or passages because they learned reading strategies (skimming scanning and spread reading). These particular strategies helped to

select articles or passages related to their assignment. What is more interesting is that, some students reported that they learned how to guess meaning from the context. This is clearly shown in their interview report. Some extracts of the interview report are as follows:

Student 5: “This was the first time I needed to write a long and difficult passage and present it in English. *I learned how to find information from the Internet. The teacher helped me to figure out how to search for information. I read many English articles for finding information for my presentation. I can choose articles or passages that related to my assignment.*”

Student 10: “At the beginning, I thought they were very difficult but they were challenging. After you explained in-depth detail, we could do it. *I usually saw the overall picture as you taught us to find out the main idea of each paragraph. I learned many words from the case.*”

Student 15: “*I usually saw the overall picture as you taught us to find out the main idea of each paragraph I learned not to search for the meaning of every word in the articles.*”

Students 8: “*I learned to use reading techniques or strategies to help me understand a long and difficult passage.*”

In brief, the statistical data *-t-test dependent sample* and interviewing possibly implied on the behavioral changes of the reading behavior. Most importantly, some students did use the reading strategies that they learned from the course.

The use of referencing: These findings suggest that the students possibly recognize the important of referencing in terms of academic integrity (as shown in Table 4.20). It, however, could not be concluded that all of the students made correct referencing in their assignment and test but at least they learned how to do it evidenced by examples of referencing performed by three students. Table 4.20 displays the RMUTLL students’ previous attitudes on referencing.

Table 4.20: RMUTLL students' previous attitudes towards referencing

Item	TRUE	FALSE
1	11	7
2	14	4
3	8	10
4	18	0
5	18	0
6	18	0
7	5	13
8	12	6
9	17	1
10	8	9

Note:

1. If you write someone else's ideas in your own words you do not need to reference.
2. It is permissible to quote an author, as long as you put the author's name at the end of the paragraph. No quotation marks are necessary.
3. Even if you do not quote, you must reference the idea you found during your research.
4. If you copy a paragraph from the Internet you do not need to reference it because it is in the public domain.
5. Facts and figures, such as information about a country's size, location and population are common knowledge and therefore do not need to be referenced.
6. Common knowledge such as: kiwis live in New Zealand, English is spoken in Australia, and so on, does not need to be referenced.
7. If you find a statement that accurately reflects your own ideas, you must show the statement in quotation marks, and provide the full reference.
8. If you summarise the main idea of a whole chapter or book, you do not need to provide a page number in the in-text reference or footnote.
9. Quotations always need to be referenced showing the page number.
10. If you forget where you read something, you can reference an idea from a

Table 4.20 shows that the students did not realize how important it was in terms of academic integrity. That is, they got used to copying any information and rarely referred back to the sources.

After studying referencing, the students were informally asked about what they thought about academic integrity, ten students realized the importance of referencing (see extracts from interview report below). Others mentioned that sometimes they forgot about this issue since sometimes some information is fact, it should be acceptable not to refer to sources. What is more interesting is that the students reported that if they needed to paraphrase information for resources in English, it was very difficult. For them, they preferred copying the original information from the sources. What is more important is that, they said that they would try to referencing when they employ someone else's ideas in the future. That is the issue of plagiarism possibly addressed. Moreover, few students commented about referencing.

Student 15: "It was so good that the teacher allowed me to copy some chunk but needed referencing. *I used to copy all information and never referred back.* The teacher usually reminded me to respect someone ideas."

Student 16: "*I did not think about the importance of referencing.* When the teacher told the story about Asian students copy the some chunk without

doing referencing, I recognized this point. *I think that I will try to refer back on what I copy someone else' ideas or work.*

It is impossible to state that the students learned how to reference. However, the examples of referencing performed by six students showed that the students attempted to quote what they read and jotted down, but they still made mistakes.

4.4.2.3 Development of collaborative learning or team work ability: Students were assigned to work in groups to practice working as a team which they will experience in the future. The findings of the students' perceptions and attitudes towards the CL settings were reported in part 4.3.2.2 which deals with research question two.

4.5 Conclusion

In this chapter, the results of the study are presented to answer the three research questions.

Research Question One:

The developed online CBCL module was designed and constructed based on theoretical concepts of teaching business English, CBL method, CL approach, and WBI. The quality of the developed online CBCL module and effectiveness of the developed online CBCL module were then planned to be assessed based on the concepts of course evaluation. All of the instruments used for assessing the quality of the course were then prepared for addressing the rest two questions.

Research Question Two: The quality of the developed online CBCL module was assessed by two parties: experts' and students' perspectives.

Experts' perspectives:

Case quality: The experts viewed that all of the eight cases were 'good'. For example, they corresponded well with and support the learning objective and mirrored the actual situations with well-organized ideas, sequential present easy to read.

The developed online CBCL module: The experts viewed the online CBCL Module as a 'good' language course ($M = 4.28$) with some comments and suggestions to

make the course more effective. Also, the students reported that they liked the BCGW course but they complained that the learning content was beyond their language proficiency.

After implementing the developed online CBCL module for one week, several adjustments were made according to the suggestions by experts and the student in order to increase the quality of them. Several adjustments were grouped as three changes – assigning treatments, changing the learning process; and providing method that reduces learning difficulty ,namely, revising the learning content by making it shorter, allowing students to use Thai, and providing PDF version. These adjustments aimed at engaging the students to study the target language and reducing the students’ frustration. Then, the developed online CBCL module was prepared and implemented for one semester.

Students’ perspectives:

The developed online CBCL module: The findings suggest that in regard to the quality of the course, the value of effectiveness index (E1/E2) had illustrated that the developed online CBCL module should be revised. However, the students believed that the course was a ‘good’ course with some revisions needed on particular parts namely, font size, high standard criteria of assessing and too much and too difficult learning content.

Teaching method–CBL method and teaching strategy–CL: settings: With regard to learner’s attitudes and perception, all of the students in this study acted positively towards the CBL method and the CL settings.

Research Question Three: The effectiveness of the developed online CBCL module was reported in two areas: effectiveness of the developed online CBCL module on the students’ business English communication proficiency and on the students’ performance–improvement of English performance and professional skills.

Effectiveness of the developed online CBCL module on the students’ business English communication proficiency: With regard to learning effects, the students’ mean scores of the listening and reading post-test were found to be significantly higher than

those of the listening and reading pre-test. In other word, these findings provided evidence that the course had the effect to students' receptive skills, especially English reading.

The effectiveness of the developed online CBCL module on the students' performance–improvement of English performance and professional skills: Regarding students' behavior and behavior changes, the results showed that students' language and professional skills had slightly improved after studying the developed online CBCL module. That is, the students acquired language knowledge and professional skills (communication skills in business, critical thinking skills, study skills, and collaborative learning skills).

In conclusion, the findings showed that the students' language and professional skills were quite enhanced after studying the developed online CBCL module.

Notwithstanding, the results also suggested the developed online CBCL module should be continuously adapted since different learning settings might cause different results, including this study– the ongoing changes of learning and assessing process. Since the developed online CBCL module was an innovative language course, it was essential to continuously assess and take into consideration the suitability and usability for the benefits to students and stakeholders.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATION FOR FUTURE STUDY

5.1 Introduction

This study aimed at exploring ways to construct and develop a language course by implementing the CBL method through the CL settings and blended learning settings as well as assessing its quality. This chapter presents the discussions, recommendations and implications. The first part of the chapter summarizes the results of the study and discusses the results based on the research objectives. The recommendations and suggestions for the three parties, namely, language teachers or researchers, language instructional designers, and language testing developers are presented in the second part. The last part focused on the implications and contributions based upon the findings.

5.2 Part One–Discussion of the Findings

This part is divided into two parts. The possible reasons justified the quality of the developed online CBCL module in terms of educational multimedia instructional design is discussed in **Part One**. **Part Two** discusses the possible reasons justified the effectiveness of the developed online CBCL module in the senses of improvement or ‘behavior changes’ on the language proficiency and on the students’ performance in two areas, namely, improvement of English performance and professional skills).

5.2.1 Effectiveness of the developed online CBCL module for the BCGW course in terms of educational multimedia instructional design

The quality of the developed online CBCL module for the BCGW course was investigated in three components: (1) the overall picture of the developed online CBCL module for the BCGW course, (2) the teaching method –the CBL method, and (3) teaching strategy –the CL settings.

Overall picture of the developed online CBCL module for the BCGW course: In this study, the value of effectiveness index (E1/E2) suggested that the process for

assessing the students' learning products needed to be revised since the value of E2 (62.22) was less than the acceptable set value (70/70). However, surprisingly, the results of the questionnaire and interviews on the students' reflection of the course revealed that all of the students' views on the developed online CBCL module as a 'good' language course (M = 3.78) but it needed some revisions on particular parts (See more details in Chapter 4:4.3.2.2) to increase its quality. The interviews also confirmed that the students believed that their language skills had improved after taking the developed online CBCL module. For example, the students reported that they learned how to write essays, reports, business communication documents and public speaking. Some students thought that they gained knowledge of grammar, conjunctions, and new vocabulary and they felt confident to write and speak English. There were three possible reasons for the quality of the developed online CBCL module.

The authenticity of the developed online CBCL module for the BCGW course:

The first reason could be the fact that the developed online CBCL module provided the students hands-on learning experiences based on authentic or simulated real-life academic and workplace tasks and communication. The findings showed that the students believed that they had experienced some business orientated situation which they could face in their future work. That showed the students' positive attitudes towards authentic tasks and activities designed in the developed online CBCL module. Following are some extracts of the student opinions:

Student 9: *You taught us how to write an essay, a report and a business document. I used to study the simple form like the first assignment that submitted you. Then you taught that résumé consists of five required elements. I thought that I could use it in the future. I liked your teaching. It might widely used as a standardized form.*

Student 4: *I learn a lot from this course. It was very useful. ...It can be applied for real-life and used it for the future. I thought if we had opportunities to use it in everyday life, I can remember it.*

Student 2: *This course was important for us but we put more attention on the project of our major. It was 4 credits. Your course was important too. It benefits for us in the future. We used to learn by filling in the blank in the resume but we learned how to write it in a sentence.*

Student 7: *Good. It helped me learn on how to write a business letter such as application, academic writing–essay, and public speaking.*

In short, we could conclude that the findings of this study provided evidence that the students had ‘positive’ attitudes towards the target language learning. They believed that the learning content provided in the developed online CBCL module was beneficial for learners since it reflected ‘what learners lacked’ – the treatments, for example, learning content in additional support class and ‘what learners wanted in the future’ or ‘what employers demand’ – the learning content in the developed online CBCL module. Another possible reason could be the tools used for delivery the learning content.

Tools used for delivery the learning content: Secondly, as mentioned in Chapter 2: 2.5.2, WBI had many advantages as a standalone course, a Web supported course, and pedagogical resource but it is a solution in some particular contexts including Thai contexts.

Most of the students in this study liked online learning settings but they preferred the blended learning settings. Their opinions are revealed as follows:

Student 11: *It (online learning settings) was good but it was very difficult. In fact, I can study with it because I can consult individually with the teacher. I felt confident to talk with teacher. Whatever I didn't know I can ask teacher.*

Student 7: *I liked the online stuff because it was simple to learn and was accessed any time and any places. However, I like this course because it provided both online and face-to-face class*

Student 13: *I would like to have teacher. If I do not understand the lesson, I can ask the teacher to increase my comprehension.*

Student 5: *It was good. I liked it (blended learning). If I have to study English again, I would like to have the course which has the same environment as this course because I can learn the content online and practice and ask teacher during the face-to-face class.*

Student 4: *I like online. However, only online learning could not identify that the students understand the content. You can ask anyone to access the course.*

The students reported that they preferred an explanation by the teacher when they did not understand the learning content provided in the BCGW course using the developed online CBCL module. It confirmed that the findings of this study is substantial

agree with those of many studies, for example, Jariangprasert (2003), Siritongthaworn, et al (2006); and Teeraroungchaisri (2007). They all suggest that the blended learning environment lends itself as a suitable learning setting for Thai learning culture, and this study confirmed this by making a similar observation.

What is more interesting is that, sometimes, the students felt that they were isolated by the online learning settings. Their opinions are revealed as follows:

Student 14: *I don't like the English for Global Business Sub-Module which was in totally online settings. I would like to have a teacher. It was very difficult for me to understand all the content in this sub-module. I liked the Academic Communication and Professional Communication Sub-Module. Even though the content was more difficult than the English for Global Business Sub-Module, the teacher provided a lecture to increase my understanding. I think I needed teacher summarize the content in front of the class.*

Student 17: *The online content was difficult but I had limited time to study synchronously with the teacher because of other subjects. The teacher was usually online in the daytime. She did not have an office. I did not know how to find her on my campus. The Internet speed in my accommodation was not as fast as I expected. Sometimes she had an appointment with me to study online but my friends and I could not do this. I tried to practice without any help from the teacher. I feel more comfortable having an explanation written down on the board or provided on a sheet. I did not know if what I practiced was correct or not. In fact, I would like to practice with the teacher more than peers.*

Student 13: *I felt familiar with learning with the teacher. Although I studied with the teacher in a conventional class, I sometimes did not understand what the teacher taught. I asked the teacher why I needed to study online. She said that it was a tool to learn a target language. I had no experience in online study. I did think that the course was challenging but sometimes I still needed teacher to be with me. How can I understand the whole lesson without her?*

Student 7: *I like this course because it provided both online and face-to-face class. If the course was only online, I could not learn it. If I had difficulty, I could ask teacher when we met in class. In the future, I want to study English or other courses through the combination of the online and face-to-face course.*

Student 5: *If I have to study English again, I would like to have the course which has the same environment as this course because I can learn the content online and practice and ask teacher during the face-to-face class.*

Interestingly, the findings of this study lent support to the assumption provided by Felix (2001), Prapphal and Opanon-amata (2002), and Crytral (2003). Felix (2003) that

the continual frustrations faced by teachers, when technology failed more often than not, made them give up completely. That is, for language students, the absence of real speaking opportunities online and the limited feedback that still dominated current offerings was viewed as very serious constraints. Crystal (2003: 446) states that “there is no technological replacement for the sharpened institution of the informed English language enquirer, who can ask the right question and know where to look for the right answer”. Prapphal and Opanon-amata (2002) also make the following conclusion:

In language teaching and learning, technology cannot substitute a good language teacher but can only supplement the teaching. The teacher is responsible for helping students to communicate and realize that they are part of the ‘global village.’ The distance education and virtual classrooms can be adopted when there is a lack of language teacher.

That is, a language teacher should bear in mind that technology cannot substitute for him or her but it can supplement and facilitate his or her teaching (Prapphal and Opanon-amata, 2002). This study supported this notion as well.

According to the interviews, it confirmed that the use of the Internet had the potential to cause loneliness, both in everyday and academic life. The loneliness issues were also revealed by Morahan and Schumacher (2003) who make the following observation (Morahan and Schumacher, 2003: 659).

Loneliness has been associated with increased Internet use. Lonely individuals may be drawn online because of the increased potential for companionship, the changed social interaction pattern online, and as a way to modulate negative mood associated with loneliness. Online, social presence and intimacy levels can be controlled; users can remain invisible as they observe others’ interactions, and can control the amount and timing of their interactions. Anonymity and lack of face-to-face communication online may decrease self-consciousness and social anxiety.

This statement is focused on people who are lonely turn to more Internet use. In fact, this statement could be implied in the senses of teaching with the Internet. Sometimes, it is undeniable that the teacher seems to be an invisible person who sometimes isolates students with the content because teachers consider that the online content provides a ‘perfect’ lesson for them. In fact, everything in the world has two

sides, advantages and disadvantages. The computer can be used as a tool for enhancing the student's engagement and performance and for fostering a relaxed and enjoyable learning environment. Meanwhile, teachers can help improve the students' comprehension by engaging them in realistic communication settings. It is difficult to learn to speak if there is no one to speak to. The teacher's role becomes that of a guide, mentor and facilitator to encourage students to take charge of their own learning and help them learn at their own pace (Carter and Nunan, 2002). Thus, it should be teachers' responsibility to make the students aware of them and make an 'intelligent choice' on their own by judging on those facts. From this aspect, technology cannot substitute for a good language teacher or both computers and teachers are needed for EFL learners.

It is clear that these findings suggested that it was quite difficult to utilize only the whole online learning settings in Thailand. In the Thai educational contexts, we should start with the blended learning settings if Thai educators would like to make a better use of Web-based pedagogy.

Even though the findings of this study suggested that the blended learning settings could be suitable for Thai EFL students, another possible reason justified the quality of the online CBCL module should be related to the design of online CBCL module through online learning settings.

Online learning settings: The strength of the developed online CBCL module could be the 'simple and easy' design evidenced by the mean of multimedia instructional quality (See details in Chapter 4:4.3.2.2.) and interviews report. What is more interesting is not the simple and easy design but the fact that the students behaved differently when they communicated with the teacher online.

It was found that the students tended to ask regularly many 'basic grammatical' questions online, such as– *What is subject? What is adjective? How to use 'a', 'an', and 'the'?*, especially the students with low language ability. The students reported that they could not ask such questions in class because they were ashamed of making mistakes. However, as a second thought, all of the questions could help students understand and

improve their English skills in the future as well. Most importantly, the ‘basic grammatical’ questions might imply the low anxiety of the students. We can conclude that these findings suggested that the students had ‘positive’ attitudes towards learning a target language since the students would feel relaxed in their learning through the online learning settings.

In fact, the findings of this study suggested that all of the questions could help students understand and improve their English skills in the future as well. That is, the students’ low anxiety possibly illustrated the potential language improvement of the students. Thus, these results seem to support the study of Roed (2003) and Woodrow (2006). For example, according to Roed (2003), the low level of inhibition and anxiety could be advantageous in foreign language learning, as it would result in increased language production. Even though in many studies summarized by Woodrow (2006) anxiety has its negative effect on language performance; that is, the high anxiety causes low language ability (Horwitz, 1986; Aida, 1994; Saito and Samimy, 1996; Phillips, 1992; Cheng, 1999; MacIntyre and Gardner, 1989 cited in Woodrow 2006). In future research, it will be interesting to investigate the students’ language improvement or production where they are placed or are in less stressful environments.

Moreover, the students with low English language ability tended to ask more questions in the online settings than in the conventional class; actually, they rarely asked questions in the conventional class. A similar observation has been made in Graziadei’s study (1996 cited in Hirvela, 2006); Payne and Whitney’s study (2002: 14, cited in Hirvela, 2006); and Deal’s study (2002).

Graziadei (1996 cited in Hirvela, 2006) in particular points out that:

... in a networked environment ‘students will “say” things to a computer terminal that they will not say in the classroom environment . . . or in a one-on-one situation in an instructor’s office.

Payne and Whitney (2002: 14, cited in Hirvela 2006) also make the following observation:

... three primary themes that have emerged from the research findings: a) students tend to produce more complex language in chatrooms than in face-to-face settings . . . b) participation increases online with ‘quieter’ students participating as much or even more than those individuals who normally dominate classroom discussion . . . c) attitudes toward the target language were reported to improve.

Deal, (2002) concludes that WBI helps the students feel more relaxed in communication than participating in the face-to-face settings.

The findings of this study and three other dominant studies confirmed that the online communication tools helped increase the teacher-student interaction and communication. In the future, it might be interesting to investigate why ‘quieter’ students or ‘low’ English ability students like to communicate with the teacher through the online communication tools.

What is more surprising is that the majority of the students liked the online learning content and design but they moderately accessed the online course. The students also informed that they preferred studying in the conventional class. Moreover, several students accepted that a large number of assignments both in this course and in other courses caused them to ‘moderately’ access the developed online CBCL module.

It is also worth examining some possible reasons for the moderate access to the developed online CBCL module in order to improve the quality of the developed online CBCL module when it will be implemented in the future. There were two possible reasons: the designing issue and technology difficulty.

Design issue – lack of fun feature: First, infrequent access of the developed online CBCL module could be due to the fact that the BCGW course using the online CBCL module was not a ‘fun’ course but a very academic course. According to interviews, the students also commented on adding more the ‘fun’ or ‘interactive’ feature for the future of the developed online CBCL module . Having fun is an important part in Thai lifestyle (Nguyen, n.d). In order to suit the lifestyle of Thai students, therefore, the developed online CBCL module in the future should include some ‘fun’

features especially the content of the additional support class which is based on grammatical knowledge. With the belief of ‘repeated or drill’ behavior, a new behavioral pattern being repeated until it becomes automatic. That is, learners will have a clear goal and can respond automatically. Then, let the ‘CBL method’ engage the problem-solving process by encouraging learners to overcome obstacles and problems in the real world (Von Glasersfeld, 1983). The next possible reason of infrequent access to the developed online CBCL module could be technology issues.

Technology issues: The second reason for the infrequent access to the developed online CBCL module included the human aspect and the technical aspect.

Human aspect: First, human aspect refers to the difficulties of using technology caused by people who employ it. In this study, human aspect refers to the screen reading problem. The students reported that they would like to have a PDF version because they would like to print and read the content on the paper-based texts. It could be the case that the students might have strained eyes and visual fatigue since many studies report the difficulty of web-screen reading by comparing students’ favorable reading settings between the text-based learning and web-screen reading settings. To cite some of these studies, Multer(1982), Gould and Grischkowsky (1987), Pearce (1994) and Dillon, McKnight and Richardson (1988) found that the negative effects of users, especially the screen reading issue, words screen reading can be one of the online learning threats. The students’ request for a PDF version could show that the screen reading had negative effects on the students in this study as well.

In the next study, both screen reading problem and students’ preferred paper-based reading should be resolved by a preparation of students on Web reading, and possibly on a hundred percent online learning settings.

Moreover, to enhance students engagement in the learning experience, the successful online language courses need to make use of an array of technological tools ranging from asynchronous, namely, e-mails, bulletin boards, blogs, and wikis to

synchronous , name], keyboard chatting with or without audio conferencing (Blake, 2008).

Both asynchronous and synchronous tools were engaged in the developed online CBCL module by using 'Moodle' (an open source learning management system) but sometimes difficulties emerged in relation to usability. Students rarely posted questions on the discussion board or 'Forum' provided in the Moodle program but they posted them by e-mail, MSN, or SKYPE program. Also their assignments were usually sent via e-mail. In fact, it was difficult to teach different knowledge and skills (language, study, professional, computer skills) at the same time. As a result, priorities needed to be established. One recommendation for utilizing the developed online CBCL module in the future would be for teachers to pay attention to the 'Forum' feature and teach students how to use it properly. In this study, 'Forum' was very useful but it was underutilized because of the teacher's lack of familiarity with and illegibility of communication tools including Moodle. The computer literacy of the teacher has been acknowledged by many scholars, especially, Hoch (1995). Hoch (1995) suggests that:

Foreign language teachers and computer literacy are related to the general problem of computer training for all teachers. Foreign language teachers are bombarded from all sides by elements of the Computer Age. ...Where do foreign language teachers fit in the above scenario? Within general educational circles, very little information on computers, technology, and foreign languages exist. Until very recently, almost no information on foreign languages and computers has appeared in the general computer education magazines and journals. Although many school systems have hired computer education specialists to supervise their programs, these people rarely have been able to provide foreign language teacher with specific information or training in regard to computer applications in their field.

Technical aspect: The second aspect refers to difficulty of using technology caused by technology itself. The speed of the Internet access from students' accommodation and at the university caused problems of loading time when many students accessed the website at the same time. The main problem could be the fact that the teacher lacked authority to increase the capacity of the server. The low capacity of server caused the boredom of waiting time, and then the students gave up accessing the

developed online CBCL module. That might be considered to be one of the main reasons for infrequency of assessing the online learning. The technical problems of loading time were also revealed by Lyman (1998) and Dennis (2000). Lyman's study found that the speed of the Internet connection could be considered to be one of the main factors of implementing the online course. Also, Dennis (2000) report that the technical issues, namely, low capacity of the server, and the speed of the Internet should be resolved through a supportive infrastructure, for example, hardware, software, Internet access, physical workspace, technical training and support as well as staff support.

To recap, even though the sample in this study was very small, it provided evidence that the developed online CBCL module for the BCGW course was a 'good' language course with some adjustments needed to improve its quality in the future. The findings of this study suggested that the developed online CBCL module could be used for other EFL learners in Thailand but it should be continuously adapted because different learning settings could cause different results. While the developed online CBCL module for the BCGW course was 'good' online language learning in a particular context, further adaptation and refinement would be needed to engage and motivate students to study in the program. It could be argued that if the program was utilized in a group of more RMUTLL students with a different nature, then the study results might differ from those in this study.

Apart from the reasons for the good quality of the online CBCL module, it is also worth discussing the teaching method used which is not less important and that is the main point of the discussion in the following section.

Teaching method –the CBL method: The effectiveness of the CBCL method in this study was verified in two aspects: experts' view and learners' view.

Experts' views: After the three experts evaluated the eight cases used in the *Global Business Case Study Module*, the results suggested that the eight cases were likely to achieve all of the acceptable criteria set. The grand mean of all of the cases was 2.66

(See details in Chapter 4:4.3.1.). That is, the eight cases were ‘good’ method in teaching and learning business English for communication course.

Learners’ views: The results of the questionnaire suggested that the students were likely to enjoy studying following the CBL method (M: 3.64) (See more discussion in Chapter 4:4.3.2.2.). Based on the results of the questionnaires, it noticeably revealed that the students believed that using case was considered a good method to learn business English for communication (M = 4.44) (See more discussion in Chapter 4:4.3.2.2.).

We could make a conclusion that the possible benefits of the CBL method found in this study were due to the enhancement of critical thinking, communication and collaborative learning skills:

Critical thinking skills: First, the findings of this study clearly revealed that the CBL method used in this study was likely to enhance the students’ ability in critical thinking skills since the students were able to perform such behavior which required critical thinking skills. The critical thinking enhancement questionnaire also revealed that after taking the BCGW course the students’ three dominant critical thinking behavioral organizing or structuring ideas into categories, finding information to support the assignments and summarizing information from sources had improved (See details in Chapter 4:4.4.2.). Moreover, as shown in Table 4.13 in Chapter 4:4.3.2.2, through the CBL method (item 4: M = 3.33) the students reported that their problem-solving, analytical, and decision-making skills had improved after taking the BCGW course with the developed online CBCL module. These findings support many research studies which have been conducted on the benefits of using the CBL method resulting in enhancing the critical thinking. Some examples include the study of Shulman (1986,1992), Christensen and Hanson (1987), Grosse(1988), Rasinski (1989), Merserth (1991), McWilliam (1992), Albanese and Mitchell (1993), McNergney (1995), Mcdade (1995), Andrew (1996), Elksnin (1998), Allain, et al, (1998), Jackson (1998, 2004), Cooper and Pithers and Soden (2000), Daly (2002), and Henson, Kennett and

Kennedy(2003). Most of the studies were in the field of business, law and science. The following examples report the effectiveness of the CBL method in the field of education.

According to Shulman (1992), the case-based instruction helps promote the students' participation and reflection. It also helps them develop problem-solving and thinking skills. Andrews (1996) also concludes that analyzing the cases helps increase the student teachers' problem-solving and planning skills. Elksnin (1998) concludes that teacher educators felt positive towards the CBL method and believed that the CMI helped develop students' problem-solving skills as well as bridging the gap between theory and practice. However, they report that the potential disadvantages of using the CBL method were the time of preparation and implementation, difficulty finding appropriate cases, and the instructor qualification. Grosse (1988) highlights actual business problems to be analyzed and solved by the students who study a course using the CBL method. The quality of authenticity of case studies constitutes an integrated skills approach that develops the students' reading, oral and aural skills. The instructional techniques used for case study materials consist of student-directed, small group discussions, role-plays, and simulations which could be considered a suitable method for teaching English as a second language.

Furthermore, the case-based instruction leading to learners' improved critical skills and problem-solving skills tends to increase learners' level of self motivation and group involvement, which are important in language learning. For instance, Littlejohn ,1983; Allwright ,1978; Taylor , 1983 (cited in Grosse, 1988:134) indicate that for business English teachers, the benefits of the case study relate to its developments of critical thinking and problem-solving skills, communication skills, and understanding of group dynamics. Increased learner involvement in the second language classroom can lead to heightened learning, motivation and improved attitudes toward language study.

Besides, the CBL method helps to develop critical thinking, organizational, communication, managerial and collaborative learning skills of the language learners (Daly, 2002)

In short, based on the findings of this study and other studies previously mentioned, it could be concluded that the CBL method tends to develop the students' critical thinking skills since its features are authentic in the sense that it describes real business situations, communications and problems. Interestingly, the students in this study agreed that using case was considered a good method to learn business English for communication that will be discussed in the following section.

Business communication skills: The second benefit of the CBL method clearly revealed in the study was that the CBL method helped the students practice a variety of business communication skills – oral and written communication skills. More importantly, it also helped the students engage in an authentic environment of workplace communication. What is the most important is that after taking the BCGW course using the developed online CBCL module, the students' oral and written communication skills had improved. These findings have been shared by many investigators including Ertmer and Russell (1995); Henson, Kennett and Kennedy (2003); and Fred (2003).

Henson, Kennett and Kennedy (2003) conclude that the case method requires students to practice a broad range of communication skills – speaking, listening, debating, and writing. Fred (2003) suggests that the students' oral and written communication skills as well as their analytical and interpersonal skills are enhanced through the case analysis. That is, through the case analysis, the students can learn how to apply concepts, evaluate situations, and formulate or resolve solutions. Ertmer and Russell (1995) suggest that the Case Method of Instruction (CMI) promotes the students' professional growth (through the development of students' analytic and reflective skills) and their personal growth (through improvement of interpersonal and communication skills).

What is more interesting is that the students reported that it was difficult to learn by working alone when using the CBL method but they believed that the *CL settings* helps reduce the difficulty condition of the CBL method, for example:

Student 5: I like it. We shared our ideas. If we work alone, I thought it might be very difficult. It was so much fun to work in group. We took our responsibilities.

Student 9: The case was very difficult. However, when our team worked together, it reduced the difficult things as well as you offered us with the great helps.

The next section discusses on dominate function of collaborative learning settings in this study.

Collaborative learning skills: Clearly, the findings of this study suggested that two features (the CBL method and the CL settings) worked well evidenced by the students' attitudes and perceptions towards the CBL method and the CL settings (see Table 4.13). The students in this study had illustrated their enjoyment when they were assigned to work in a small group and in the classroom in order to solve the problems presented by the case and expressed their preference on working in group if they had to do the class over again (interview report).

Most importantly, their performance tended to be considered as 'effective'. It could be said that they had 'blank' ideas on what they learned at the beginning of the course but at the end of the course they possibly gain some employability skills. The findings of this study have been shared by other studies including Tilman (1992), Flynn, et al (2001). Tillman (1992) compares the use of problem solving cases in cooperative learning groups with the use of a traditional lecture format. The findings suggest that the case method group performed better than the lecture group in solving a classroom case problem. The study of Flynn, et al (2001) suggest that participants who worked in groups liked the CBL method significantly better than those who worked alone.

As mentioned above, it confirmed that the teaching method used this study help enhance the students' critical thinking, communication in business, and collaborative learning skills. The possible reasons justified the success implementation of the CBL method are as follows.

Authenticity: The first possible reason could be that the case study (material in this study) was developed in the sense of authenticity since the students reported that they believed that case studies helped engage authentic language use (item 5: M = 4.06)

and provided a conceptual foundation that prepared them for similar problems at work (item 3: $M = 3.83$). As mentioned before, the students believed that using cases was a good way to learn business English for Communication (item 12: $M = 4.44$). Not only the students acknowledged the important employability skills they needed to have in the future but also they had opportunities to practice some skills they should have. Most importantly, they recognized that they were given meaningful tasks that they could apply in the future.

We can conclude that the students in this study were given opportunities to practice some skills required for graduates. We hope that they could apply what they learned from this study in the future. Thus, it would be valuable to do follow-up research on how the students apply their knowledge and skills they learned from this course in their future work. It could produce valuable evidence that reflects the long-run benefits of the developed online CBCL module for business English communication course. The next possible reason justified the success of the CBL method is systematic and simple case analysis process provided in this study.

Systematic and simple case analysis process: Clearly, the case analysis process of this study was drawn up in a systematic and simple process. It can be explained by the activities assigned in each case. They were required the students to gather information relevant to the topic and summarize and organize the rich information into topics and sub-topics including supporting evidence for each topic (both argument for and arguments against for). All of this process was for training the students to be able to write a writing plan or frame.

It is clearly that the findings of this study confirmed that the students were able to individually and/or collaboratively use the plan to support their writing. What is more importantly is that the students' desired performance was clearly declared in assessment criteria and the course objectives and their performance could be 'acceptable'. That is, they could achieve some learning outcomes. Most importantly, they gained some knowledge after taking this course and would be apply it in the future.

Moreover, we adapted 'learning process' to meet the needs and difficulties of the students when we found the gap between current performance and desired performance. What we found in this study is that the students were provided with some employability skills. Most importantly, they possibly acquired them in the eighteen-week span for the treatment between pre- and post-testing.

If we investigated the learning content presented in the online CBCL module, it might have been seen as 'academic' settings in the 'tighten' environment. However, the learning environment of this study was not 'tighten' one. In fact, it was positioned as 'relaxed' learning environment.

Relaxed learning environment: The findings of this study suggested that there were several factors that create students' learning enjoyment. According to the findings from the questionnaire (see Table 4.13), the first factor was the CL settings that helped them easily work with difficult condition through the CBL method. These reinforce the positive effects on learning a target language.

The opportunities to revise the assignment were considered as the second factor. With the belief that the students could improve their performance during this process, they were allowed to revise the assignment until the end of the semester.

Moreover, the small class size (See section 5.2.2) possibly created the close relationship between the teacher and the students. The findings certainly confirmed that the students changed their attitudes towards target learning which was explained by a 'relaxed' target learning environment. Following are some of the students' opinion on opportunities to rewrite an assignment and their relationship with the teacher.

Student 2: You are so kind. If we could not finish the assignment on time, you extended time for us. When we did something wrong, *you allowed us to revised. You gave us many opportunities and helped us.* I would like to study with you. I did not want to study with other teacher. I was tolerant to continuously study because of your kindness. In fact, I decided to withdraw from this course. *Then I changed my mind because of your kindness.*

Student 17: *Kind. You usually followed our assignments. I sometimes forget about the assignment and you reminded us every week. Also, if I do many mistakes, you allow us to revise. Sometimes I was very lazy.*

Student 5: *I like the learning content that we learned from the additional supporting class. I can revise what I learned from the course. Also when I did the exercise, I can use your teaching material as a private tutor. What I don't like was sometimes the university system was not stable. I could not access the website. You were so good and differed from other teachers. You usually helped me when I faced with writing problems. You made many suggestions and corrected it as well as taught us how to write it. The teachers we had been studied with just informed us it was wrong but they had never corrected, revised and taught us about this mistake.*

Student 15: *It was difficult, challenging and fun. I liked it. When I sent the first draft to you, I copied all. Then you asked me to revise all. I did many revision...I felt very tired but I liked the way that you asked me comprehend all reading and then allowed me to copy it. It was so good that you allowed us to copy some chunk but needed referencing. If not, I might be too stressed because there were many difficult assignments from other courses.*

Obviously, what students mentioned about the opportunity to rewrite an assignment and their relationship with the teachers, it could observe that the CBL method was successful in enhancing the students' affective qualities including the students' positive appreciation, enthusiasms, motivations, and attitudes towards target language learning. This could be explained by the fact that the students were able to choose one of the eight available cases they preferred and appropriate to their language proficiency since they chose the one they thought they understood most. Moreover, they were placed in a relaxed environment provided with meaningful help based on the needs and lack of each student. If we look at another side of the quality of the CBL method –that is, cognitive qualities, in the same way, the CBL method created a meaningful learning environment that engages the students to practice employability skills in simulated business situations and they believed that both language and professional skills were likely to be enhanced. The results of this study suggested that language and professional skills of students, especially critical thinking skills had improved. These results support those of Shulman (1986, 1992), Christensen and Hanson (1987), Grosse(1988), Rasinski (1989), Merserth (1991), McWilliam (1992), Tilman (1992), Albanese and Mitchell (1993), Cooper and McNergney (1995), Ertmer and Russell (1995), Mcdade (1995),

Andrew (1996), Allain, et al, (1998), Elksnin (1998), Jackson (1998, 2004), Pithers and Soden (2000), Flynn, et al (2001), Daly (2002), Henson, Kennett and Kennedy(2003), and Fred (2003) (discussed in Chapter 2:2.3). For these reasons, we can conclude that the benefits of using the CBL method to teach business English are substantial even though it might be a difficult method to practice. However, it is worth implementing the CBL method in the language learning and teaching process. What is more interesting is that the findings of this study certainly discovered the difficulty of implementing the CBL method as well. The possible explanation is as following.

Level of English proficiency: Firstly, the heart of implementing the CBL method is English proficiency. It is undeniable that numerous cases in the market are presented in English as well as underlying disciplines of the CBL method are that the students are engaged and enhanced their knowledge and skills from the content they read and activities provided in each case. That is, the CBL method utilizes the content-based instructional approach as device to teach knowledge and skills. If the students with low level of English proficiency have to learn this method, it is undeniable that the noticeable difficulty for implementation could occur, including the EFL students in this study.

If we investigate only the language ability of the study in this study, it possibly suggests that the students might be not ready to study English using this method since they need to read numerous articles in order to find information to support the topic of the assignments and most importantly they need to logically present this in English.

From this perspective, the results of this study are in substantial agreement with those of Esteban and Canado (2004). They conclude that teaching through the CBL method requires high level of linguistic knowledge as language learners have to read extensively.

From another perspective, however, if we investigate other skills the students have learnt by the TOCPB (discussed in Chapter 4:4.4.2) and the critical thinking enhancement questionnaire (see Table 4.17), the findings revealed that the students could have learnt some particular skills (being able to find information to supports the

assignments, summarize information from sources, organize or structure ideas into categories, logically present ideas, and brainstorm their ideas). In fact, these particular skills were in the lower level of learning (i.e. Bloom's Taxonomy – knowledge, application, and analysis).

What is more interesting is that the discussion activity constructed in this study were an environment encouraging the students' critical thinking skills as suggested by Peterson and Swing (1985), Johnson, Johnson and Smith (1991), Slavin (1995), Panitz (1997), and Hancock (2004). The CBL method has been seen as a tool for engaging and enhancing the students to authentic communication and collaborative learning settings when the students work together in a small group (Piotroski, 1982; Westerfield, 1989; Jackson, 1998;) as well as enhancing active learning of the students (Albanese and Mitchell, 1993) but the students in this study seemed to be not involved in this activity if it was conducted in English. What could be explained by the students' low English proficiency.

We can conclude that the results of this study suggested that the critical thinking skills of the students were enhanced. However, it was possible that their low language ability possibly obstructed their critical thinking performance. That is, under certain conditions – Thai communication, the students can behave as critical thinkers.

Furthermore, the findings of this study found that Thai students' calmness, inhibited behavior and having no ideas about cases directly affected to the critical thinking behavior of the students in this study.

Thai learning culture: These findings revealed that some problems of constructing tasks and activities encouraging and enhancing problem solving, critical thinking and discussion skills for Thai students (i.e. the cultural factors cause the difficulty of case implementation) was Thai learning culture. The students usually kept themselves quiet in discussion activities.

The influential cultural factor has been recognized in Schwalm (1995), Thongpasert and Burns, (2003). They found that the cultural barrier might affect face-to-face and online learning and teaching, including language learning and teaching.

Schwalm (1995 cited in Cole, 2000), in particular, has stated that the different rates of online learning participation depend on the different culture group. Thongpasert and Burns (2003:337) also suggest three Thai cultural concepts—high power distance ‘Bhun Khun’, uncertainty avoidance ‘Kreng Jai’ and, collectivism ‘Kam Lang Jai’ (discussed in Chapter 2: 2.7) could be a barrier to effective use of the virtual learning in Thai education (discussed in Chapter 2: 2.7)

Thai EFL learners might be familiar with the grammar-based learning and the translation method with full supports from the teachers. Moreover, Thais like to be ‘calmness’ since it might not be proper to express anger, dislike or argument in public (Tetiawat and Huff , 2002) and to express one’s ideas or any arguments within class or outside of class seems to be inappropriate behaviors reason (Jarvis and Atsilarat, 2004). In this study, the students were reluctant to assess themselves, demonstrating ‘Kreng Jai and in-group belonging’ when they assessed their peers or group. These findings are in substantial agreement with ‘Bhun Khun’, ‘Kreng Jai’ and, ‘Kam Lang Jai’ concepts by Thongpasert and Burns (2003) and the studies of Tetiawat and Huff, 2002; Jarvis and Atsilarat, 2004. Although one student (student 5) reported that he had fun doing discussion activities, it was in the ‘friend’ zone of discussion not in the ‘academic public’ zone of discussion.

The findings in this study confirmed that some cultural factor can obstruct the process of transferring knowledge. The students possibly were nervous and uncomfortable when they communicated with the teacher in the classroom since they students should not ‘perform badly’, for example, argue or even make any suggestions and ask questions –‘calmness behavior’. That is, some students might not be passive learners but they should be ‘neat and silent’ since it is an acceptable behavior in Thai

society. Moreover, they possibly believe that keeping quiet seems to be the best way to protect themselves from losing face in front of the classroom.

Thus, for the future study, Thai learning culture should be taken into consideration if new teaching methods and strategies are to be employed and explored on enhancing critical thinking skills in Thai EFL contexts. In other words, it is possible that although the culture is 'norm', it might cause success or failure of the course where the course aims at enhancing the critical thinking skills.

Moreover, an important factor caused the 'difficulty of implementing the CBL method' is lack of background knowledge in each case they were assigned to work on.

Lack of case backgrounds knowledge: According to interviews, the students reported that they had no ideas about cases, even though the eight cases in the BCGW course were a 'well-known' business organization. For data generated in this study, it is partly in substantial agreement with those of Kleinfeld (1992), Reeves (1997), Elksnin (1998), Jacobson and Archodidou (2000).

The issue of no ideas of the cases might cause problems of applying their knowledge as suggested by Reeves (1997), Elksnin (1998), Jacobson and Archodidou (2000):

... if the students have no ideas on what they are assigned to analyze in the case study, the student may not be able to apply the knowledge from their previous experiences

Moreover, the study of Kleinfeld (1992) suggests that the students with prior knowledge were more able to deeply engage in such a discussion.

In this study, the students' performance on answering critical reading questions might be better if they could have had 'background knowledge'. Hence, in the future, the teacher should provide some background knowledge related to the cases to help shape the learning.

In brief, we have been pleased that, on the evidence available in this study, the CBL method was workable and successful. The benefits of case study material, namely,

providing authentic and meaningful business situations, employing integrated language skills, enhancing critical thinking and promoting meaningful communicative activities were proved by this study but the use of case seems to be difficult in the senses of requiring knowledge of business concepts, having high level of English proficiency, and requiring some personal attributes for public argument. It can certainly be concluded that the problems of using the CBL method challenge the instructors to find the solutions.

At least, in this study, we found that the scaffolding concepts (discussed in detail in section 5.2.2) help to bridge the gap between the students' current performance and the desired performance. The problems of lack of business background knowledge and business concepts could be solved by the scaffolding concept as well. The issues of cultural factors possibly take time to solve but the teachers can perhaps change their students' attitudes towards the public argument. Most importantly, evidenced by the findings of this study, it is highly recommended to implement the CL settings for the future of the developed online CBCL module for business English communication course and the course implementing the CBL method.

Teaching –Strategy: Based on the results of the questionnaire and interviews, it confirmed that the students liked to learn in the CL environments. The mean of the students' perception and attitudes towards the CL settings was 3.87. Following are the students' opinions on the CL settings:

Student 13: *“I liked working in group. We helped each other and reduced our stressed.*

Student 14: *I loved working in a group. We assigned our responsibility to do. My friend and I were assigned to find related resources for answering the question. I was very happy to do this activity. Other friends needed to read the case and prepare for meeting with the teacher when we had consultative class. Our group worked so closed. I really enjoyed working with my group.*

Student 5: *“I liked it. We shared our ideas. If we worked alone, I thought it might be very difficult. It was so much fun to work in group. We took our responsibilities.*

Student 8: *“I liked it. We learned to share our opinions and helped each others.”*

Student 9: *“I liked this group. In fact, I seemed to be a leader of the group because I am the oldest person. In fact, we helped each other. I learn to accept other people opinion. ... I thought we practice to do political things in our group*

That is, these findings suggested that the students reported that the CL settings helped promote a positive attitude toward the subject matter since it increased a variety of their talks with more relaxation and enhance their responsibility for their own learning. Similar results were also reported in the previous studies (for example Peterson and Swing, 1985; Slavin, 1990; Johnson, Johnson and Smith, 1991; Panitz, 1997; Schneider, 1998;).

There were two reasons for the effectiveness of the CL settings in this study: free selection of group members and mixed ability of the students in one group,

Free selection of group members: The first reason was that the students were provided with the opportunity to choose freely the members of group. The students chose their closed friend with whom they were happy to work throughout the CBL method for the whole semester. That is, the findings suggested that the CL concept helped increase the students’ satisfaction with the learning experience through the developed online CBCL module and promoted positive attitudes towards the subject matter. The findings confirmed those of Bligh (1972 cited in Panitz, 1997) and Kulick and Kulick (1979 cited in Panitz, 1997). Bligh’s study (1972) showed collaborative learning fostered a higher level of performance by students. In Kulick and Kulick’s (1979), the students’ critical thinking skills had improved and so had their retention of information and interest in the subject matter. In this study, the students’ learning difficulties through the CBL method were reduced.

Moreover, their understanding of the content provided had increased during spoken and written interactions or communication provided in this study. What we found in this study is that the collaborative learning environment helped learners and encouraged them to interact and give each other support on their learning (Vygotsky, 1978). Moreover, such skills as active and tolerant listening, helping one another in

mastering content, giving and receiving suggestions and comment, and managing disagreements (Davis, 1993) were engaged.

In brief, the free selection of group members helped the students had enjoyably spent their time to work on the assignment. Another factor that possibly leads to the success of the CL settings is mixed ability of the students in one group.

Mixed ability of the students in one group: The second possible reason could be the mixed ability of the students in one group. Since this study was designed based on the constructivism approach, the mixed ability of the students was required. The students with different levels of language ability helped each other to overcome the problems and reached the course objectives by using their strengths. It seemed that the students were likely to develop their responsibility for each other to complete their own assignment and their group assignment evidenced by interviews reports. It confirmed that each student was seen as an important member of their group. That resulted in an increase in the students' self-esteem proved by their willingness to study the BCGW course as well. This leads to the next topic of discussion in the following section which is the effectiveness of the developed online CBCL module on the language proficiency and on the students' performance.

The following part will be discussed on effectiveness of the developed online CBCL module on the language proficiency and on the students' performance in two areas.

5.2.2 Effectiveness of the developed online CBCL module on the language proficiency and on the students' performance in two areas, namely, improvement of business English performance and professional skills.

This part begins with the summary of the findings followed by the possible reasons that explain the success of the developed online CBCL module. Most importantly, the developed online CBCL module was a 'product' or 'material' used for investigating the students' improvement on language and professional skills so that the possible reasons that explain the quality of the developed online CBCL module and the effectiveness of the developed module were connected.

Based on the findings of this study, we can assert the effectiveness of the BCGW course on the improvement of the students' language proficiency. What is more interesting is that the students' professional performance was observably to be enhanced after taking the BCGW course since they seemed to perform some particular skills demanded for professional behavior. The following section briefly describes these findings of this study consisting two elements (students' improvement on language proficiency and improvement of the students' performance).

Students' improvement on language proficiency: First, this study attempted to assess the effectiveness of the developed online CBCL module for the BCGW course on the students' language proficiency based on the BECA test results. These findings confirmed that the students had improved their listening and reading skills. That is, the findings confirmed on the 'positive' effect of the developed online CBCL module on the students' listening and reading skills evidenced by *t*-test dependent sample and the effect size (ES) on students' gained scores (details in Chapter 4:4.4.1). We can conclude that in line with the hypothesis of this study, it is assumed that the students performed differently after taking the BCGW course using the developed online CBCL module. So, the findings were confirmed for the effectiveness of implementing the developed online CBCL module in language learning and teaching since the students' listening and reading were improved after taking the BCGW course. That is, the BCGW course is beneficial for the language learners especially listening and speaking skills.

Improvement of the students' performance: Secondly, this study aimed at assessing the effectiveness of the developed online CBCL module on the students' performance assessed by the analysis of the students' actual performance. The ways students convey the message in an actual or a simulated event or task were observed and analyzed by using the students' portfolio. Two types of evidence, namely, the analysis of the students' behaviors on English communication and the analysis of the students' professional behaviors were investigated.

English performance: According to evidence gathered in this study (discussed in Chapter 4:4.4.2), it can conclude that the students gained some English knowledge both in academic and general orientation. Most importantly, the students illustrated their 'positive motivational belief and self-esteem' since they were able to write English sentences and illustrated their confidence when confronting with actual language situations.

Professional skills: What is more interesting is that, according to evidence gathered in this study (discussed in Chapter 4:4.4.2), it is certainly concluded that the students were able to write and speak English when they confronted an actual workplace situation. Interestingly, the students tended to gain the critical thinking skills since the students performed in the following activities which demanded critical thinking skills, namely, finding information to support the assignments and summarizing information from sources, organizing or structuring their ideas into categories and logically presenting their ideas. They were able to apply what they have learned – reading strategies and referencing – in the actual academic situations.

There were five reasons for the effectiveness of the BCGW course on the students' language proficiency and on the students' performance, namely, concepts of scaffolding instruction, ongoing changes or adjustments, the use of L1 or mother tongue, class size, and the students' personal attributes.

Concepts of scaffolding instruction: First, it was possible that the underlying success or effectiveness of the developed online CBCL module for the BCGW course was the concept of scaffolding since the students in this study were provided with some support that helped them close the gap between their current and desired performance. All of the scaffolding tasks are provided by the teachers to help students achieve their goal and course goal within the belief that the supports or helps should increase learners' motivation and reduce learners' frustration. Most importantly, the scaffolding in this study, for example, providing guidance, language modeling or patterns, and consulting as well as assigning tools and strategies, namely, preparation plan or mind mapping, team

writing, the use of L1, and continuous monitoring and revising their learning process and product, to help the students attain higher levels of learning and understanding.

In fact, the aims of the BCGW course were not just to know ‘what and how much’ the students learned but to know ‘how’ they achieved or reached the target objectives of the course and this was addressed by providing some support throughout the Vygotsky’s concepts of scaffolding instruction (discussed in Chapter 4: 4.3.2.1).

After analyzing the RMUTLL situation, it appeared that the most important knowledge that the students certainly needed to have, was the basic grammatical structure for writing a sentence and a paragraph. To be an effective writer, the writer should be an effective reader as well. That is, the centrality of the writing process is ‘reading’ or the ideas to write came directly from the reading material. That is one possible reason that the students’ reading skills significantly had significantly improved as evidenced by the value of effect size ($ES = 1.211$) since the students were assigned to intensively read English written sources.

The scaffolding concept used in this study aim to fill the gap between ‘current performance’ and ‘desire performance’ by helping the students learn without difficulty. . what is more interesting is that, the findings of this study confirmed that the students had ‘positive’ feedback to scaffolding concepts by motivating each student to study the target language, meet the needs of each individual, and, most importantly, reduce the level of frustration of the students. What we found in this study is that this study is substantial agreement with those of Wells (1999), Cook (2001), Tang (2002 cited in Morahan, n.d.) Donovan and Smolkin (2002), Chang, Chen and Chen (2002), Hayashi (2005) (discussed in Chapter 2:2.7).

Even though the findings were reported from the students’ reflection of the whole course, they could imply a justification for the positive feedback of the scaffolding concept as it was designed as part of remedial device to fill the gap of what the students have and the requirements of the developed online CBCL module. Most importantly, the treatment was conducted based on the students’ needs, difficulties and interests so it is

possible to conclude that the developed online CBCL module provided good 'feedback' to the students. Thus, we can conclude that the scaffolding concept used in this study helped provide valuable and positive experiences on language learning of the students.

The students also gained some employability skills such as communication skills, learning how-to-learn skills, skills in using new technology in the workplace, problem solving and team work skills after taking the BCGW course. Most importantly, the students reported that they would apply what they learned in their future work and they believed that both language and professional or employment skills were improved after taking this course. That is, we can conclude that the developed online CBCL module provided hand-on language and employable skills to the students.

Ongoing changes or adjustments: Secondly, as it is difficult to find the 'ideal' learners to perfectly match the course requirements, ongoing changes or adjustments are required. Not only the issue – 'Appropriate for whom?' and 'Appropriate in which context' – are demanding in web-based pedagogy (Kilker, 2000) but also it is essential for the CBL method and the CL settings.

In general, teachers realize that 'no one course fits all' or 'no one method fits all'. One course or method might be suitable for a particular group of students in a particular environment. At the same time, it might not be suitable for students in other groups even though they might have a similar environment. Thus, the ongoing revision process is recommended as suggested by Ramsden (2003) and Senior (2006).

Ramsden (2003) suggests that a good program, like a good teacher, should listen and learn from students as part of the process of instructing them and improving the effectiveness of a course based on learners' information (i.e. learners' backgrounds, previous learning experiences, and motivation of the learners). Senior (2006:75) also suggests that:

A key feature of language teachers who are committed to ongoing development and changes is that they are prepared to monitor the success or otherwise of their teaching practices on regular basis .

The teachers should remind that we should construct a ‘safe’ environment for learners. In this study, the safe environment could be the environment that they are familiar with as suggested by Daroon (2003). Daroon (2003:31) states in her dissertation which examined authentic use of English for professionally oriented RMUTLL students as follows:

Both teachers and RMUTLL students tend to emphasize memorizing long lists of vocabulary and grammatical rules as a means to language comprehension and acquisition. Although students tend to have extensive vocabulary and knowledge of grammar rules, they cannot organize these to communicate fluently and confidently. This is partly because the teacher takes a long time to explain the grammar and difficult words. Therefore, not a great deal of time is left for the students to practice using the language themselves which in turn means their communicative competence is not adequately developed.

To completely change the ways the RMUTLL students learned English was not easy. Within a month of teaching, it was clear that the students were anxious to learn English in the BCGW course. However, the main strength might be that the students kept trying to study even though it was difficult as it was totally differed from what they were familiar with. It is obvious that the students were ‘good’ students who had the potential to be successful language learners but they needed an opportunity to develop themselves linguistically and professionally through the scaffolding concept. Even though it might take time and energy to do so, it should be a worthwhile project.

To control the effects of change or modification implementing in this study on the objective of the study, all of the changes were decided by balancing benefits between students and the teacher. That is, the teacher kept the teaching goals in mind as well as responding to the students’ needs, difficulties and interests. It should be noted that the objectives of all adjustments throughout the scaffolding concept in this study were to lessen the students’ anxiety and response to the actual ability of the students. There were two adjustments in this study, namely, ongoing adjustment of the developed online CBCL module and ongoing adjustment of assessment– writing and speaking test (discussed in details in Chapter 4:4.3.1 and 4.3.2).

In short, the ‘changes or adjustments’ do not mean ‘failure’ of the BCGW course but they helped to illustrate the ‘success’ of the BCGW course. Most importantly, they helped to fill the gap between current and desired performance of the students since the findings confirmed that after the students were assigned the treatments and studied the course, they noticeably gained some language as well as illustrating some particular behaviors which demanded for professional skills.

The use of L1 or mother tongue: Third, not only the adjustments but also the use of L1 or mother tongue is possible to be other indicator illustrating the success of the developed online CBCL module. One question had been asked in the researcher’s mind during conducting the study – Is it possible to use only the target language in this language class if the students’ English proficiency level is too low?

The developed online CBCL module integrated the Communicative Language Teaching (CLT) Approach. In this approach, the students were expected to use as much English as they could as Atkinson (1997: 242) concludes

... a ratio of 5 percent native language to 95 percent of the target language may be more profitable. He refers to how translation can still be useful in some cases when there is a need for a comprehension check.

However, the experience from this study did not fully support Atkinson’s statement. In this study, English was the expected medium of communication in the classroom for both teacher and students but the students were nervous and did not pay attention to what was taught. They usually checked the meaning of English and asked for explanations. They felt uncomfortable talking to their friends and trying to translate and discuss what was being taught. Their eyebrows always ‘went up’ when the lecture was conducted in English.

While conducting this study, an interesting question arose about strengths and weaknesses of using Mother Tongue (MT) in the BCGW course. It was found that up till now, it is also questionable on using only MT in a language classroom. Canagarajah (1999: 126) states that

It is claimed that an impressive tradition of empirical research confirms the assumption that English should be the sole medium for instruction for non-native students, and that use of the first language should be eschewed at all costs. The belief that use of the learner's native language interferes with the learning English, and hampers the process of second language development, has now passed into the realms of pedagogical common sense and professional orthodoxy. He has called such notions and practices the *monolingual fallacy*.

... Now, alternative perspectives and research on the role of L1 are now emerging. From being considered an obstacle to mastering a second language, it is now argued that L1 can actively promote the more effective acquisition of L2. Ways are being explored in which L1 can enrich and complement the processing of another language. The acceptance and valuing of students' Native language increases their openness to learning English by reducing the degree of language stress and culture shock.

In addition, Phillipson (1992) states that in practice the monolingual approach is probably seldom carried through, but its very existence puts the teacher in a false position. A monolingual methodology is organically linked with linguistic disregard of dominant languages, concepts, and ways of thinking.

In agreement with Canagarajah and Phillipson, and based on the use of L1 in this study, a combination of L1 and L2 helped the RMUTLL students be able to study the target language in a less stressful learning environment. Most importantly, the use of L1 in this study certainly helped investigate other skills of the students that might obstruct by their low English ability. It was confirmed by the findings of the study that the students were able to answer the questions by finding related information to support their answers but their low English ability obstructed their performance.

The findings of this study have been shared by the study of Jackson (2004) which suggests that the students are more comfortable discussing and presenting cases in their mother tongue and they are afraid of making mistakes in front of others. Moreover, the findings of this study also shared by the study of Halliwell (1992 cited in Read, n.d.), Wells (1999), Cook (2001), and Tang (2002 cited in Morahan, n.d.) (discussed in Chapter 2:2.7) which suggest that the use of L1 in a language classroom helps promote independent language use and increase L2 comprehension and learning.

In short, it was not reasonable to conclude that the students were not able to think, understand or learn the new learning contents under the new learning settings. What we could conclude is that each of the students was an intellectual person and he or she was able to develop his or her ability to be the future of the society when the teacher provided a 'safe and relaxed' environment for him or her to learn effectively (scaffolding implementation in this study—the use of L1).

Class size: Forth, due to a small number of students in the classroom the teacher and students had a close relationship (discussed in Chapter 4: 4.3.2.2). The students felt comfortable to talk to the teacher. They were not afraid of being underestimated by the teacher. They were not afraid of being underestimated by teacher if they asked basic grammatical problems. Also, the students' language problems or weaknesses were instantly solved. That is, it is possible to state that the students were helped to overcome their anxiety of learning a target language. In other words, we could conclude that the students were helped to have much more pleasure in language learning.

However, if the BCGW course had been implemented with a large number of students, it might have taken too, it might take too much time to conduct a discussion class. Time and classroom management, therefore, should be researched intensively in order to investigate the effects of implementing the BCGW course in a large class size. Most importantly, it could be quite difficult to monitor the students' performance in a large class size.

The students' personal attributes: Furthermore, the students' enthusiasm and persistence could possibly lead to the success of the developed online module as well as the students' improvement on language proficiency and other skills.

It is undeniable that the students used to have a negative attitude towards the language learning as well as what is more interesting is that they believed that 'English is a gifted skill and they were not born to be a gifted student'. However, the 'persistent' quality possible illustrated a 'positive' attitude towards the language learning. This perseverance was evidenced by ,of course , by their willingness to give English

presentations in front of the class, talk about an unfamiliar topic, read many difficult passages and articles, write an English passage, answer teacher's questions (in English), and contribute to formal discussions (in Thai). Despite their low English ability, the conclusion can be drawn that they noticeably fulfilled all the requirements of the course. If we look at the bright side of the story, at least the students illustrated the 'potential positive' attitudes towards English learning that could lead them to be successful language learners in the future. This positive attitude was explored in an important study by Skehan (1989) who concluded on the strong impacts of both positive and negative attitudes towards the success of language learning.

Overall, it might be difficult to compare the findings of the present study to those of other studies in terms of the effectiveness of the course towards the learners' language proficiency and the learner's performance since there are very few studies on the effect of integrating the CBL method in the fields of language (discussed in Chapter 1), especially in this study which designed a language course in the CL and blended settings. Hence, the suitable ways to make a conclusion on the consistency of this study to other studies should be by comparing each feature of developed online CBCL module (i.e. business English, the CBL method, the CL settings, WBI and the blended learning settings) to other studies.

One distinguished piece of research with similar feature as this study is the study of Esteban and Canado (2004). The study of Esteban and Canado (2004) reveals that the key to successful CBL method is likely to require advanced preparation by the teacher, suitability of the course syllabus, the level of student motivation, authenticity of materials, and the specific activities in which the learners are involved. The factors underlying the success of the CBL method found in the present study are in substantial agreement with those of Esteban and Canado (2004). The findings of this study, therefore, discover that the five factors – (1) learners: learners' characteristic, backgrounds of learners, computer literacy of learners, learners' motivation, (2) teacher: computer literacy, (3) course design, (4) assessment method, and (5) technical support –

directly affect to the success or failure of implementing the developed online CBCL module. Even though the sample was very small (18 RMUTLL students), it seems fair to possibly conclude that the findings of this study produced sufficient evidence of the effectiveness of the BCGW course on the students' language proficiency and on the students' performance.

It is possible to state that the CBL method seems to be in the early step in language learning and teaching, especially in Thailand. However, it is worth implementing it widely in educational fields including language learning and teaching since the quality of its effectiveness has been proved in the present study and globally accepted on its quality in many fields, for example, medical science, management and law as a powerful way of preparing the students for the classrooms of the 21st century.

The findings certainly suggested the effectiveness of the developed online CBCL module but the test scores had illustrated 'low' language ability of the students. The two possible reasons underlying the low scores of the BECA test are justified as follows.

The design of the BCGW course: The first reason for the students' low scores on achievement test might be the fact that the learning content of the developed online CBCL module was not designed to be 'learning by memorizing' instruction. It is likely that the methods of calculating the level of effectiveness index are based on memorizing learning format. We can certainly conclude that the learning activities or tasks were affected by testing. In other words, the test had an impact on teaching or washback. However, it might be difficult to clearly state that the findings (low scores of the BECA test) had positive or negative washback since there was only little empirical evidence (18 students) to make a conclusion. If we investigate only the level of effectiveness index (E1/E2), these findings possibly pointed out to the modification of the BECA test.

However, as the developed online CBCL module was not designed as 'learning by memorizing' course, it might be inappropriate to conclude that this module is not a 'good' language course based on only the calculation of level of effectiveness index. However, in any cases, the assessment method—the BECA test and portfolio assessment

should be adjusted in the future because of the different learning environment and learners. To ensure the quality of the BECA test, a retest with the large number of test takers in the future is highly recommended. Thus, the ways to adjusted assessing process (i.e. changing the test settings, changing test format, team writing, assigning extra tasks and activities) implemented in this study can be re-implemented since they all proved its effectiveness.

Lack of experience on the communicative language test: The quality of the BECA test was also justified by three methods, namely, test validity, reliability and item analysis as a ‘good’ test (discussed in Chapter 3:3.4.1) since it was designed by drawing a representative item sample from the syllabus on which it is based as well as the majority of test items were not too difficult or too easy. However, the capacity of test items of the BECA test could not differentiate the candidates well. In short, in spite of the BECA test’s weak items, the BECA test was generally considered as a ‘good’ test.

Despite the ‘good’ quality of the BECA test, the students lacked experience in taking a communicative language test especially assessing the four language skills at the same time as stated by the students in the interviews. The students had no experiences in a communicative language test as they were familiar with the ‘grammar-based test’. Moreover, they had also no experience in the online test settings.

The two factors – experiences in a communicative language test and in the online test settings possibly contribute to unreliable test scores suggested by Hatch and Farhady (1982). That is, the scores might not reflect the students’ actual performance. In this study one of the factors contributing to unreliable test scores – test settings – was taken into account by providing a choice between the paper-based and online-based test. However, inexperience on the communicative language test could not be eliminated since it already existed and was uncontrollable.

In brief, the learning environment in this study was based on constructivism approach consisting real-life tasks and activities, critical thinking activities and collaborative group work that reflected on what learner wants and adjusted on what learners lack through the

blended learning settings. We can certainly conclude that the environments set in this study addressed the student's affective quality, for example, positive attitudes towards the target language learning, the CBL method, the CL settings, the students' motivation or willingness to learn, the enhancement of self-esteem as well as improving their cognitive quality both knowledge, for example, language and business and intellectual skills, for example, ability to think critically, ability to find, select, summarize, synthesize and organize information relevant to the assignment, ability to conduct argument for and against, and ability to work in group.

Although the findings suggested the effectiveness of the developed online CBCL module, there are some recommendations and suggestions for future study in order to improve its quality and reduce difficulty as presented in the following part.

5.3 Part Two—Recommendations and Suggestions for Future Study

The recommendations and suggestions for language teachers or researchers and for language instructional designers, and for language testing developers are discussed in this part.

5.3.1 *Recommendations and suggestions for language teachers or researchers*

There were eight recommendations for language teachers and researchers, namely, concepts of scaffolding instruction, ways to improve quality of the instruments, the reflection and revision for good teaching practice, needs more qualitative data collection and analysis, ongoing investigation for an appropriateness language teaching method, environments that help enhance critical thinking skills, preparation for both teacher and students, and teachers' and students' beliefs.

Scaffolding instruction: The first recommendation is concerned with scaffolding instruction. Although the biggest obstacle to studying the BCGW course was of the students' low language proficiency, the provided scaffolding instruction certainly helped to bridge the gap between their current and desired performance. Most importantly, it helped increase learners' motivation and reduce learners' frustration. Therefore, it is

highly recommended to implement the concept of scaffolding in order to engage and improve the students' language and professional skills.

Besides of implementing scaffolding concepts, the instruments used for observing and assessing the students' behavior should be continuously revised by clearly reflecting or discriminating the actual performance of the students.

Ways to improve quality of the instruments: The second recommendation in this study to implement the developed online CBCL module is that the instrument used for assessing the critical thinking skills needed to be conducted to make a reliable conclusion on the critical thinking skills enhancement. What we conclude in this study results from observing particular behaviour which demanded critical think skills. Even though it is inappropriate to measure critical thinking which is process oriented, with assessment methods that are product oriented (Jeffery, 2001 cited in MaMahon, 2007), it could be better to have a reliable instrument to assess the level of critical thinking enhancement. In fact, Jeffery (2001 cited in MaMahon, 2007) points out that the importance of 'measuring implies some form of numerical or statistical manipulation, the evaluation of critical thinking must go beyond this to include attitude and behaviors of students'.

Hence, what we could do for future studies to overcome these problems should be the development of an instrument to assess the students' critical thinking skills enhancement and the reimplementation of TOCPB, the critical thinking enhancement questionnaires. What we could do for the instrument development should be the rubric for assessing the critical thinking skills and the rubric should be effectively discriminated the actual performance of the students. The rubric could be calibrated by inter-rater reliability. That is, inter-rater reliability check helps to eliminate the examiner bias. We should set acceptable requirements for consistency scoring; for example, the examiners should rate the same score of the assignment at least 70-80 percent. If we find the differences of the scoring, the possible causes of the difference should be solved through moderation. The most important is that the definitions and the different levels of performance (i.e. beginning, intermediate, and advance) should be precisely and concisely defined.

TOCPB also needs to be revised by providing the criteria as well as the critical thinking enhancement questionnaire could include an open-ended section to gather the students' opinions.

Moreover, what would be the most useful to do in the future would be to construct a model of assessing critical thinking skills. What we should be aware of in constructing a model is the overlapping of tangible and intangible performance (Carmon,1993). In fact, it is likely difficult to construct a concrete model since each model might be suitable for a different context. Most importantly, critical thinking skills are 'innate' so that we could not identify every step during the critical thinking skills are on the process. However, it is worth the challenge since in business, people have developed a special instrument (KPI– Key Performance Indicators) to assess their employee's performance. This is widely used in many business organizations. Hence, we can apply what employers use to assess their employees' performance to assess the ability of the students when they graduate.

The reflection and revision for good teaching practice: The next recommendation – the reflection and revision for good teaching practice – could work well with the scaffolding concept since it is likely to reduce the difficulties of implementing the developed online CBCL module with EFL learners, including the Thai EFL learners. In fact, the reflection and revision were included in this study. However, they seemed to be mainly focused on “*students' dimensions*”, for example students' learning outcomes, perceptions and attitudes and they were not systematic. Thus, for future study, it is highly recommended that they should be based on systematic, empirical and theoretical evidence. That is, the research approach for the future implementation of the developed online CBCL module for business English for communication course is a combination of R&D research and practitioner research since the R&D research approach is used for gathering information from the students' perspectives whereas the teachers' perspectives could be gathered by practitioner research.

Before discussing the reasons for implementing R&D and practitioner research, we should understand practitioner research. Practitioner research is 'research that is carried

out by practitioners for the purpose of advancing their own practice' (McLeod, 1999: 8). According to this definition, it might be used as a tool for gathering information from the teacher's perspectives. In other words, practitioner research is carried out by practitioners for the purpose of advancing their own practice. This particular approach is best conducted where the action happens (i.e. our programs, our classes, our students, ourselves) (Fingeret and Cockley, 1991).

Practitioner research should be included for the future of the BCGW course for the following reasons. First of all, since the two features of both research approaches are similar – they allow the researchers to make adjustments when unpredictable problems occur. The research in Second Language Acquisition (SLA) has, over the last few decades, steadily shifted towards more theoretical rather than practical goals. Even though the research for the sake of creating new or better theories is clearly a valid and important pursuit, we must never forget that it is equally to do research on practical activities and for practical purposes, such as the improvement of aspects of language teaching and learning (Lier, 1994: 31). In other words, the practitioner research is a type of research allowing the practitioners to carry out research on their own practices (Lier, 1994).

Moreover, adapting practitioner research in a similar way to this one will allow the researcher to act in dual roles of teacher and action researcher to refine and solve unpredictable problems since unpredictability is the norm.

Also, the features of practitioner research allow researchers to adapt research procedures in response to changing contexts, develop deeper understandings and a more useful and more powerful theory about what the researcher would like to investigate. This could result in more intensive and comprehensive information before the researcher 'jumps' to a conclusion (Wadsworth, 1993).

Most importantly, there is a correlation between action research and practitioner research with a fundamental aim at improving practice rather than producing knowledge (Elliot, 1991: 49). Both action research and practitioner research rely on planning,

implementation, reflection, and revision (Bretag, 2005:34). These four steps are then repeated in a sequence by replanning, acting, observing, and reflecting as a cycle. The focus on reflection, re-visioning and re-enacting through action research could become 'the most appropriate, most effective and least threatening strategy, when evaluating curriculum innovations according to Fraser (1997: 169). Since the developed online CBCL module is an innovative language course and needs to be assessed for quality before utilizing it globally or implementing it for Thai EFL students. In the future, the research procedure of this study can consist of three research cycles. Each cycle includes the four stages of plan, act, research, and reflect, with each cycle leading to the next. Reflection and monitoring are integral to the process of implementing the developed online CBCL module for business English communication course. The next cycle (Cycle Three, Four and more) should be added until the quality of the developed online CBCL module is proved to be acceptable as part of EFL learning and teaching in the Thai educational contexts. It is also necessary to consider the condition of teaching and learning in different environmental contexts, for example, the different learning background and learners' abilities which possibly lead to different results. Even though the BCGW course might indicate as a 'bad' course, the researchers are self-educated from 'bad' indicators, and from the identification of the solutions. That is, the way of learning (i.e. managing unpredictable problems) is encouraged. Moreover, it is worth trialing and re-trialing the innovative methods until the synthesized conditions are justified. Most importantly, the practitioner research features help other researchers gather rich qualitative information as well.

Figure 5.1 illustrates the tentative two research cycles of this study. The percent assigned to each cycle was originally justified by the researcher after doing the all research procedure.

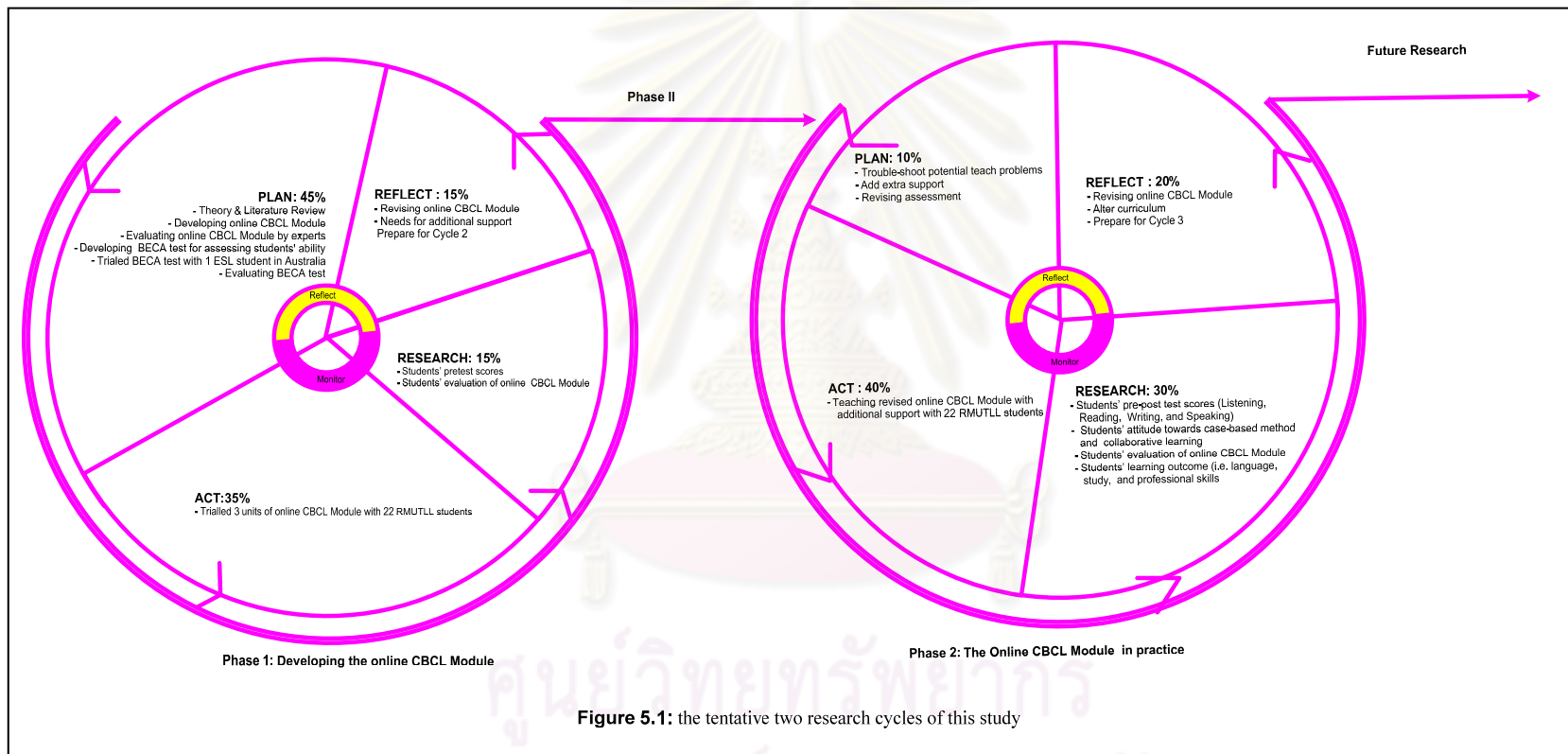


Figure 5.1: the tentative two research cycles of this study

Not only implement other types of research approach, we need more qualitative data collection and analysis to increase reasonable judgment on effectiveness of the developed online CBCL module.

Needs more qualitative data collection and analysis: We have seen that the developed online CBCL module was a 'good' language course evidenced by both the quantitative and the qualitative data collection and analysis. However, the judgments of effectiveness of the developed online CBCL module could be more reasonable if the qualitative data collection and analysis such as video tape recording during studying the BCGW course in class, video tape recording during the discussion class, the students' reflective journal, and the records of students' communication through the Internet communication tools could be included in the next study. These instruments aimed at observing the students behavior and behavior changes before taking the course and after taking the course. If these instruments will be implemented in the future study, the definition of each behavior, for example – what we are going to observe and how it is important – are highly recommended. Meanwhile inter-rater reliability checks are recommended to increase the quality of these instruments in terms of reliability. In other words, the concise definition is for validity checks where as the inter-rater is for reliability checks. If it is possible, the behavioral model of professional skills, especially, critical thinking skills should be outlined in the future study.

The next suggestion could be ongoing investigation for an appropriate language teaching method.

Ongoing investigation for an appropriate language teaching method: The results of this study confirmed that the CBL method can be an instructive method for enhancing language and professional skills but it seemed to be a difficult one.

However, as mentioned before, *the Global Business Case Study Module* was the application process for learning and teaching with the BCGW course. If other researchers are interested in assessing the effectiveness of using the CBL method, the *Global Business Case Study Module* alone should be used. That is, future studies should

investigate the direct efficacy of the CBL method through language learning and teaching. Moreover, implementing one module may cause difficulty for the students if they are not ready since the students should have enough language and other skills (i.e. business communication, thinking, and team working skill) which are taught using Communication Skills for International Students in Business Module as well. For the future study, the learning content in Communication Skills for International Students in Business Module could be used as scaffolding instruction for filling the gaps between the current and desired performance of the students if the qualifications of all of the participants are closely to the course requirements.

One important suggestion is that even though the CBL method is well recognized as a method enhancing critical thinking skills, in EFL contexts, including in the Thai contexts, it is a 'new' method. The teachers who would like to implement it in the language classroom should be endlessly patient since it might be a difficult instructional strategy to use evidenced by the findings of this study. However, it is worth implementing the CBL method in a language learning and teaching process since the students noticeably gain language and professional skills evidenced by the findings of this study.

In fact, many studies have been conducted to determine the method that is 'suitable' for the Thai EFL learners for many decades. One important study was conducted by Sukamolson (1993). It investigated the methods of teaching in Thailand in 1972-1987 in three main areas: methods that worked, methods that did not work and methods that appeared to work. The study may seem outdated but it is noticeably invaluable in terms of data collection and analysis. Sukamolson (1993: 19) however, concludes that:

... if we are looking for a single method for teaching any of the various skills to any learner at any level whatever, it would be impossible to single any one out as being the best. There is no such a method and nor will there ever be one. There is no need to invent one or more ideal methods for I am quite certain that such a method could never work, As one Chinese proverb, one often quotes in martial art movies dealing with secret inner power says, 'The best fighting technique is the one that is free from the imprint style. If a person is still using certain readily identifiable techniques, he will never excel

as a good fighter'. Our Lord Buddha gives us a very valuable and truthful warning which says. 'Do not attach your mind to anything: let it go since everything on earth is in a state of flux.' So, we can only say that the best possible method for teaching a language is the ECLECTIC METHOD, a style-free method. It is the only method that one can say without a shadow of doubt that it surely works.

I totally agree with this statement since each method has its own strengths and weaknesses. The 'enlightened method' of a particular class might be a 'poor method' in other classes or contexts. The quality of a method not only depends on the course design but also the students, teachers, and environments evidenced by the findings of this study. To examine the 'enlightened method' requires great effort but it is valuable for both the teachers and the learners since we as a teacher could create a person who could be a 'future' of our society and we could develop ourselves as professional as well.

Environment that enhances critical thinking skills is other suggestions for future study.

Environments that help enhance critical thinking skills: Since the developed online CBCL module aimed at engaging students critical thinking skills, the teachers should try as much as possible to frame ways to enhance students' critical thinking by creating environments that help enhance critical thinking skills. To enhance thinking skills for Thai students, teachers should plan the teaching method and the strategy step-by-step. Teachers should not try to intensively force them to be critical thinkers. We can start by encouraging them to read more books and gradually change their beliefs about making arguments if they disagree with their teacher and peers. A task closely related to the students' life is highly recommended since it is easier for them to have the logical supporting arguments. In this study, the positive and negative argument aspects were used as a strategy for providing clues of critical thinking. Even though the results of this study noticeably suggest that the methods worked well, more techniques for improving the quality of the developed online CBCL module as well as improving the students' performance should be researched. Then, the lists of suitable strategies used for the CBL method is recorded as a 'handbook' for the teachers who are interested to implement the method to their learning and teaching process. It would be valuable to replicate this

study over a longer period of time to try to study whether the students actually apply what they learn to their future classroom or workplace.

Moreover, since the findings of this study have revealed that the students rarely discuss, in future studies the creation of discussion environments should be created. If we can engage the students in discussion activity, a challenge is that future research might explore the computer simulations in the language classrooms since this study revealed the effectiveness of the hypermedia course. It might also be more challenge if the discussion activity through the CBL method is delivered and facilitated by the computer simulations.

Also, although this study has revealed the effectiveness of the CL settings, a challenge is that the future research should compare the effective ways to implement individual and small group learning with the CBL method. Such research can assist the teacher to find an appropriate environment for the students. The CL settings also helped encourage students to share the ideas and choose the best one.

Preparation for both teacher and students: Furthermore, preparation for both teachers and students are recommended for future use of the developed online CBCL module to reduce the difficulty of implementation. The training programs or workshops on computer literacy, on using the Internet, and all the technologies available for the developed online CBCL module, for example, communication tools– web-board discussion are highly recommended for teachers who would like to implement the developed online CBCL module in the future.

Since the findings of this study had illustrated that the obstacles of the Internet presentation might be the students' inexperience on the online learning and communicative language test as well as low language ability of the students; it is highly recommended to construct a workshop to train the students to be ready for the developed online CBCL module. For example, if students' language ability is lower than prerequisites, the teacher needs to allocate time and resources for assisting students to reach the minimum language competence level by using scaffolding concept. Most

importantly, since the CBL method requires high level of linguistic knowledge as language learners have to read extensively (Canado and Maria, 2004), the future students should might have special workshop for increase the reading skills as well as they should be trained on the cognitive ability (i.e. how to read and write) in both text-based environments and web-reading ability. Moreover, the students should have the language required to discuss the case study such the language in meeting, contradicting and disagreeing, interrupting, negotiating, and presenting (Daly, 2002).

Besides, as suggested by Falchikov and Magin (1997), if other researchers would like to implement the self-assessment, peer-assessment, and team assessment in the next study, it is highly recommended to firstly, be committed to and fully understand the educational purpose of peer assessment, secondly, be involved in determining the criteria and agreeing on a rating scale and assessment procedure, and, finally, receive feedback on peer assessment scores, both in relation to their own performance and to the overall pattern of scores.

Since the findings of this study revealed that even though the students were trained to assess themselves, peers, or group, the over-estimation of themselves, peers, or group was noticeable. The possible reasons could be that the scoring of each assessment was assigned to their final grade. The students were worried about their grade so that this over-estimation was the way they protected themselves from getting bad grades. Other studies, for example, Sullivan and Hall (1997), Liu and Yuan (2002), Patri (2002) found that learners over-or- under-estimated their own and their peer's language skills. To solve these overestimated over-marking by peers as 'friendship marking' or 'decibel marking' (Patri, 2002), not only three hints suggested by Falchikov and Magin (1997), but also the teacher should intensively train the students to have competence and comprehension on the benefits of assessing themselves and peers.

Teachers' and students' beliefs: The last recommendation seems to be not important but is likely to influence the success of the developed online CBCL module. The teachers' and students' beliefs might have influenced the classroom behaviors.

In this study, there was a mismatch between the teacher's beliefs and those of the students. The teacher believed that English was important but the students thought that English was not an important for their academic and work life. They learned English because it was a requirement by the university. They also thought that learning English needed a 'gift' to succeed so that without the 'gift' they could not perform in English. These findings have been shared by many investigators including Horwitz (1999); Pajares (1992); Nesper (1987 cited in Pajares, 1992).

It is believed that understanding learners' beliefs about language learning is essential for constructing an appropriate language instruction (Horwitz, 1999). Also, Pajares (1992) concludes that the beliefs of teachers have influenced students' perceptions, judgments, and behavior in the classroom or that understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching practices. Moreover, Nesper (1987: 317 cited in Pajares, 1992) states that

... in spite of arguments that people's 'beliefs' are important influences on the ways they conceptualize tasks and learn from experience . . . little attention has been accorded to the structure and functions of teachers' beliefs about their roles, their students, the subject matter areas they teach, and the schools they work in.

Hence, in the future, it is highly recommended that a corresponding connection be made between the teacher's and students' beliefs in order to improve the quality of the BCGW course and of students' learning performance, and to reduce the students' stress by drawing an attention to students' beliefs since the students' motivation comes from their beliefs (Bernat, 2008). If the students believe that English is important for them, their motivation will possibly increase. It is, thus, likely that the students' achievement in a second language might as well increase significantly since these two factors are related (Ehrman, Leaver and Oxford, 2003).

5.3.2 Recommendations and suggestions for language instructional designers

The recommendations for language instructional designers are as follows.

A noticeable acknowledgement of the learning environment and learners' previous experiences: Firstly, with the evidence proved by the experts on the quality of the develop online CBCL module as well as the teacher's belief, the developed online CBCL module which was developed in both the Thai and the international contexts could help improve language and professional abilities of Thai EFL students. However, one of the critical factors directly affecting the success or failure of the course is a noticeable acknowledgement of the learning environment and learners' previous experiences.

In this study, the learning environment and learner previous experience could be deliberately avoided since the language instructional designer focused on only the five aspects namely, teaching business English, the CBL method, CL settings, WBI, and language evaluation. They were mainly focused on how to design, develop, and evaluate the developed online CBCL module. The main reason for a lack of information on the students' learning and their backgrounds was that the teacher was not a 'full time' teacher at RMUTLL. In fact, the teacher used the previous English grades, the pre-test results and books they had learned from the Foundation English Course were used to estimate the RMUTLL students' language abilities. That was why the developed online CBCL module for the BCGW course had undergone some modification.

The balances of online and conventional learning settings: The next recommendation for language instructional designers is that based on the results of this study, it suggested that the students preferred blended learning. In the future, if the teacher would like to implement the developed online CBCL module, the revision on the balances of online and conventional learning settings is recommended. One question –What are the learners' attitudes towards hypermedia? – should be asked before reusing the developed online CBCL module to determine the appropriate ratio of online and face-to-face. The answer might help educators to find the right answers for balancing the 'E' and the 'learn' or the balance of the online and conventional leaning settings. As mentioned

early, insufficient information analysis of learners and technical or infrastructure support mainly involved in the infrequency accessing the developed online CBCL module. Thus, in the future, the analysis of learners and infrastructure are recommended to be taken into account intensively. In brief, the success of blended learning depends on a right ingredient or information that teachers have. There are no conclusions on the ratio of online and conventional class because it depends on the contexts in which the developed online CBCL module will be implemented for business English for communication course in the future. As mentioned before, insufficient information analysis of learners and technical or infrastructure support mainly involved in the infrequency accessing the developed online CBCL module.

Thus, in the future, the analysis of learners and infrastructure are recommended to be taken into account intensively. In brief, the success of blended learning depends on a right ingredient or information that teachers have. There are no conclusions on the percept of online and conventional class because it depends on the contexts which in the developed online CBCL module will be implemented for business English for communication course in the future.

Most importantly, not only the acknowledgement of learners and technical support but also the openness to change is required from this course as it is difficult to find the 'ideal' learners to perfectly match the course requirements.

As mentioned before, insufficient information analysis of learners and technical or infrastructure supports mainly involved the infrequency accessing the online CBCL module. Thus, in the future, the analysis of learners and infrastructure is recommended to be taken into account.

In brief, based on the results of this study, students prefer the blended learning settings. In the future, if the teachers would like to implement the online CBCL module, a revision of the balances of online and conventional learning setting is recommended.

'Ongoing revision': Moreover, most importantly, it is highly recommended that the learning content in an additional support class should be revised since it may not be well-

organized. In fact, it was continuously developed week-by-week. Also, some learning content could not be posted via the Website because of the copyright issues. Thus, if other researchers would like to implement the additional support class as a 'device' to actually bridge the gap between the current and desired performance of the students based on the concept of scaffolding, the process of revising the learning content and asking for a permission to post the content on the Website are highly recommended.

The last recommendation for language instructional designers for improving the quality of the developed online CBCL module is applying more 'interactive' or 'fun' lessons.

'Interactive' or 'fun' feature: As discussed before, the additional support class can be improved by designing it as a 'fun' lesson. Since the content is basic language knowledge, it could be easy to make a 'fun' or an 'interactive' lesson through WBI. The game-based method might be a good choice since the feature of game-based method might correspond well with the grammatical-based learning in the additional support class.

Apart from the recommendations for language instructional designers, some should also be made for language testing developers to improve the quality of the developed module and this will be touched in the following section.

5.3.3 Recommendations and suggestions for language testing developers

It is undeniable that the quality of the online CBCL module is partly justified by the BECA test so that the ways to improve quality of assessment used in this study are recommended for the future of the BCGW course.

Three possible suggestions for improving the quality of the BECA test are the design of the test, test takers' preparation and the high capacity of the server.

Test design: The possible weak point of the BECA test design was a lack of students' involvement in marking criteria. Thus, the students' involvement on marking criteria and in-depth explanation are recommended. Ramsden (2003: 204) suggests the fourteen rules for better assessment in higher education.

One rule is stated that:

- ...Try to get student participating in the assessment process, through:
 - discussions of appropriate methods and how the methods relate to the course goals;
 - joint staff-student design of assessment questions and negotiation of criteria for success and failure;
 - self and peer assessment activities;
 - offering of students responsible choice among different methods.

The students' involvement should be conducted immediately after the students are assessed on the BECA test to enhance the students' comprehension as to what the test measured and how it was measured. Moreover, students should have comprehensible explanation on how to reach acceptable criteria. That is, what the students are expected to perform and evaluate in the course should be clearly explained. If it is possible, the written documents could be submitted and assessed by the business stakeholders in order to improve the reliability of assessing the students' actual performance.

All values (reliability: KR-20, item difficulty index and item discrimination index) could be re-calculated since the sample number of test takers in this study would be considered limited in terms of reasonable justification of the BECA test quality. Although the BECA test was the criteria-referenced testing (CRT), a large number of test takers who trial the BECA test is recommended in order to ensure and improve the test quality.

In order to find out how to help the students to be closely to the desired performance, it might challenge language testing developers to further research on examining the relationship between the students' learning process and the students' learning outcome. Although it seems to be difficult, it is worth to implement since the teachers can certainly acquire useful knowledge for identifying 'elements of assessing both learning product and process' and the learners' weaknesses can be clearly identified.

Test takers' preparation: The test takers should be trained on two skills: computer literacy training and communicative language testing training.

Differences of computer literacy of students possibly affect the test results so that students should be trained on how to use the online test if the BECA test is used with

other groups of students who are not familiar with computer devices. Time of training students' computer familiarity should not be long but it is worth doing this to increase the reliability of the test scores. The preparation or ongoing training of students to be familiar with the communicative language test could be conducted before or during the BCGW course. Training students on how to be assessed by the communicative language test could be by providing a test tutorial which has a similar test format as that of the BECA test.

Training students in computer literacy and communicative language testing is recommended to create 'familiarity' and reduce 'anxiety' of the test format since that directly affects the quality of the test and course as well (Hatch and Farhady, 1982).

High capacity of server: The requirements of the high capacity of server is recommended for the future study as the technical issues were one of the most important factors for success and difficulty of the online BECA test. In fact, the problem of low capacity of server could be solved easily if other researchers have support from the management level.

All in all, a teacher who employs the BCGW course should put more energy, persistence, knowledge and skills to bring both the BCGW course and the additional support classroom pedagogy alive by capturing the students' needs, difficulties and interest, engaging authentically with authentic materials, and creating 'fun' atmospheres (Senior, 2006). If a teacher would like to be a competent professional teacher as well as enhancing the students' ability, he/she should balance what is important to teach and how to teach by gathering and analyzing the information of students' background.

5.4 Part Three–Implications and Contributions

This section discusses the implications and contributions of the study.

5.4.1 Implications: Implications for instruction and assessment are discussed as follows.

Implications for instruction: As Warschauer (2002: 29) states that we as language teachers should remind ourselves that the goals in TESOL, and especially when

considering how to make use of technology, should be to develop not only language, but also to improve the person. Whether working with students or teachers, the development of technology and language learning require a long-term process emphasizing initiative, autonomy, reflection, and self-generated capacity for innovation. It appears that the BCGW course might partly reach the goals of TESOL. Not only the use of technology and the development of language of the students but also the development of the person, for example, professional skills and digital literacy, is included in the present study.

Moreover, it appears that the teachers should remind themselves that learning is a developmental process which can be shaped by the learners in the teaching and learning contexts (Richards, 2001). As a result, to improve the performance of students as well as the quality of the language course in the future, the teachers should conduct research on the students' needs and difficulties and also be willing to change some teaching and learning contexts in line with the students' ability.

Furthermore, this study brought about the language teaching guidelines for enhancing the students' English language skills as well as professional skills. It was not an 'ideal' language course due to the difficulties of implementation. At least, it was considered to be evidence of initially promoting the use of the CBL method in Thai EFL contexts.

Additionally, from this study, we have learned that the use of case method, the collaborative learning into language learning and teaching could help Thai EFL students enhance both language and professional skills. That is, the students achieved some learning outcomes which the BCGW course aimed to do.

Lastly, working in a group is considered to be one of the abilities that employers need for future employees so that this strategy could be promoted in class (both ESP and non-ESP classes). The findings of this study noticeably confirmed the effectiveness of collaborative learning settings so that it is hoped that the students could apply all/some knowledge and skills practice in this study in realistic business English and workplace contexts.

Implications for assessment: First of all, this study has shed lights on the variables that are directly affected on designing and developing a language test: levels of language ability and background knowledge of test takers. Therefore, the test developers should be aware of these variables before constructing ESP tests.

Moreover, the results of this study could be implied on the factors affecting the implementation of online test (i.e. technical problem, web reading difficulty, and learners' familiarity with paper-based reading). The factors are directly positioned as indicators causing success and failure used on the online test format. In the future, when language test developers would like to employ the online test, these problems should be taken into account. Then, the actual performance of students can be determined.

5.4.2 Contributions

First of all, perhaps the most important consideration for the further study might be the additional aids based on the concept of scaffolding instruction are required if the students struggle with the developed online CBCL module, the CBL method, web-based learning, CL settings, and English. Most importantly, the developed online CBCL module was designed based on the constructivism approach so that it demands the mixed ability of the students. This study has contributed to an insight into the importance of the additional aids for the future study of the developed online CBCL module for business English Communication course and other studies. Even though they might be not related to this study, they directly benefit the students by enhancing students' knowledge and skills.

Secondly, as seen in the present study, it appears that the CBL method might shed the light on some methods and strategies for enhancing language and professional skills. It might not be the 'right' one but it could be used with learners who have similar characteristics. Most importantly, the students enjoyed working with the cases in the CL settings. This might lead language educators to implement the methods and strategies used in this study in the future since these findings might contribute to the new ways of

language teaching. However, according to the results of this study, the implementation of the CBL method might not be that easy.

Furthermore, since this study provided the opportunities for Thai EFL learners to be taught using authentic materials, tasks and activities –the CBL method– within a simulated workplace environment, for example, discussion, it is hoped that the learners' confidence and familiarity of real-life tasks that they have to deal with in the future will be enhanced. That is, the gaps between what business people want and what business people get might be narrowed by the developed online CBCL module. It is hoped that Thai EFL learners in this study could have some abilities that meet the needs of their perspective employers and are able to apply in their future academic and work life.

In addition, although the findings may only be partly confirmed on critical thinking enhancement, at least now we have the cases for English for Specific Purposes (ESP) and English for Business Purposes (EBP) which are quite limited in number (Jackson, 1998) which have had the critical thinking element integration into a language instruction. It is hoped that the material developed in this study could be continuously developed and internationally or nationally accepted as a device for enhancing business English communication course as well as in business classes.

Also, it appears that this study has contributed to the framework of design, develop, implementation, and evaluate a course. It could be used as an example for other web designers as well as language course developers to study how to systematically design, develop and evaluate an effectiveness course.

Furthermore, the online CBCL theoretical model developed in this study could be used as a tentative paradigm for a language course based on the constructivism and real-life approach. Since the proposed model has worked effectively evidenced by the findings of the present study, it could be globally used as a guideline for other EFL courses that utilize the CBL method or other similar methods in more or less similar learning and teaching environments.

Moreover, this study has contributed to an insight into the important issues of investigating learning environments and the backgrounds of learners that have directly influenced on constructing a language course and an online learning course.

Finally, these findings are likely to contribute to evidence of communicative test development. Therefore, the BECA test could be reused as the test that might fulfill the demands of the communicative test in Thailand. In the future, the BECA test could be developed and used as a tool for assessing the students' performance in more or less similar business English for communication course.

5.5 Final Remarks

This paper has tried to develop an online CBCL theoretical model and the actual online CBCL module for business English Communication as well as evaluating the effectiveness of the developed online CBCL module. It possibly concludes that the developed online CBCL module achieve its goals using both quantitative and qualitative methods from the actual audience and experts. That is, the effectiveness program is proved even though it contains many factors needed to improve its quality. Although this study was considered to be the initial step of 'trial and error' of the developed online CBCL module for business English communication course, it really needs to move onto the second step of 'systematic retrial and find out the alternative solutions'. It is hoped that the conceptual framework, sample activities and tasks, findings and implications of the present study will provide useful information to further develop the online CBCL module to be more effective, and the BECA test to be more reliable, and authentic. Most importantly, this study will help educators to see the ways to design, develop, and assess the tasks and activities which stimulate both language and critical thinking skills with learners who do not have a high level of English proficiency as well as identifying the ways to help the learners to overcome the difficult situations.



APPENDICES

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APPENDIX A NAME LIST OF EXPERTS

Experts are defined as experts in the four main different fields:

Business English experts are defined as experienced business English lecturers who have taught business English in higher education for more than 4 years, or have conducted research on business English.

Web-based instructional design experts are defined as experienced teachers who have expertise in designing and creating web-based instruction or e-learning in higher education for more than 4 years, or who have experience in setting web-based instruction or e-learning in higher education or have conducted research on multimedia instruction.

Business content experts are defined as experienced business content teachers who have experienced in integrating a case method in learning and teaching process in higher education for more than 4 years or have business work experience that involves writing or creating a case study for more than 4 years.

Language testing experts are defined as experienced language teachers who have taught business English in higher education for more than 4 years, or have conducted research on business English, or have developed a business English test.

The following section presents the name list of experts who helped in the validation process of the present study.

1. Experts assessing the quality of the case study

- 1.1 Professor Ian Scarman, University Of South Australia
- 1.2 Dr.Pisamai Supatranont, Rajamangala University of Technology Lanna (RMUTL), Tak Campus
- 1.3 Assistant Professor Bunga Posiw, University of the Thai Chamber of Commerce

2. Experts assessing the quality of the BECA test

- 2.1 Dr. Nisa Vongpadungkiat, TATE Learning Centre, Co., Ltd.

2.2 Dr. Chatraporn Piamsai, Chulalongkorn University

2.3 Dr. Tanyaporn Arya, Chulalongkorn University

3. Experts assessing the quality of the online CBCL Module

- 3.1 Associate Professor **Jaitip Na-Songkhla, Ph.D., Chulalongkorn University**
- 3.3 **Dr.Methinee Wongwanich Rumpagaporn, Kasetsart University**
- 3.3 Dr. Jiraphun Srisomphun, King Mongkut's University of Technology North Bangkok
- 3.4 Assistant Professor Bupbha Setobol, King Mongkut's University of Technology North Bangkok
- 3.5 Dr. Yoopayao Daroon, Rajamangala University of Technology Lanna Lampang (RMUTLL), Lampang Campus
- 3.6 **Dr. Tanyaporn Arya, Chulalongkorn University**

4 Experts assessing the quality of the form and raters assessing the students' performance

4.1 Associate Professor **Onjaree Natakuatoong, Ph.D., Chulalongkorn University**

4.2 **Arjarn Penporn Koedsook**, Rajamangala University of Technology Srivijaya (RMUTSV), Trang Campus

4.3 **Dr. Supalak Nakhornsri**, King Mongkut's University of Technology North Bangkok



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APPENDIX B

INSTRUMENT FOR EVALUATING THE ONLINE CBCL MODULE

B.1. Validating the quality of case study by experts

B2: Instrument of validating of the online CBCL module for business English communication – Business Communication in a Global World – by experts

B3: Instrument of validating of the online CBCL module for business English communication – Business Communication in a Global World – by students

B3.1: Student Evaluation of the online CBCL module for business English communication – Business Communication for a Global World

B3.2: Attitude questionnaire on the CBL method, and the CL settings

B3.3: Example of semi-structure interviews questions on students' perception of the online CBCL module



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B.1. VALIDATING THE QUALITY OF CASE STUDY BY EXPERTS

B.1.1 Case Evaluation Criteria, Case Evaluation Rubric, and Case Evaluation Form adapted from Pennstate: Schreyer Institute for teaching Excellence (2004).

Case Evaluation Criteria

There are two principal criteria used to validate the quality of case study by experts, namely, objective criteria and content criteria with the table below.

A: OBJECTIVE CRITERIA	
Indicator for evaluating objective criteria	Evaluation Criteria
I. Effectiveness of the case	<ul style="list-style-type: none"> The case corresponds to the learning objectives of the Business Communication in a Global World (Course Syllabus, Page2) that helps learners to explore or investigate all necessary knowledge and skills.
II. Authenticity of the circumstance	<ul style="list-style-type: none"> The case reflects real situations that practitioners engage in, and encourages real interaction among students, and the teacher.
III. Unity of organization	<ul style="list-style-type: none"> The case has well-organized ideas with clear presentation of the key points and at the appropriated level (intermediate ESL).
IV. Coherence of organization	<ul style="list-style-type: none"> The ideas in the case are sequenced in a logical order and connected with appropriate transitional signals.
V. Clarity of presentation	<ul style="list-style-type: none"> The case is presented in clear and simple language and technical terms are kept to a minimum.
B: CONTENT CRITERIA	
Indicator for evaluating content criteria	Evaluation Criteria
I. Appropriateness of the content	<ul style="list-style-type: none"> The content expresses the learning issue that is appropriate both to the subject matter and to the levels of skill and knowledge of the students to ensure that students can make decisions or judgments based on the information. The questions and discussion points provide a means for the teacher to check that students have understood the key points, and for learners to start to explore the issues in question.
II. Attentive focus of the content	<ul style="list-style-type: none"> The content supports the learning objectives with sufficient information that includes concrete detail and/or example.

Case Evaluation Form: Business English for Communication

Instructions: Rate the case according to the scale that most closely matches the statement. The scale is a continuum from excellent to poor. Answer by marking “X” in the box corresponding to the relevant number:

3 = Excellent 2 = Good 1 = Acceptable 0 = Poor

Evaluated byDate.....

Section 1:

Case	Effectiveness of the Case				Authenticity of the circumstance				Unity of Organization				Coherence of Organization				Clarity of Presentation				Appropriateness of the content				Attentive focus of the content			
	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
1																												
2																												
3																												
4																												
5																												
6																												
7																												
8																												

Section 2: Additional feedback and suggestions on the cases:

- Case 1
- Case 2.....
- Case 3
- Case 4
- Case 5
- Case 6
- Case 7
- Case 8

Note: Title of case

1. Theme: Marketing

Case 1: _McDonald’s Global Franchising **Case 2:** The Success of Green Business-The Body Shop Goes Global

2. Theme: Technology

Case 3: Bill Gates: Legend of Microsoft**Case 4:** Think Globally but Work Locally: The Sony Way

3. Theme: Service

Case 5: Banyan Tree Group: Sustainable Tourism from Thailand to Mexico **Case 6:** Global Healthcare Service: Bumrungrad Hospital

4. Theme: Media

Case 7: Global Influence of Media Personalities-Oprah Winfrey **Case 8:** Global Mickey: Walt Disney Company

Case Evaluation Rubrics

A: Objective Criteria	
I. Effectiveness of the Case	
3	The case corresponds to the learning objectives of the course.
2	The learning objectives are incorporated into the case, but the case does not sufficiently hold students' interest to invite them to engage in their own learning.
1	Only some of the learning objectives are implemented in the case.
0	The case has no instructive value; it accomplishes no learning objectives.
II. Authenticity of the Circumstance	
3	The description of the circumstance in the case mirrors actual situations, and the activities involved in the circumstance are the authentic tasks that practitioners engage in.
2	Some portions of the circumstance lack a vivid description and accuracy. But the construction of the circumstance still infuses some realistic features that lead students to interact with the situation.
1	The circumstance appears to be realistic, but it does not provide a genuine opportunity for students to carry out any actions or stimulate any discussions in order to apply or acquire knowledge and skills.
0	The circumstance does not reflect any sense of reality at all.
III. Unity of Organization	
3	The case is structured around a situation in a narrative style. The ideas are organized in a way to clearly present all of the contextual information of the events that occur in the situation, such as what happened, who was involved, when and where it happened, how it happened and why it happened.
2	Some information about the setting, characters and actions in the case is missing, but there is still enough information to give students an understanding of the situation.
1	The contextual information of the situation is given but is not structured and focused well enough to give students a full understanding of the situation.
0	The information is little more than compilations of sentences unstructured by any focus on the problem situation.
IV. Coherence of Organization	
3	The ideas in the case are sequenced in a logical order and connected with appropriate transitional signals. The case usually proceeds with a chronological order of events that occur in the case.
2	Occasionally the ideas in the case jump around without any sequential or relationship or proper transitional signals.
1	Most of ideas are not sequenced in a logical flow. It is hard to identify relationships between ideas.
0	Ideas come in a random order. The relationships between ideas are not clear. Necessary transitional signals are seldom provided.
V. Clarity of Presentation	
3	The case is easy to read. The ideas are presented in clear and simple language. Technical terms are kept to a minimum; when they are used, their meanings are either apparent or explicitly stated.
2	There are some difficulties in reading the case. Not all of the ideas are presented in clear and simple language.
1	Students encounter a lot of ambiguities as they read the case. Most of the ideas are presented in a needlessly complicated style.
0	Too many technical terms are used. The language is not plain.

B: Content Criteria	
I. Appropriateness of the Content	
3	The content clearly expresses the learning objectives that are appropriate both to the subject matter and to the levels of skills and knowledge of the students. The questions and discussion points provide an excellent means for the teacher to check that students have understood the key points, and for learners to start to explore the issues in question.
2	Learning objectives are present in the case. The issues are related to the subject matter, but the content is not consistent with the levels of skills and knowledge of the students. The questions and discussion points provide a fair means for the teacher to check that students have understood the key points, and for learners to start to explore the issues in question.
1	Learning objectives do not strongly represent the subject matter; the issues are either too trivial or too broad. The questions and discussion points provide a means for the teacher to check that students have understood the key points, and for learners to start to explore the issues in question, but they need to be improved.
0	No learning objectives are present in the case. The questions and discussion points do not provide any means for the teacher to check that students have understood the key points, and for learners to start to explore the issues in question.
Attentive Focus of the Content	
3	The content supports the learning objectives with sufficient information that includes concrete details and/or examples; the supporting ideas are clearly explained and logically related to the learning issues.
2	The content raises the learning objectives but does not support them fully. Enough subordinate ideas are included to help students identify the learning objectives, but some information is missing.
1	The relationships between the learning objectives and the subordinate ideas are not expressed clearly or explicitly enough to give students a sufficient sense that the learning objectives have been supported.
0	The learning objectives are merely abstract concepts without actually being developed. Students cannot relate what purports to be supporting ideas or information to the learning objectives.

**B2:INSTRUMENT OF VALIDATING OF THE ONLINE CBCL MODULE FOR
BUSINESS ENGLISH COMMUNICATION – BUSINESS COMMUNICATION IN
A GLOBAL WORLD – BY EXPERTS**

Evaluation Form: Online CBCL module for business English communication

(Adapted from Distance learning evaluation guide by American Council on Education, 1996; Michigan University, 2002; Alessi and Trollip, 2001; Na-Songkhla, 2004; and the Institute for Higher Education Policy)

There are two principal criteria used to validate the online CBCL module used for the BCGW course by experts in this study, namely, instructional design quality, and multimedia instruction quality, with details in the tables below.



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Name of organization: _____

Name of reviewer: _____

Program, course, or module: Business Communication in a Global World

Date of review: ____/____/____

Instructions: Rate the online course according to the scale that most closely matches the statement. Answer by marking “X” in the box corresponding to the relevant letters:

- 5 = the instructional design meets all evaluation criteria.
- 4 = the instructional design mostly meets evaluation criteria.
- 3 = the instructional design partially meets evaluation criteria.
- 2 = the instructional design does not meet evaluation criteria.
- 1 = the instructional design is not applicable or not known from material received.

A: INSTRUCTION DESIGN QUALITY (FOR LANGUAGE EXPERTS ONLY)					
I. Learning Design					
<i>Evaluation Criteria:</i> Learning design is shaped by the learning context: the nature of the subject matter, intended learning outcomes, needs and goals of the learner, the learner’s environment, and the instructional technologies and methods.					
Evaluation Criteria/Indicator for evaluating instructional design quality	5	4	3	2	1
1. Does the course include:					
a) a clear statement of intended learning outcomes;					
b) learning content that is appropriate to learning outcomes;					
c) clear expectations of learner activities and level of participation;					
d) flexible opportunities for interaction;					
e) assessment methods appropriate to the learning outcomes					
2. Do the elements of the course – learning content, and instructional methods, complement each other?					
3. Are learning activities and modes of assessment responsive to the course objectives?					
4. Does the organization and presentation adequately enhance the learning skills?					
5. Do the learning outcomes address both content mastery and increased learning skills?					
6. Are instructions to learners on how to proceed and how to learn the material adequate, clearly written, and easy to understand?					
7. Do the assessments measure the achievement of announced objectives and learning outcomes?					
8. Is there a learner’s guide for content and are instructions in the learner’s guide easy to understand and apply?					
OVERALL					
Comment:					
.....					

A: INSTRUCTIONAL DESIGN QUALITY (FOR LANGUAGE EXPERTS ONLY)					
II. Learning objectives and outcomes					
<i>Evaluation Criteria:</i> Learning objectives are clearly defined and simply stated. They identify what the learning program can do for reasonably diligent learners. A course or program uses established ways to measure effective learning, assist the learner to achieve demonstrable learning outcomes, organize learning activities around these outcomes, and assess learner progress by reference to the announced outcomes.					
Evaluation Criteria/Indicator for evaluating instructional design quality	5	4	3	2	1
1. Are the learning objectives of course or program simply stated and understandable to learners?					
2. Do the course objectives describe the type of learners for whom the instruction is intended?					
3. Does the course or program description make clear what prerequisite knowledge and/or skills are necessary to enroll?					
4. Do the course objectives identify the kind of learning or training offered and the expected outcomes – in terms of skills, and knowledge?					
5. Are intended learning outcomes described in observable, measurable, and achievable terms?					
6. Is the learning design consistent with and shaped to achieve the intended learning outcomes?					
7. Is the learning design used in a way that facilitates the achievement of intended learning outcomes?					
8. Are intended learning outcomes reviewed to assure their clarity, utility, and appropriateness for the learners?					
OVERALL					
Comment:					
III. LEARNING CONTENT					
<i>Evaluation Criteria:</i> Learning content provided on this multimedia instruction is accurate and covers the particular skills that it sets out to measure.					
Evaluation Criteria/Indicator for evaluating instructional design quality	5	4	3	2	1
1. Is the learning content well organized?					
2. Does the learning content offer sufficient information related to the learning goals and objectives?					
3. Is the learning content provided in the course accurate?					
4. Is the learning contents provided in the course adequate and sufficient?					
5. Is the learning content free of bias?					
6. Is the learning content provided in the course accurate in terms of grammar and spelling?					
7. Is the learning content easy to understand or accessible to and usable by the learners?					
8. Is the learning content sufficient in depth and comprehensiveness for the learners to learn the subject?					
9. Is the learning content sufficiently flexible to accommodate different cognitive learning styles?					
10. Is the learning content sufficient in depth, comprehensiveness, and engagement for learners to improve business English for communication?					
OVERALL					

A: INSTRUCTIONAL DESIGN QUALITY (FOR LANGUAGE EXPERTS ONLY)					
IV. Learning Assessment					
<i>Evaluation Criteria:</i> Appropriate learner assessments, which adequately cover the materials, are required. Adequate assessment and necessary follow-up counseling by an instructor are provided.					
Evaluation Criteria/Indicator for evaluating instructional design quality	5	4	3	2	1
1. Are the types of assessments selected appropriate for what they are designed to measure?					
2. Are methods used for submitting assessments appropriate?					
3. Do the assessments measure the achievement of announced objectives and learning outcomes?					
4. Are the number and length of assessments adequate to determine if sufficient participant knowledge of course objectives and learning outcomes match?					
OVERALL					
Comment:					
V. Learning Engagement					
<i>Evaluation Criteria:</i> Student interaction with teacher and other students is observed throughout the course and is in a variety of channels, including voice-mail and/or e-mail.					
Evaluation Criteria/Indicator for evaluating instructional design quality	5	4	3	2	1
1. Do students interact with other students through a variety of ways?					
3. Is feedback on student assignments and questions provided to students?					
3. Does each module engage students in analysis, synthesis, and evaluation as part of their course?					
4. Is the course designed to require students to work in groups utilizing real business communication activities?					
5. Do activities or assignments encourage collaboration among learners?					
OVERALL					
Comment:					

B: MULTIMEDIA INSTRUCTIONAL QUALITY (FOR WEB-BASED INSTRUCTION EXPERTS ONLY)					
I. Usability: <i>Evaluation Criteria:</i> Usability relates to ease of use. Usability is commonly defined as having three core components: effectiveness (how well a task can be completed), efficiency (how easy or quickly it is to complete the task), and satisfaction (the user's perception or opinion of the system) (Adapted from Michigan University, 2002; Alessi & Trollip, 2001; Na-Songkhla, 2004, and Monash Web Style Guide, 2006, accessed 16 September 2007, http://www.monash.edu.au/staff/web/glossary.html)					
1.1. Font consistency					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
• A consistent font style (i.e. regular, bold, italic, bold italic style) is used throughout the multimedia course.					
• A consistent font size is used throughout the multimedia course.					
• A consistent font type is used throughout the multimedia course.					
• A consistent font color is used throughout the multimedia course.					
• The font used on the web page is easier to read					
• The consistent font size, type, and color are used for the topic and subtopic throughout the multimedia course.					
OVERALL					
Comment:					
1.2 Text quality					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
• A consistent text coloring is used throughout the multimedia course.					
• A consistent font size is used for the topic and subtopic throughout the multimedia course.					
• A consistent font color is used for the topic and subtopic throughout the multimedia course.					
• Italicized text is rarely used in the Web page					
OVERALL					
Comment:					
1.3 Navigation					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
• Navigation in a web site is intuitive, simple, and consistent.					
• Navigation usually displays on the same place of the web page					
• Home or Map is available from any page, and from anywhere on the page in the course with one click.					
• Links or buttons are present on every page that allows learners to go forward or back pages.					
• Links or buttons are present on every page that allows learners to go forward, back or up units or sub-units.					
• No dead end link.					
• Clicking on all hyperlinks results in correct information or location being displayed in the browser.					
OVERALL					
Comment:					

B: MULTIMEDIA INSTRUCTIONAL QUALITY (FOR WEB-BASED INSTRUCTION EXPERTS ONLY)					
I. Usability(cont.)					
1.4 Tables and Frames					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
• Data tables have column and row headers appropriately.					
• The web page is used fixed-width table cell.					
• Using border, spacing, alignment, and indent are rarely use in the course.					
OVERALL					
Comment:					
.....					
1.5 Screen Design					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
• Same elements: font, navigation, links, heading styles, and buttons are used in the web page. That is, a consistent screen is used through the course.					
• Color on screen is clear and soothing to the eyes.					
• The color of screen and text are differentiated clearly.					
• The position of all elements such as font, navigation, links, heading styles, and buttons are consistent in the way of presentation.					
• The web design is interactive and interesting.					
1.6 Media					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
• All graphics (picture size on screen, picture type and size) that are displayed are clearly and easily understood without any difficulty.					
• All photos (picture size on screen, picture type and size) that are displayed are clearly and easily understood without any difficulty.					
• All animations that are displayed are clearly and easily understood without any difficulty.					
• All audio (sound quality, types of audio and size) that is displayed is clear and easily understood without any difficulty.					
• All audio responses quick and without any undue delay. (Quick downloading speed)					
• All video links are easily to access and responses without undue delay.					
• The course is free of multimedia errors.					
• A variety of multimedia elements are relevant to learning objectives					
OVERALL					
Comment:					
.....					

B: MULTIMEDIA INSTRUCTIONAL QUALITY (FOR WEB-BASED INSTRUCTION EXPERTS ONLY)					
I. Usability					
1.6. Communication					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
<ul style="list-style-type: none"> • A learner-instructor communication is easily accessible. Learners know how and where to go to contact an instructor. 					
<ul style="list-style-type: none"> • A learner-learner communications is easily accessible. 					
<ul style="list-style-type: none"> • Learner-learner and group communication channels are easily accessible. 					
<ul style="list-style-type: none"> • The learning program provided both synchronous and asynchronous communication tools. 					
OVERALL					
Comment:					
II. Accessibility					
<i>Evaluation Criteria:</i> Accessibility is considered as a way of producing websites accessible to the broadest range of people. (Adapted from Monash Web Style Guide,2006, accessed 16 September 2007, http://www.monash.edu.au/staff/web/glossary.html)					
2.1. Content Presentation					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
<ul style="list-style-type: none"> • The simplest language is used throughout the course as possible to be accessible to the audiences. 					
<ul style="list-style-type: none"> • All content in the course is readable and understandable. 					
<ul style="list-style-type: none"> • All information is up-to-date as possible. 					
<ul style="list-style-type: none"> • All information in the website is free of bias 					
<ul style="list-style-type: none"> • All information in the website is free of errors. 					
OVERALL					
Comment:					
2.2. Instructional Design					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
<ul style="list-style-type: none"> • Course goals and objectives are clearly defined. 					
<ul style="list-style-type: none"> • The learning content is well organized. 					
<ul style="list-style-type: none"> • The learning content offers sufficient information related to the learning goals and objectives. 					
<ul style="list-style-type: none"> • The learning content provided in the course is accurate. 					
<ul style="list-style-type: none"> • The learning contents provided in the course is adequate and sufficient. 					
<ul style="list-style-type: none"> • The learning content provided in the course is accurate in terms of grammar and spelling. 					
<ul style="list-style-type: none"> • The learning content is easy to understand or accessible to and usable by the learners. 					
<ul style="list-style-type: none"> • The learning content is sufficient in depth and comprehensiveness for the learners to learn the subject. 					
<ul style="list-style-type: none"> • The learning content provides multiple activities that help students develop business English communication skills. 					

B: MULTIMEDIA INSTRUCTIONAL QUALITY (FOR WEB-BASED INSTRUCTION EXPERTS ONLY)					
2.2. Instructional Design					
Evaluation Criteria/Indicator for evaluating multimedia instruction quality	5	4	3	2	1
• The learning content provides multiple activities that help students develop collaborative learning skills					
• A wide range of resources which are supporting the learning content are provided in the course.					
Overall					
Comment:					



 ศูนย์วิทยทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย

**B3: STUDENT EVALUATION OF THE ONLINE CBCL MODULE FOR
BUSINESS ENGLISH COMMUNICATION – BUSINESS COMMUNICATION
FOR A GLOBAL WORLD BY STUDENTS**

B 3.1: Student Evaluation of the online CBCL module for business English communication – Business Communication for a Global World
(แบบสอบถามเพื่อประเมินบทเรียนออนไลน์ -**Business Communication for a Global World**)

There are two principal criteria used to validate the quality of the online CBCL module by pilot study, namely, subject matter quality and multimedia instructional design quality with details in the tables below (แบบสอบถามนี้มี 2 ประเด็นหลักเพื่อใช้ในการประเมินคุณภาพของบทเรียนวิชาและการออกแบบ **website**)



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

กรุณาดอบแบบสอบถามทุกคำถาม ให้คะแนนตามสเกลที่คุณคิดว่าใกล้เคียงกับข้อความดังกล่าวให้มากที่สุด ไม่มีคำตอบใดถูกต้องหรือผิด ตอบคำถามโดยใส่ X ลงในช่องว่าง

5 = Excellent 4 = Good 3 = Fair 2 = Need improvement 1 = Poor
5 = ดีมาก 4 = ดี 3 = พอใช้ 2 = ต้องปรับปรุง 1 = ไม่ดี

A: SUBJECT MATTER QUALITY (คุณภาพทางวิชาการ – เนื้อหาที่ได้เรียน)					
I. Course Organization and Planning (การจัดบทเรียนและการวางแผนบทเรียน)					
Evaluation Criteria/Indicator for evaluating subject matter quality	5	4	3	2	1
<ul style="list-style-type: none"> The program provides explanation of course requirements. (โปรแกรมได้อธิบายถึงความต้องการของบทเรียนอย่างชัดเจน-หมายถึงนักเรียนจะต้องทำอะไรบ้างในการเรียนหรือจะได้รับผลในการเรียนอย่างไร) 					
<ul style="list-style-type: none"> Students are provided with supplemental course information that outlines course objectives, concepts, and ideas. (นักเรียนได้รับข้อมูลเพื่อช่วยในการเรียน เช่น วัตถุประสงค์ของคอร์ส คอนเซ็ปต์และความคิดของบทเรียน) 					
<ul style="list-style-type: none"> Command of the subject matter is clear. (คำสั่งต่างๆที่อยู่ในบทเรียนชัดเจน) 					
<ul style="list-style-type: none"> Use of class time is suitable. (ใช้เวลาในการเรียนที่เหมาะสม) 					
<ul style="list-style-type: none"> Teacher summarizes important points in both online and offline classes. (ผู้สอนได้สรุปหัวข้อสำคัญต่างๆทั้งบทเรียนออนไลน์และออฟไลน์) 					
<ul style="list-style-type: none"> Sufficient supporting resources are made available to the students. (มีแหล่งข้อมูลช่วยส่งเสริมการเรียนและความเข้าใจให้กับนักเรียนอย่างเหมาะสม) 					
II. Communication (การติดต่อสื่อสาร)					
Evaluation Criteria/Indicator for evaluating subject matter quality	5	4	3	2	1
<ul style="list-style-type: none"> Teacher makes a clear/understandable presentation. (ผู้สอนได้ทำการสอนอย่างชัดเจนและเข้าใจได้ง่าย) 					
<ul style="list-style-type: none"> Command of spoken English is clear, simple and understandable. (คำสั่งภาษาอังกฤษที่ใช้ชัดเจน ง่ายและเข้าใจ) 					
<ul style="list-style-type: none"> Teacher uses examples to clarify materials. (ผู้สอนมีการให้ตัวอย่างที่เข้าใจได้ง่าย) 					
<ul style="list-style-type: none"> Teacher uses challenging questions/problems. (ผู้สอนตั้งคำถามหรือสร้างปัญหาต่างๆที่ท้าทาย) 					
<ul style="list-style-type: none"> Students are engaged in the course materials by the teacher. (ผู้สอนได้รับการกระตุ้นและเสริมแรงจูงใจให้กับนักเรียนได้เข้ามามีส่วนร่วมในการเรียน) 					
III. Student Support (การได้รับการสนับสนุนของนักเรียน)					
Evaluation Criteria/Indicator for evaluating subject matter quality	5	4	3	2	1
<ul style="list-style-type: none"> Written information is supplied to the student about the program. (มีเอกสารเพื่อช่วยในการเรียนการสอนให้กับนักเรียน) 					
<ul style="list-style-type: none"> Technical assistance is available to all students throughout the duration of the course/program. (มีการช่วยเหลือด้านเทคนิคให้กับนักเรียนตลอดการเรียนการสอน) 					

A: SUBJECT MATTER QUALITY (คุณภาพทางวิชาการ – เนื้อหาที่ได้เรียน)					
IV. Teacher/Student Interaction (การติดต่อระหว่างครูและนักเรียน)					
Evaluation Criteria/Indicator for evaluating subject matter quality	5	4	3	2	1
• Teacher is helpful/ responsive to students. (ผู้สอนให้ความช่วยเหลือและรับฟังข้อบ่นของนักเรียน)					
• Teacher demonstrates concern for students' progress. (ผู้สอนแสดงให้เห็นหรือบอกถึงความก้าวหน้าของนักเรียน)					
• Examples are available. (ผู้สอนนำเสนอตัวอย่างประกอบการสอน)					
• Teacher is willing to listen to questions/opinions. (ผู้สอนมีความตั้งใจในคำถามและความคิดเห็นของนักเรียนที่นำเสนอ)					
• Student's interaction with other students is facilitated through a variety of ways. (มีการติดต่อสัมพันธ์กับนักเรียนอื่นๆในหลายวิธี)					
• Feedback to students' assignments and questions is provided in a timely manner. (มีการให้ feedback ในการทำการบ้านหรืองานที่ได้รับมอบหมายรวมทั้งคำถามต่างๆในเวลาอันสมควร)					
• Each module requires students to engage themselves in analysis, synthesis, and evaluation as part of their course assignments. (บทเรียนต่างๆช่วยพัฒนาให้นักเรียนมีความคิดวิเคราะห์ สังเคราะห์และประเมินที่เป็นส่วนหนึ่งของงานที่ได้รับมอบหมาย)					
V: Assignments, Exams, and Grading (งานที่ได้รับมอบหมาย ข้อสอบและการตัดเกรด)					
Evaluation Criteria/Indicator for evaluating subject matter quality	5	4	3	2	1
• Information on grading is clearly defined. (ข้อมูลต่างๆในการให้คะแนนหรือเกรดได้มีการนำเสนอที่ชัดเจน)					
• Exam questions are clearly clarified (คำถามที่อยู่ในข้อสอบชัดเจน)					
• Exams cover all important course aspects (ข้อสอบครอบคลุมเนื้อหาที่ได้เรียน)					
• Instructor comments on assignments/exams (ผู้สอนให้ข้อคิดเห็นต่องานที่ได้รับมอบหมายและข้อสอบ)					
• The program is measured using several methods. (มีการประเมินหลายวิธีเมื่อได้เรียนรู้ผ่านโปรแกรม)					
• Assignments are helpful. (งานที่ได้รับมอบหมายหรือการบ้านมีส่วนช่วยในการเรียน)					
VI. Course Outcomes (ผลการเรียน)					
Evaluation Criteria/Indicator for evaluating subject matter quality	5	4	3	2	1
• Students master learning outcomes in this course (นักเรียนประสบความสำเร็จในการเรียนรู้ตามวัตถุประสงค์ที่ตั้งไว้)					
• Students gain their progress or achievement through course objectives (นักเรียนมีความก้าวหน้าและได้รับผลตามวัตถุประสงค์)					
• Students increase their motivation and interest in the subject (นักเรียนมีแรงจูงใจและมีความสนใจมากขึ้นจากการเรียน)					
• The course helps students to think independently about the subject. (บทเรียนช่วยให้นักเรียนมีความเป็นอิสระในการเรียน)					
A: SUBJECT MATTER QUALITY (คุณภาพทางวิชาการ – เนื้อหาที่ได้เรียน)					
VII. Student Effort and Involvement (ความพยายามของนักเรียนและความมีส่วนร่วม)					
Evaluation Criteria/Indicator for evaluating subject matter quality	5	4	3	2	1
• Students use appropriate study time and make effort for learning process. (นักเรียนได้ใช้เวลาและความพยายามในการเรียน)					
• Students study or prepare all activity requirements before attending class. (นักเรียนได้ศึกษาและเตรียมตัวก่อนเข้าเรียน)					
• The course is challenging. (บทเรียนมีความท้าทาย)					
VIII. Overall Evaluation (โดยรวมแล้วบทเรียนเป็นอย่างไร)					

B: MULTIMEDIA INSTRUCTIONAL DESIGN QUALITY (การออกแบบบทเรียน-WEB DESIGN)					
I. Online organization and design (การออกแบบและการจัดบทเรียน)					
Evaluation Criteria/Indicator for evaluating multimedia instructional design quality	5	4	3	2	1
•The Web offers course is well organized, easy to navigate and logical. Students can clearly understand all components and structure of the course (เว็บมีการจัดการหรือวางอย่างเป็นระบบ ง่ายต่อการนำทางและเรียงอย่างเป็นระบบ นักเรียนสามารถเข้าใจในส่วนต่างๆและโครงสร้างของบทเรียนได้อย่างชัดเจน)					
•Syllabus is identified and clearly delineates the role the online environment will play in the total course. (รายละเอียดเกี่ยวกับบทเรียนมีการบอกอย่างชัดเจนรวมทั้งบทบาทของการเรียนผ่านระบบ ออนไลน์มีการบอกอย่างชัดเจน)					
•The aesthetic design effectively presents and communicates information necessary to the course (การออกแบบของบทเรียนได้อย่างมีประสิทธิภาพ)					
•There is consistency in all aspects of the entire web course. (การออกแบบบทเรียนมีความเที่ยงตรงทั้งโปรแกรม)					
•Multiple opportunities for student input and feedback are integrated throughout the course (บทเรียนได้เปิดโอกาสให้นักเรียนสามารถให้ข้อมูลและได้รับการตอบสนองผ่านทางบทเรียน)					
II. Instructional design and delivery (การออกแบบบทเรียนและการนำเสนอบทเรียน)					
Evaluation Criteria/Indicator for evaluating multimedia instructional design quality	5	4	3	2	1
•Course offers multiple opportunities for interaction and communication among students, between students and instructor, and between students and content. (บทเรียนได้นำเสนอโอกาสให้นักเรียนสามารถติดต่อสัมพันธ์หรือสื่อสารระหว่างนักเรียน ครูและบทเรียน)					
•Learning objectives and performance expectations are clearly defined and aligned to the course. (นำเสนอวัตถุประสงค์ในการเรียนและสิ่งที่นักเรียนคาดว่าจะได้รับการเรียนอย่างชัดเจน)					
•Strategies for meeting diverse learning styles and promoting critical thinking skills are clearly implemented (มีหลากหลายกลวิธีในการประชุมเพื่อสนับสนุนความชอบในการเรียนที่แตกต่างกันรวมทั้งเสริมสร้างความคิดในเชิงวิเคราะห์)					
III. Assessment and evaluation of student learning (การวัดผลและการประเมินนักเรียน)					
Evaluation Criteria/Indicator for evaluating multimedia instructional design quality	5	4	3	2	1
•Course objectives, instructional strategies, and assessment criteria are closely aligned. (วัตถุประสงค์ของบทเรียน ยุทธวิธีในการเรียนและกระบวนการประเมินมีการแจกแจงอย่างชัดเจน)					
•Ongoing multiple assessment strategies are used to measure content knowledge, skills, and performance standards (มีการประเมินการเรียนอย่างต่อเนื่องเพื่อใช้ในการวัดผลการเรียนรู้ของนร.)					
•Students have ample opportunity for self assessment prior to and during course components. (นักเรียนมีโอกาสที่จะประเมินการเรียนรู้อย่างตนเองทั้งก่อนหน้าและระหว่างเรียนรู)					
•Instructor and peer feedback is provided consistently in a timely matter and is consistent with criteria established at the onset. (ผู้สอนและการช่วยให้ความเห็นของเพื่อนร่วมเรียนมีการเสนอแนะตามเวลาที่เหมาะสม)					
•					

B: MULTIMEDIA INSTRUCTIONAL DESIGN QUALITY(การออกแบบบทเรียน-WEB DESIGN)					
IV. Appropriate & effective use of technology (ประสิทธิภาพและประสิทธิผลของเทคโนโลยี)					
Evaluation Criteria/Indicator for evaluating multimedia instructional design quality	5	4	3	2	1
<ul style="list-style-type: none"> Course requires use of a variety of technology tools that are appropriate and effective for facilitating communication and learning. (บทเรียนมีการใช้เทคโนโลยีหลายแบบที่เหมาะสมและช่วยในการเรียนและการติดต่อสื่อสาร) Multimedia elements and/or learning objects are relevant and optimized for student Internet users and effectively engage students in the learning process. (องค์ประกอบของ multimedia ช่วยสร้างให้นักเรียนเกิดความรู้สึกดีต่อการเรียนผ่านระบบ internet และส่งเสริมให้นักเรียนได้เรียนรู้) Ongoing student feedback is used to continually improve delivery of course content. (การให้ feedback กับนักเรียนเป็นไปอย่างต่อเนื่องเพื่อปรับปรุงคุณภาพของการนำเสนอบทเรียน) 					
V: Learner support and resources (การสนับสนุนและแหล่งข้อมูลแก่นักเรียน)					
Evaluation Criteria/Indicator for evaluating multimedia instructional design quality	5	4	3	2	1
<ul style="list-style-type: none"> Welcome Page includes important information (e.g. appropriate links to campus services and academic resources). (หน้าสกรีนที่ให้ต้อนรับผู้ใช้ได้รวบรวมข้อมูลสำคัญและมีการเชื่อมโยงต่อบริการและแหล่งข้อมูลอย่างเหมาะสม) Course information is linked to the Welcome Page and provides a variety of course-specific resources to enhance online student learning. (บทเรียนมีการ link ส่ง Welcome Page ที่นำเสนอแหล่งข้อมูลที่ช่วยส่งเสริมการเรียนรู้เพื่อส่งเสริมการเรียนรู้ต่อนักเรียน) Course offers access to a range of media resources appropriate to course, such as CD-ROM based tutorials and necessary applications. (มีการให้แหล่งข้อมูลเพื่อส่งเสริมการเรียนรู้มากขึ้นเช่น ให้ CD Rom ประกอบการเรียนรู้) 					
VI: OVERALL (ประเมินโดยรวม)					
Comment:					

จุฬาลงกรณ์มหาวิทยาลัย

B3.2: ATTITUDE QUESTIONNAIRE ON THE CASE-BASED LEARNING (CBL) METHOD, AND COLLABORATIVE LEARNING

This survey has 30 statements about students' perception on case-based learning method and collaborative learning. After reading each statement, please respond to all statements. There are no correct or incorrect responses. Answer by marking "X" in the box corresponding to the relevant number:

5 = strongly agree 4 = agree 3 = undecided
3 = disagree 1 = strongly disagree.

Attitude Statements	5	4	3	2	1
1. The cases presented are interesting and involve several disciplines. (กรณีศึกษาน่าสนใจและเกี่ยวข้องกับการเรียนรู้ในหลายๆกรณี)					
2. This teaching method is a useful preparation for future manager. (วิธีการเรียนแบบกรณีศึกษามีประโยชน์ในการเตรียมตัวสร้างผู้บริหารในอนาคต)					
3. Analyzing and discussing cases provide a conceptual foundation that will prepare me for similar problems at work. (การวิเคราะห์การอภิปรายที่ใช้เป็นเสมือนพื้นฐานที่จะเตรียมตัวให้ข้าพเจ้าสามารถจัดการปัญหาที่คล้ายคลึงกันในที่ทำงานในอนาคต)					
4. Analyzing case can improve my problem-solving, analytical, and decision-making skills. (การวิเคราะห์กรณีศึกษาสามารถช่วยเพิ่มทักษะคิดวิเคราะห์สังเคราะห์และการตัดสินใจ)					
5. Case studies help me engage authentic language use. (กรณีศึกษาช่วยส่งเสริมให้มีการใช้ภาษาอย่างแท้จริง)					
6. Case studies help me expose different perspectives (กรณีศึกษาช่วยให้ข้าพเจ้าสามารถแสดงความคิดเห็นหรือสร้างมุมมองต่างๆได้มากขึ้น)					
7. Cases help me take more responsibility for my learning. (กรณีศึกษาช่วยให้ข้าพเจ้ามีความรับผิดชอบในการเรียนมากขึ้น)					
8. I was able to use the class period productively while working on the cases. (ข้าพเจ้าสามารถใช้เวลาในการเรียนได้อย่างเหมาะสมในการแก้ปัญหากรณีศึกษา)					
9. My group was able to use the class period productively while working on the cases. (กลุ่มของข้าพเจ้าสามารถใช้เวลาในการเรียนได้อย่างเหมาะสมในการแก้ปัญหากรณีศึกษา)					
10. I used supplemental materials to complete the case reports (ข้าพเจ้าได้ใช้อุปกรณ์ช่วยในการสอนอื่นๆเช่น ซีดีรอม links ต่างๆเพื่อช่วยในการแก้ปัญหากรณีศึกษาและทำรายงาน)					
11. My group used supplemental materials to complete the case report. (กลุ่มของข้าพเจ้าได้ใช้อุปกรณ์ช่วยในการสอนอื่นๆเช่น ซีดีรอม links ต่างๆเพื่อช่วยในการแก้ปัญหากรณีศึกษาและทำรายงาน)					
12. Using cases was a good way to learn business English for Communication (การใช้กรณีศึกษาเป็นวิธีที่ดีในการเรียนรู้ภาษาอังกฤษเพื่อการติดต่อสื่อสาร)					
13. I enjoyed case based learning method. (ข้าพเจ้ารู้สึกสนุกต่อการเรียนแบบกรณีศึกษา)					
14. My group enjoyed case-based learning method (กลุ่มของข้าพเจ้ารู้สึกสนุกต่อการเรียนแบบกรณีศึกษา)					
15. I had enough class time to complete case reports (ข้าพเจ้ามีเวลาเพียงพอในการทำรายงานกรณีศึกษา)					

Attitude Statements	5	4	3	2	1
16. My group had enough class time to complete case reports (กลุ่มของข้าพเจ้ามีเวลาเพียงพอในการทำรายงานกรณีศึกษา)					
17. I think that case-based learning is time consuming (ข้าพเจ้าคิดว่าการสอนแบบกรณีศึกษาใช้เวลาในการเรียนมาก)					
18. My group think that case-based learning is time consuming(กลุ่มของข้าพเจ้าคิดว่าการสอนแบบกรณีศึกษาใช้เวลาในการเรียนมาก)					
19. I learn more from the cases than from a lecture that focuses on similar contents. (ข้าพเจ้าเรียนรู้จากกรณีศึกษามากกว่าการเรียนรู้ผ่านการสอนแบบ lecture ในกรณีที่สอนในวิชาเดียวกัน)					
20. Ability to express ideas or solution improves through case-based learning method. (ความสามารถในการเสนอความคิดเห็นการแก้ปัญหาได้รับการพัฒนาและปรับปรุงจากการเรียนรู้ผ่านกรณีศึกษา)					
21. Ability to communicate effectively improves through case-based learning method. (ความสามารถในการติดต่อสื่อสารได้อย่างมีประสิทธิภาพได้รับการพัฒนาผ่านการเรียนรู้ด้วยวิธีการเรียนแบบกรณีศึกษา)					
22. I prefer to work alone when solving problems. (ข้าพเจ้าสามารถทำงานคนเดียวเมื่อต้องแก้ไขปัญหาจากกรณีศึกษา)					
23. I prefer to work in a group when solving problems. (ข้าพเจ้าชอบทำงานเป็นกลุ่มเมื่อต้องแก้ไขปัญหาจากกรณีศึกษา)					
24. If I had to do this class over again, I would prefer to work alone. (หากต้องเรียนและทำงานแบบนี้อีกครั้งข้าพเจ้าชอบทำงานคนเดียวมากกว่า)					
25. If I had to do this class over again, I would prefer to work in a group on the cases. (หากต้องเรียนและทำงานแบบนี้อีกครั้งข้าพเจ้าชอบทำงานเป็นกลุ่มมากกว่า)					
26. Working with other students on class activities is something I enjoy doing. (การทำงานกับเพื่อนนักเรียนในกิจกรรมต่างๆเป็นสิ่งที่ข้าพเจ้ามีความสุขอย่างมาก)					
27. I enjoy discussing my ideas about the course with other students (ข้าพเจ้าสนุกกับการอภิปรายเกี่ยวกับทฤษฎีและงานที่ได้รับมอบหมายกับเพื่อนนักเรียนอย่างมาก)					
28. Students should be encouraged to share their ideas with each other more. (ข้าพเจ้าได้รับการส่งเสริมให้ได้รับการนำเสนอความคิดเห็นกับเพื่อน)					
29. Class activities make me feel like part of a team as we help each others learn. (กิจกรรมต่างๆช่วยทำให้ข้าพเจ้ารู้สึกเป็นส่วนหนึ่งของทีมและพวกเราได้ช่วยกันเรียนรู้)					
30. An important part of taking a course is learning to get along with others. (สิ่งสำคัญสิ่งหนึ่งที่ได้จากการเรียนในวิชานี้คือการได้ทำงานร่วมกับผู้อื่น)					

B3.3: EXAMPLE OF SEMI-STRUCTURE INTERVIEWS QUESTIONS ON STUDENTS' PERCEPTION OF THE ONLINE CBCL MODULE

Online CBCL Module: Overall course

1. What do you think about the online CBCL Module?
2. Do you have any suggestions for future modifications of the course?
3. Could you please suggest on how to improve the quality of the online CBXL Module?
4. Did the media (graphics, video, audio) work properly?
5. Does a hypermedia instruction make you feel comfortable or uncomfortable in the learning process?
6. Do you like it?
7. How about the course design? Is it good?
8. What do you learn from this course?
9. Which skill you think you improve from the online CBCL Module?
10. Do I give you clear learning goals and objectives?
11. Does the time of studying in the course suitable?
12. Does the course enhance critical thinking skill?

CBL Method

Can you read the case-studies? Is it difficult?

English perception

How do you feel after studying with the online CBCL Module? I mean do you like it more or dislike it?

Assessment

BECA test

Did you have any difficulties assessing the BECA test?

Do you like online test? If not, which language testing setting do you like?

Ongoing Assessment

What do you think about the assessment used in this study?

APPENDIX C

THE ONLINE CBCL MODULE

C1: Foundation information used for constructing the online CBCL module

C 2: Tentative course syllabus of Business Communication in a Global World

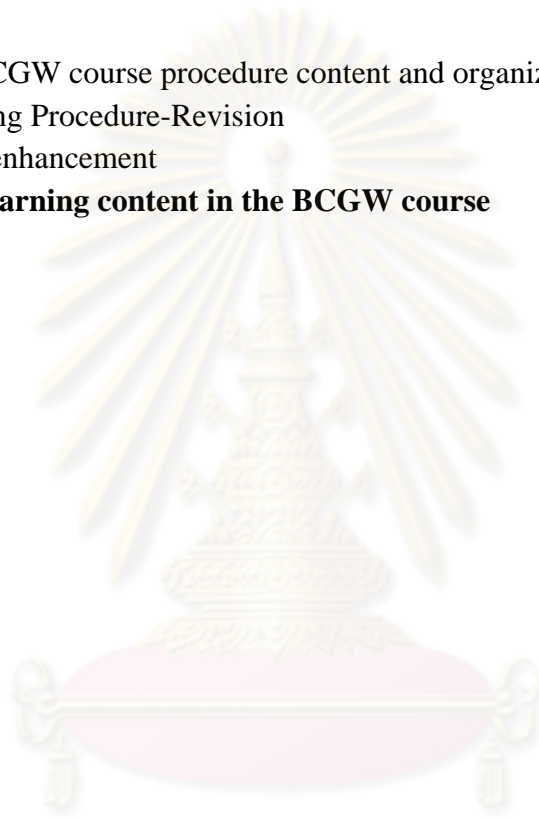
C3: The BCGW course after revision and the skills enhancement of the BCGW course

C3.1 The BCGW course procedure content and organization

C3.2 Learning Procedure-Revision

C3.3 Skills enhancement

C3: Examples of learning content in the BCGW course



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C1: Foundation information used for constructing the online CBCL Module

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Foundation information for constructing and developing for the online CBCL Module

Topic	Objectives	Based on Theory	Instructional Strategy and Method	Skills	Activities and Interaction	Role	
						Students	Teacher
Module I: The Communication Skills for International Students in Business Module							
1.1 English for Global Business Sub-module							
1. Warming-up Stage (Presentation-PPP Approach)	1) Subject-specific skills Ss will be able to - listen and read story, news, texts, dialogue and so on. - recognize and recall rules, concepts, principles and theories used in a variety of situations. - identify words, phrases, sentences related to a variety of situations	Behaviorism	Online class: Independent study method	Reading and listening skills	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents	Ss .read, watch and listen to hypermedia presentation (text, visual, audio)	Online Class: curriculum planner and study guide producer
2.Listening stage/Input stage (Presentation-PPP Approach)	1) Subject-specific skills Ss will be able to - listen and read story, news, texts, dialogue and so on. - recognize and recall rules, concepts, principles and theories used in a variety of situations. - identify words, phrases, sentences related to a variety of situations	Behaviorism	Online class: Independent study method	Reading and listening skills	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents	Ss .read, watch and listen to hypermedia presentation (text, visual, audio).	Online Class: curriculum planner and study guide producer
3.The Key language stage (Presentation-PPP Approach)	1) Subject-specific skills Ss will be able to - understand rules, concepts, principles and theories used in variety of situations. - remember rules, concepts, principles and theories used in a variety of situations.	Behaviorism	Online class: Independent study method	Reading, listening, speaking skills and grammatical knowledge	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Learner Learner: Teacher	Ss . -read, watch and listen to hypermedia presentation (text, visual, audio). - practice individually and receive feedback from the hypermedia program - practice with peers or teacher	Online Class: facilitator, curriculum planner and study guide producer T. helps students to practice through the Internet communication tools.

Foundation information for constructing and developing for the online CBCL Module

Topic	Objectives	Based on Theory	Instructional Strategy and Method	Skills	Activities and Interaction	Role	
						Students	Teacher
Module I: The Communication Skills for International Students in Business Module							
1.1 English for Global Business Sub-module (cont.)							
4.Language Mastery stage (Practice and Production -PPP Approach)	1) Subject-specific skills. Ss will be able to - practice, paraphrase and induce the rules, concepts principles and theories in a variety of situations - construct the knowledge and use of rules, concepts, principles and theories in a variety of situations. – apply practice the rules, concepts principles and theories in new situations.	Behaviorism and Cognitivism	Online class: Independent study method	Reading, listening, and speaking skills	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Learner Learner: Teacher	Ss - practice individually and receive feedback from the hypermedia program - practice with peers or teacher.	Online Class: facilitator, curriculum planner and study guide producer T. helps students practice through the Internet communication tools.
1.2 Academic Communication Sub-module							
1.Information reading (Presentation-PPP Approach)	1) Subject-specific skills. Ss will be able to - understand rules, concepts, principles and theories used in variety of situations. - remember rules, concepts, principles and theories used in a variety of situations.	Behaviorism and Cognitivism	Online class: Independent study method Consultative Class: Direct Strategy	Reading skills	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Teacher	Online class: Ss read text. Consultative Class: Ss study with the teacher.	Online Class: facilitator, curriculum planner and study guide producer T. helps students study with the content if they face with difficulty of the content. Consultative Class: Lecturer T. teaches the learning content

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Foundation information for constructing and developing for the online CBCL Module

Topic	Objectives	Based on Theory	Instructional Strategy and Method	Skills	Activities and Interaction	Role	
						Students	Teacher
Module I: The Communication Skills for International Students in Business Module							
1.2 Academic Communication Sub-module (cont.)							
2.Exercise stage (Practice and Production -PPP Approach)	1) Subject-specific skills. Ss will be able to - practice, paraphrase and induce the rules, concepts principles and theories in a variety of situations - construct the knowledge and use of rules, concepts, principles and theories in a variety of situations. - apply practice the rules, concepts principles and theories in new situations.	Behaviorism and Cognitivism	Online Class: -Experiential Strategy -Independent study method Consultative Class - Experiential Strategy -Interactive Strategy	Reading, academic writing, study skills and grammatical knowledge	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Teacher Learner: Learner	Online class: Ss practice doing exercises Consultative Class: Ss answer exercises with teacher and their peer	Online Class: facilitator, curriculum planner and study guide producer T. helps students study with the content if they face with difficulty of the content Consultative Class: Lecturer T. teaches the learning content and provide answer key.
1.3 Professional communication Sub-module							
1.Information reading (Presentation-PPP Approach)	1) Subject-specific skills. Ss will be able to - understand rules, concepts, principles and theories used in variety of situations. - remember rules, concepts, principles and theories used in a variety of situations.	Behaviorism and Cognitivism	Online class: Independent study method Consultative Class: Direct Strategy	Reading skills	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Teacher	Online class: Ss read text. Consultative Class: Ss study with the teacher.	Online Class: facilitator, curriculum planner and study guide producer T. helps students study with the content if they face with difficulty of the content. Consultative Class: Lecturer T. teaches the learning content

Foundation information for constructing and developing for the online CBCL Module

Topic	Objectives	Based on Theory	Instructional Strategy and Method	Skills	Activities and Interaction	Role	
						Students	Teacher
Module I: The Communication Skills for International Students in Business Module							
1.3 Professional communication Sub-module (cont.)							
2.Exercise stage (Practice and Production -PPP Approach)	1) Subject-specific skills. Ss will be able to - practice, paraphrase and induce the rules, concepts principles and theories in a variety of situations - construct the knowledge and use of rules, concepts, principles and theories in a variety of situations. – apply practice the rules, concepts principles and theories in new situations.	Behaviorism and Cognitivism	Online Class: -Experiential Strategy -Independent study method Consultative Class: -Experiential Strategy -Interactive Strategy	Reading , writing and business communication skills	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Teacher Learner: Learner	Online class: Ss practice doing exercises Consultative Class: Ss answer exercises with teacher and their peer	Online Class: facilitator, curriculum planner and study guide producer T. helps students study with the content if they face with difficulty of the content Consultative Class: Lecturer T. teaches the learning content and provide answer key.
Module II: Global Business Case Study Module							
2.1 Case Presentation stage/ Input Stage (Presentation-PPP Approach)	1) Subject-specific skills Ss will be able to - read and understand the case - understand an overview of the case, case objectives, case background and relevant information. - identify the main ideas and supporting ideas, overview of the case, case objectives, case background and relevant information.	Behaviorism and Cognitivism	Online class: Independent study method	Reading skill	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Teacher	Ss read, watch, listen to understand hypermedia presentation (case study)	Online Class: facilitator, curriculum planner and study guide producer T. helps students study with the content if they face with difficulty of the content
2.2 Individual Case Reading and Analysis Stage (Practice and Production -PPP Approach)	1) Subject-specific skills Ss will be able to - use appropriate language to express ideas, opinions, and facts. - feel confident in using English. - improve listening, speaking, writing, and reading ability - acquire techniques for reading, and writing. 2) Intellectual skills Ss will be able to - list, identify and summarize facts and problems.	Cognitivism and Constructivism	Online class: Independent study method	Reading skill	- I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Teacher	Ss analyze the cases quantitatively and qualitatively by applying prior knowledge to new knowledge. Ss list, summarize and identify facts and problems Ss interpret the relevant information Ss lists assumptions and solutions.	Online Class: facilitator, curriculum planner and study guide producer T. acts as facilitator to help students such as answer questions, and encourage Ss to learn effectively.

Foundation information for constructing and developing for the online CBCL Module

Topic	Objectives	Based on Theory	Instructional Strategy and Method	Skills	Activities and Interaction	Role	
						Students	Teacher
Module II: Global Business Case Study Module (cont.)							
Xbf5002.2 Individual Case Reading and Analysis Stage (cont.) (Practice and Production -PPP Approach)	2) Intellectual skills (cont.) - apply prior knowledge to new knowledge. - identify and interpret relevant information - analyze situations quantitatively and qualitatively. - critique the problems - generate alternative solutions - establish decisions - select the preferred alternative and recommend the reasons - predict the outcome					Ss generate alternative solutions and select the preferred alternative and recommend and the reasons Ss ask questions whenever they have a problem	
2.3 Group discussion and Case preparation Stage (Practice and Production -PPP Approach)	1) Subject-specific skills Ss will be able to - use appropriate language structures to express emotion, ideas, and opinions in a variety of situation. - improve listening, speaking, writing, reading ability - acquire techniques for writing, reading, speaking and listening. - practice managerial communication skills - feel confident in using English. 2) Intellectual skills Ss will be able to - apply prior knowledge to new knowledge. - identify relevant information. - analyze situations, problems, and alternative solutions quantitatively and qualitatively. - draw up some criteria to evaluate alternative solutions. - critique the assumptions, problems and solutions - select or recommend the preferred alternative and give the reasons - predict the outcome 3) Intrapersonal skills -Ss will have a positive attitude towards English language, case-based learning and peer or teacher feedback. 4) Interpersonal skills -learn how to work in small group collaboratively. - learn how to give and receive opinions, feedbacks and ideas to and from peer and teacher	Cognitivism and Constructivism	Consultative Class: -Experiential Strategy -Interactive Strategy - Independent study -Indirect Strategy	Business communication, business writing , professional skills (thinking, discussion, collaborative learning, decision making, skills)	I. Hypermedia contents (Text, audio and visual presentation) II. Learners: Contents Learner: Teacher Learner: Learner	Ss analyze the cases quantitatively and qualitatively by applying prior knowledge to new knowledge. Ss list, summarize and identify facts and problems Ss interpret the relevant information Ss lists assumptions and solutions Ss generate alternative solutions and select the preferred alternative and recommend and the reasons Ss ask questions whenever they have a problem. Ss work in group collaboratively Ss give and receive opinions, feedback ideas from peer Ss ask question to teacher whenever they face with problem. Ss write the first draft.	Consultative Class: facilitator, curriculum planner and study guide producer T. acts as facilitator to help students such as answer questions and encourage Ss to learn effectively.

Foundation information for constructing and developing for the online CBCL Module

Topic	Objectives	Based on Theory	Instructional Strategy and Method	Skills	Activities and Interaction	Role	
						Students	Teacher
Module II: Global Business Case Study Module							
2.4 Group Presentation, Class Discussion, and debriefing of Case Discussion Stage (Practice and Production -PPP Approach)	1) Subject-specific skills Ss will be able to - use appropriate language structures to express facts, problems, solutions, emotions, ideas, and opinions in the presentation - demonstrate listening, speaking, writing, and reading ability - apply and practice managerial communication skills. 2) Intellectual skills - critique the case problem and solutions. - debate the case solutions and propose new solutions. 3) Intrapersonal skills -Ss will have a positive attitude towards English language, case-based learning and peer or teacher feedback. 4) Interpersonal skills -learn how to work in small group collaboratively. - learn how to give and receive opinions, feedbacks and ideas to and from peer and teacher	Cognitivism and Constructivism	Consultative Class: -Direct Strategy - Experiential Strategy -Interactive Strategy - Independent study -Indirect Strategy	Business communication skills, professional skills (thinking, discussion, collaborative learning, decision making, skills)	I. Case Presentation (teamwork) II. Learners: learners Learners: teacher	Ss listen to case analysis. Ss take note such as questions, opinions, suggestions, alternative solution suggested by both teacher and peers. Ss evaluated group performances	Consultative Class: facilitator, curriculum planner, study guide producer, and assessor - T. listens to the case analysis - T. takes note on students' performance (Teacher Evaluation) T. gives feedback, opinions, and answer questions T. evaluates group performance and other students' participation on the case. - T. debriefs the possible answer.
2.5 Case-Report or written Assignment Stage (Practice and Production -PPP Approach)	1) Subject-specific skills Ss will be able to -use appropriate language structures. 2) Intellectual skills -generate the best solutions from peer and teacher opinions and comments. - justify peer and teacher's opinion. - construct or design the best solutions. 3) Intrapersonal skills -Ss will have a positive attitude towards English language, case-based learning and peer or teacher feedback. 4) Interpersonal skills -learn how to work in small group collaboratively. - learn how to give and receive opinions, feedbacks and ideas to and from peer and teacher.	Cognitivism and Constructivism	Consultative Class: -Experiential Strategy -Interactive Strategy - Independent study -Indirect Strategy	Business communication writing skills, professional skills (thinking, discussion, collaborative learning, decision making, skills)	I. Submit case solution, summarization II: Learners: contents Learners: teacher	Ss revise what they have learned and what have been criticized in the class. Ss write the complete report Ss submit the complete report	Consultative Class: curriculum planner, study guide producer, and assessor T evaluates the written assignment

C2: TENTATIVE COURSE SYLLABUS OF BUSINESS COMMUNICATION IN A GLOBAL WORLD

1. Course Description

The course, Business Communication in a Global World, aims to prepare college students for using English language skills in the world of business. The course also aims to improve business communication skills for people already in the business world. The minimum course requirements are:

- English language proficiency at intermediate level or higher
- Basic computer literacy (e.g. students should be able to use computer program such as Microsoft Office and be able to search and download information from the Internet).

The course focuses on specific language and communication skills required in the workplace, and aims to provide students with opportunities to apply business concepts in realistic English-language settings/contexts. The course seeks to encourage a positive attitude towards learning language with technology, and to improve learners' computer literacy. The most important objective of the course is to enhance learners' enjoyment of language learning through active engagement with course materials. This will be done by creating opportunities for genuine business communications in a variety of settings.

This course aims to help students improve their English proficiency in four aspects of language: speaking, listening, reading and writing. This will include development of managerial communicative skills (i.e. discussion, debate, and presentation of business topics or issue) and relevant professional skills (i.e. decision making skills, collaborative or teamwork skills, and critical thinking skills).

2. Course Content

2.1 General learning goals and objectives

Goal 1 – Listening and Speaking

By the end of the course, students will be able to engage in business communications in the workplace using listening and speaking skills from the English language. This includes meeting and greeting people, expressing personal ideas and opinions, discussing issues, describing work, and doing business with native and non-native speakers of English.

Objectives: By the end of the course, students will be able to:

- use appropriate vocabulary and oral language to express ideas and opinions in a variety of business situations, using appropriate genres and written formats
- listen to and speak English for the purposes of communication in the workplace
- participate in group discussions in English, in both formal and informal settings, on work-related issues and/ or business themes
- use English language skills to demonstrate an understanding of ideas and information relating to business themes
- identify, analyze, criticize, and respond to various materials related to business and the professions

- present their thoughts in English
- speak in front of an audience, both in general and in relation to English language use.

Goal 2 –Reading and Writing

By the end of the course, students will be able to utilize the skills of reading and writing in English for the purposes of communication in the workplace.

Objectives: By the end of the course, students will be able to

- write business documents (e.g. business letters, e-mails, and short reports) in English, using appropriate genres and written formats
- write academic texts (e.g. essays , note –taking) in English using appropriate referencing techniques to develop an argument and support ideas or opinions
- use appropriate English vocabulary and writing structures to express business ideas and opinions
- demonstrate an understanding of the strategies of reading English
- summarize, criticize, and analyze, information from materials they have read, and express their thoughts on what they have read in English
- use skimming and scanning, prediction and guessing techniques to find general and specific information in a variety of business texts
- plan, draft, and edit a range of documents
- demonstrate an understanding of the ways of business is done in other cultures. (for example, students should realize the impact of cultural differences such as if you are invited to Thai home, bring flowers, cakes or fruit. Don't bring marigolds or carnations as they are associated with funerals).

Goal 3 –Professional skills

By the end of the course, students will demonstrate decision-making skills, discussion skills, interpersonal skills, business English communication skills, and critical thinking skills,

Objectives: Students will be able to

- apply business and English language knowledge in simulated and real situations
- take responsibility for their own learning
- identify, interpret , and summarize relevant information
- summarize and analyze real business situations and circumstances
- monitor their own thinking
- find information to support the topic assigned
- summarize information from resources
- identify and classifying their ideas
- brainstorm their ideas
- organize or structure their ideas into categories
- making reasonable judgment on how far on what students read or write are appropriated to be use as support evidence or arguments

- synthesize on what students read and write
- logically present their ideas
- communicate in both oral and written English
- share their knowledge with other students and teacher using a range of English language skills
- choose English language expressions according to the nature and formality of business contexts
- develop an awareness of language learning strategies
- participate in discussions both formal and/or informal setting
- demonstrate an understanding that there may be more than one ‘right’ answer by reflecting on a range of possibilities
- take on a variety of roles in different business situations
- assess their own work and evaluate peer performance.

Goal 4 - Collaborative teamwork skills

Through the course, students will acquire knowledge and skills through experiences that will enable them to work together collaboratively.

Objective: Students will be able to:

- work in small groups collaboratively
- actively participate in helping the group to work well together
- encourage all group member to share their ideas
- attend and prepare for group discussion
- take on complementary roles by helping the group to complete assignment tasks
- give and receive feedback from peers and teachers and use feedback to improve both language and communication skills.

Goal 5- Positive attitudes

Through the use of interactive and supportive teaching and learning strategies, this course will endeavor to promote positive attitudes toward English language and language learning; and foster a positive attitude toward technology

Objective:

- for students to foster a *positive attitude* toward technology including build computer literacy during studying the course
- for students to demonstrate positive attitudes toward language learning and language learning through technology.

Business Communication in a Global World: Online Case-Based Collaborative Learning (CBCL) Module

The online Case-Based Collaborative Learning (CBCL) Module is developed for the course of Business Communication in a Global World. The course runs for four months, with a maximum number of 30 students per class. Small discussion groups are defined as a collaborative group of four or five members working together toward the online CBCL module.

The course takes a blended learning approach, comprising online instruction and face-to-face classroom instruction.

Web-based instruction is used to enhance both English language and communication skills. The themes present in the online materials and activities are designed to stimulate genuine communication which is as close as possible to the realities of professional skills. Web-based instruction is a means to deliver course content (both core and supplementary materials), and an approach which will provide opportunities for students to access a range of information and to communicate using web-based English language skills.

Face-to-face classroom instruction is used for a *discussion class* and a *consultation class*. **Discussion classes** aim to enhance students' business communication skills and professional skills (e.g. decision making, team work skills, and critical thinking). Through the discussion of real world issues using English, and through personal involvement in decision-making processes, meaningful on-the-job communication skills will be enhanced.

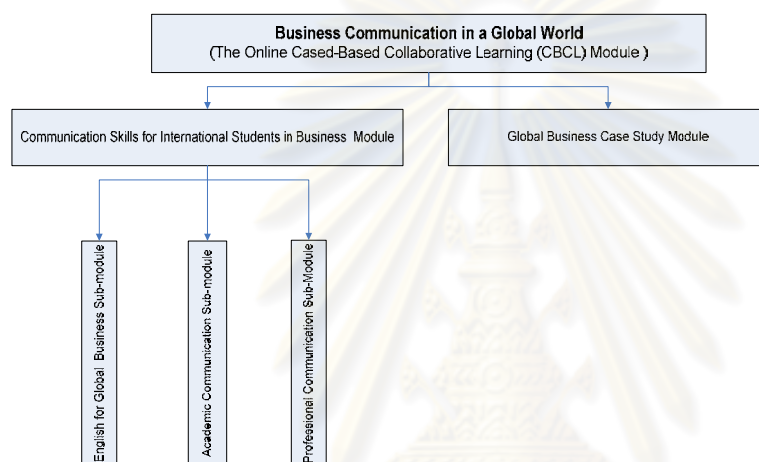
Consultation class aims to help students develop the comprehension skills needed for professional communications using English. Students will be given both offline and online consultation classes. An offline consultation class will be provided after students study with the online CBCL module. Students will be allowed to make an appointment with the teacher if they face difficulty with a lesson. A traditional lecture method will be integrated if students need more language knowledge, such as how to use confusable words and expressions such as 'ce' endings are usually for nouns and 'se' ending are usually for verbs – advice (noun) and advise (verb). Students will be expected to raise questions regarding activities that they do not understand. The online consultation classes will be held once a week. Students will be encouraged to seek an extra consultation class if they need more help.

The Business Communication in a Global World course consists of two main modules: the Communication Skills for International Students in Business Module; and the Global Business Case Study Module. The Communication Skills for International Students in Business Module is itself made up of three sub-modules: English for Global Business (Lites & Thorpe 2004); Academic Communication (Bretag, Crossman & Bordia 2007) ; and, Professional Communication (Bretag, Crossman & Bordia 2007). Each sub-module provides links to various websites which contains two important parts: links for general business knowledge and links for language knowledge.

The essential tasks and activities in the three sub-modules are designed to prepare college students for using English language skills in the world of business and becoming a competent business English communicator. Lessons and tasks in each module have been designed with an explicit learning procedure which students need to follow step-by-step to help students work towards clear English language communication outcomes.

The following figure shows the structure of the Business Communication in a Global World course.

Figure 1



This module consists of three sub-modules: English for Global Business; Academic Communication; and Professional Communication. The sub-module aims to establish a common core of communication knowledge and skills for international students in business by emphasizing the authentic tasks that professionals are required to perform on the job.

a) *The English for Global Business Sub-module* (adapted from Lites & Thorpe 2004) is designed as independent study material. Three types of activities – individual learning, pairs work, and group work – are integrated in this sub-module. Students will be encouraged to note difficult or confusing tasks, and/or activities that they do not understand. They will then be expected to ask questions in an online consultative class. Simplification and explanation will then be provided individually through the internet by the teacher. Answers and explanations for frequently asked questions will be posted on the bulletin board. For this sub-module, students will participate in the simulation of authentic workplace interactions.

The sub-module is based upon the *four* themes:

- Getting acquainted
- Describing your work
- Discussing issues
- Intercultural business communication (adapted from English for Global Business, Lites & Thorpe 2004).

This sub-module consists of four stages: Warming-up, Input Lesson, Key Language, and Language Mastery stage. The following table presents the learning procedure of this sub-module.

Stage	Description
Warming-up ↓	A listening exercise or a set of discussion questions or a set of related words draws attention to theme.
Listening /Input Lesson ↓	A Listening Stage contains information relevant to the lesson topic. For the listening section, students can listen to a conversation two or three times and complete task types such as text and table completion, multiple-choice completion, and sequencing events.
The Key Language ↓	The Key Language Stage highlights the target language of the unit. Students will be given an opportunity to build up vocabulary, grammar and expression used in the listening stage
The Language Mastery	The Language Mastery Stage provides a variety of exercises to help students practice and master materials. This stage focuses on natural usage in realistic business situations with a variety of tasks, such as multiple choice questions, open answer questions, and text and table completion.

b) The Academic Communication Sub-Module (adapted from Bretag, Crossman & Bordia 2007) is designed as independent study material. Three types of activities—individual learning, pairs work, and group work are integrated in this sub-module. Students can make a note of difficult or confusing tasks or activities that they do not understand. Students will be expected to ask questions in an offline consultative class. Simplification and explanation will be provided by the teacher, after the lesson, using traditional lecture methods. The schedule for this course will be provided in the first week of class.

This sub-module focuses on the key skills needed for successful university study, such as essay writing, and note-taking from oral or written sources. This sub-module consists of *five* themes:

- effective reading for academic purposes
- note-taking, paraphrasing, and summarizing
- essay writing
- academic conventions
- improving your writing (adapted from *Communication Skills for International Students in Business* by Bretag, Crossman & Bordia 2007).

Most units contain two components: an informative reading text and various exercises related to the reading text. The following table presents the learning procedure of this sub-module.

Stage	Description
Informative Reading Text ↓ Exercises	Informative Reading Text Stage provides an overview of each particular topic, introducing key concepts needed for EFL university students. The Exercise Stage provides an activity related to the reading text.

c) *The Professional Communication Sub-module* (adapted from *Communication Skills for International Students in Business*, Bretag, Crossman & Bordia 2007) is designed as a self-study material. Three types of activities—individual learning, pairs work, and group work are integrated in this sub-module. Students can make a note of difficult or confusing tasks or activities that they do not understand. Students will then be expected to ask questions in an offline consultative class. Simplification and explanation will be provided by the teacher after the lesson by using traditional lecture methods. The schedule for this course will be provided in the first week of class.

This sub-module focuses on some of the key skills in professional communication and has five essential themes:

- writing genres
- report writing
- business document writing
- oral presentation skills
- employment communication (adapted from *Communication Skills for International Students in Business*, Bretag, Crossman & Bordia 2007).

Most units contain two stages: informative reading text and various exercises related to reading text (the same as Academic Communication Sub-module).

II. The Global Business Case Study Module:

The Global Business Case Study Module comprises *eight* case studies, and encompasses *four* different professional business fields: service, media, marketing, and technology. Students will be divided into a group of four or five members. Each group will be assigned to work on eight cases during the course.



There are *four* different tasks: individual case reading and analysis, group discussion, class discussion, and written outputs (e.g. essays, short reports, business documents). Links will be provided to online resources related to each case; and links back to the lesson on *Communication Skills for International Students in Business Module* will be provided if students need to prepare for business document writing.

This module is designed as interdisciplinary learning material, and has five stages of mastering communication knowledge and skills for business students: (1) case

presentation; (2) individual case reading and analysis; (3) group discussion and case preparation ; (4) group presentation, class discussion, and debriefing of case solution ; and (5) written outputs.

Stages	Description
<p>Case Presentation / Input</p> <p style="text-align: center;">↓</p>	<p>This stage provides information about the case through the reading activities. Reading tasks in particular topics will be given as homework to prepare before the lesson. Eight case studies are provided online for individual study one week in advance. There are links related case topics in order to get students attention or interest.</p> <p>The case studies have three types of activities: a discussion activity, essay questions or report writing, and business documents writing. Every group will prepare for the discussion activity in each case but only one group has to present the case in front of the class. Most <u>discussion activities</u> will involve preparing a table of advantages and disadvantages on the issue or topic. The group that is assigned to prepare for discussion activity (i.e. group presenter) does not need to prepare for the essay question or report writing.</p> <p>For <u>essay questions or report writing</u>, before the class discussion, each group needs to inform the teacher in advance which topic or question has chosen. The topic or question which is chosen will be posted on the online bulletin board.</p> <p>For <u>business documents writing</u>, the members of each group can help to draft them but there is no need for presenting in the class.</p>
<p>Individual Case Reading and Analysis</p> <p style="text-align: center;">↓</p>	<p>This stage focuses on autonomous learning. Students will not be forced to learn, but they should commit themselves as group members to taking responsibility for their learning. Each student will be assigned to read cases, have access to the links, answer essay questions, take notes in discussion activities or prepare for essays or short reports. Students will also need to read the case individually and make a note of difficult words. They can ask for clarification on a case study, and will then be expected to ask questions when the class starts.</p>

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Stages	Description
Group Discussion and Case Presentation	<p>This stage concentrates on collaborative learning. Students will be assigned to work on the case in groups. That is, tasks will be allocated to each group. Every member of a group should work together. Each group will be expected to research for information that can help complete the activities in each case. Students need to use a range of sources to prepare the table of advantages and disadvantages, answer questions on the issue or topic or prepare a short report.</p>
	<p>This stage is designed as a tool to investigate and monitor students' development of comprehensive communication skills. In this stage, tasks will be allocated to the class. Before starting discussion activities, the teacher will ask questions for the class to check their understanding. There are two groups in this class: group presenter and group listener. For this activity, students will be informed in advance on who are the group presenter or group listeners.</p>
Group Presentation, Class Discussion, and Debriefing of Case Solution	<p>For the group presentation, one group (i.e. group presenter) will be assigned to present a draft table of advantages and disadvantages of different topics. All students who are group listeners should participate in the discussion. The group listeners need to listen to what is presented, take notes of ideas, and give comments, suggestions, and opinions. At the end of the class, the group listeners need to evaluate the presenting group performance by using peer assessment of oral communication skills. The group presenting needs to evaluate their work by using self-assessment on oral communication skills.</p>
	<p>After that, the other groups who are assigned to prepare for essay questions need to share their assignments with other students. At the end of the discussion class, the teacher will provide a summary and conclusion for the activities.</p>
Written Outputs	<p>This stage is designed as a device for assessing students' communication skills. Students need to choose only one case study and complete the assignment that is assigned in the case. That is, students have to choose one case discussion activity- draft a table of advantages and disadvantages of the issue or topic-; answer one essay question or write a short report; and prepare one business communication document. This will be put in students' portfolios.</p>

3. Course Assessment

Students will be assessed on their language and communication skills, including behaviors and behavior changes at the beginning, during, and at the end of the course.

To measure students' business English communication skills, and to examine students' behavior and behavior changes, two instruments will be used: a test-retest of Business English Achievement (BECA) test (30%); and, a portfolio assessment (70%) . Students are required to achieve a **minimum of 50 %** of the course assessment to pass the course.

3.1. Business English Communicative Achievement (BECA) test (pre-test and post-test)

This test is tailored to each individual test taker whose native language is not English. The test aims to measure the business English communicative competency of business students. This test focuses on assessing language and communication ability used in the workplace. The test consists of four sections: listening, reading, writing and speaking. The total scores are 100 points and total test time is 3 hours. Students are required to achieve a minimum of 50 percent in the exam to pass the course.

Name of paper	Content	Time allowed	(% of total)
Listening	3 parts	40 minutes	25 %
Reading	5 parts	60 minutes	25 %
Writing	2 tasks (choose one)	1.15 hour	25 %
Speaking	3 parts	15-20 minutes	25 %
Total			100%

3.2. Portfolio assessment:

To evaluate students' professional skills (i.e. decision-making, interpersonal, teamwork, communication, and critical thinking skills), a portfolio assessment will be conducted. The portfolio consists of two types of evidence: required evidence, and teacher's notes. The evidence comes from the three different sources: the teacher, students, and groups.

Required evidence: Required evidence or required portfolio contents refers to the information related to instructional goals needed for making educational decisions. Required evidence is divided into two different sources: student and group documents. All documents need to be submitted at the end of the course.

The following table shows details of types of documents and number of documents needed from the required evidence.

Sources	No.	Types of Documents	(% of total)
Student's Documents	1	Essay or short report on the business topic or issue.	30
	1	Business document (e.g. letter, e-mail)	10
Total			40
Group's Documents	1	Self-Assessment on Oral Presentation	5
	1	Peer-Assessment on Oral Presentation	5
	1	Effective Team Member Evaluation	5
Total			15
Total			55

Teacher's notes: Teacher's notes are comments that the teacher makes or records in order to observe and assess students' behavior and performance. The table below presents types of documents and number of documents needed from the teacher's notes.

Sources	No.	Types of Documents	(% of total)
Teacher's notes	1	Teacher-Assessment on Oral Presentation	5
	1	Teacher-Observation on Class Participation	5
Total			10

Whole Portfolio

To assess the whole portfolio: There are two main criteria: content coverage, and portfolio presentation, with 1-5 scale of portfolio quality (i.e. 5 = excellent, 4 = good, 3 = fair, 2 = need improvement, 1 = poor). Content coverage refers to the documents that students need to collect in their portfolio. These are all assessed according to the marking criteria. The portfolio presentation refers to how the portfolio is logically sequenced, well-prepared and well-organized. The portfolio presentation is worth 5 points out of 70.

The table below presents the detail of portfolio assessment.

Source	% of total
1.Student's document/Students' performance	40
2. Group's documents/Group performance	15
3. Teacher's Notes	10
4. The Portfolio Presentation	5
Total	70

The acceptable quality of portfolio as measured by the scoring scale should be on level 3 (fair): that is, students' score should be equal to or more than 50. The table below shows the scoring scale for each criterion.

The table below shows the scoring scale for each criterion.

Level	Quality of portfolio	Scores
5 <i>Excellent quality</i>	The whole portfolio meets <i>all</i> evaluation criteria.	80-100
4 <i>Good quality</i>	The whole portfolio <i>mostly meets</i> evaluation criteria.	60-79
3 <i>Fair quality</i>	The whole portfolio <i>partially meets</i> evaluation criteria	40-59
2 <i>Needs work</i>	The whole portfolio <i>does not meet</i> evaluation criteria	21-39
1 <i>Poor quality</i>	The whole portfolio is <i>not applicable</i> or not known.	0-20

The following table presents summary of assessment of the course.

Form of assessment	(% of total)
I. Portfolio Assessment	70
1.1 Individual Performance	
<ul style="list-style-type: none"> • One essay/ report • Business Document 	30
Either <ul style="list-style-type: none"> - e-mail for inquiry information - direct mail - Résumé or C.V. - good news letter/favorable letter - personal career plan - letter of acknowledgement - negative letter 	10
1.2 Group Performance	
<ul style="list-style-type: none"> • Self-Assessment on Oral Presentation • Peer-Assessment on Oral Presentation • Effective Team Member Evaluation 	5 5 5
1.3 Teacher' Notes	
<ul style="list-style-type: none"> • Teacher- Assessment on Oral Presentation • Teacher-Observation on Class Participation 	5 5
1.4 Portfolio Presentation	5
II. Examination (BECA test)	30
Total	100

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4. Criteria for assessing students' performance

To assess students' performance during this course, a number of criteria are considered which are set out below.

4.1 Criteria for assessing the BECA test

In order to analyze scores of the BECA test, the following criteria are considered:

4.1.1 Receptive skills: listening and reading

A) *Detailed scoring keys*, including the appropriate answer keys of the test (especially the test of reading and listening skills) are introduced to prevent any biases from examiners.

Section	% of overall
Listening	25
Reading	25

4.1.2 Productive skills: writing and speaking

A) *Criteria for writing tasks*: The writing test consists of an essay and a short report.

1.1 *Criteria for scoring an essay* (used for assessing the BECA test and the portfolio assessment) encompass *four* main areas: content, language, organization and referencing. Students are expected to write a well-planned and well-organized essay that has adequate references based on a range of information. Students must reference correctly from a range of source provided in the test. Students will be assessed on how effectively the piece of writing achieves its purpose, how well they organize their ideas, how accurate and appropriate their use of language is (with a focus on grammar and vocabulary), and how they demonstrate syntactic variety and appropriate word choice. (See marking criteria and scoring rubric for an essay in Appendix D)

Section	Marking Criteria	Raw scores	% of overall
Writing	Content	35	25
	Language	40	
	Organization	15	
	Referencing	10	
Total		100	

1.2 *Criteria for scoring a short report* (used for assessing the BECA test and the portfolio assessment) encompass *four* main areas: content, language, organization, and referencing) which are similar to writing the essay marking criteria. That is, students are expected to write a well-planned and well-organized short report that has adequate references based on a range of information. For the test, students must write correctly, referencing from a range of source provided. For example, students will be assessed on how effectively the piece of writing achieves its purpose, how well their report is organized, how well they organize their ideas, and how accurately and appropriately they use language (See marking criteria and scoring rubric for a short report writing in Appendix D).

Section	Marking Criteria	Raw scores	% of overall
Writing	Content	35	25
	Language	40	
	Organization	15	
	Referencing	10	
Total		100	

B) Criteria for assessing speaking (used for assessing the BECA test and oral presentation in the classroom) encompass four main criteria: content, language use, performance, and presentation technique. Students will be assessed on how well they use the appropriate vocabulary and grammar and not making mistakes, the range of words and sentences structures test takers use, and how well test takers present or discuss business issues or a given topic. (See marking criteria and scoring rubric for speaking skills in Appendix Part D).

Section	Marking Criteria	Raw scores	% of overall
Speaking	Content	30	25
	Language use	40	
	Performance	15	
	Presentation technique	15	
Total		100	

4.2 Criteria for assessing the portfolio assessment

The portfolio assessment in this study represents ongoing student learning and development. The portfolio consists of different types of evidence, such as an essay or a short report, business document writing, self-assessment, peer-assessment, and teacher-assessment.

To analyze and evaluate the quality of the portfolio, two main types of documents need to be considered: required evidence and teacher' notes.

4.2.1. Required evidence:

A) Criteria for essay writing and short reports are developed in order to assess students' performance both academic and professional skills. To complete written output requirements (an essay or a short report, and business document), students should write a paper that gives adequate, clear, reasonable, informative and accurate information. Students will be given a choice to either write an essay or a short report. The completed essay or short report should provide well-support information backed by evidence from a variety of sources including teacher and peer opinions or suggestions.

The criteria used to measure *an essay* consist of *four* main areas; content, language, structure, and referencing (Same as criteria for an essay writing tasks in the BECA test and see marking criteria and scoring rubric for essay writing in Appendix Part D).

Marking Criteria	Raw scores	% of overall
Content	35	30
Language	40	
Structure	15	
Referencing	10	
Total	100	

The criteria used to measure *a short report* consist of *four* main areas; content, language, structure, and referencing. (Same as criteria for a short report writing tasks in the BECA test see marking criteria and scoring rubric for essay writing in Appendix D).

Marking Criteria	Raw scores	% of overall
Content	35	30
Language	40	
Organization	15	
Referencing	10	
Total	100	

B) Criteria for assessing oral business communication skills: Two types of oral instruments for assessing oral business communication skills will be employed: peer-assessment and self assessments of oral business communication skills. The group presenter will rate their own oral presentation performance using a self-assessment form, and their performance will be rated by peers using a peer-assessment form. Peer assessments and self assessments use the same form that consists of *four* main areas: content, language use, performance, and presentation technique. This is the same form used by the teacher in evaluating oral business communication skills and speaking criteria in the BECA test.

Marking Criteria	Raw scores	% of overall
Content	30	10
Language use	40	
Performance	15	
Presentation technique	15	
Total	100	

C) Criteria for business document writing. Students will be evaluated on their writing skills based on their production of a variety of business documents used in the workplace (résumé or C.V., direct mail to customers, personal career plan, good news letter, negative letter or a letter delivering ‘bad news’, e-mail for inquiry information, and a letter of acknowledgement. (See marking criteria for business document writing in Appendix D).

D) Criteria for rating effective team member checklist: Students will be evaluated on the contributions of their teammates to the assignments during semester. For example, how well team members participate in assignment, and prepare for the team meeting including the quality of the work that consistently meets or exceeds the

expectations of the group. All items will be graded by a five points Likert scale (5 = almost always, 4 = frequency, 3 = occasionally, 2 = seldom, 1 = almost never). The checklist is adapted from the University of Victoria's Learning and Teaching Centre (See the checklist in Appendix D).

The table below shows the scoring percentage scale for each criterion.

Assessment	Quality	The contribution of students' teammates	Percentage	% of overall
Effective team member checklist	Almost Always	Team members always participate actively; attend and prepare for the team meeting; and, share resources, opinions and suggestions (i.e. team members participate more than 80 % of activities).	81-100	5
	Frequently	Team members frequently participate; attend and prepare for the team meeting; and share resources, opinions and suggestions. (i.e. team members participate between 61% and 80% of activities)	61-80	4
	Occasionally	Team members occasionally participate; attend and prepare for the team meeting; and share resources, opinions and suggestions. (i.e. team members participate between 41% and 60% of the activities)	41-60	3
	Seldom	Team member seldom participate; attend and prepare for the team meeting; and share resources, opinions and suggestions (i.e. team members participate between 21% and 40% of the activities)	21-40	2
	Almost never	Team members do not participate; attend and prepare for the team meeting; share resources, opinions and suggestions (i.e. students participate less than 20% of the activities).	0-20	1

4.2.2. Teacher's notes

A) *Criteria for rating oral business communication by the teacher* (used for assessing the BECA test and oral presentation in the classroom) encompass *four* main areas: content, language use, performance, and presentation technique. This is the same form of self- and peer-assessments as used for assess students' performance on oral business communication skills.

Marking Criteria	Raw scores	% of overall
Content	40	5
Language use	30	
Performance	15	
Presentation technique	15	
Total	100	

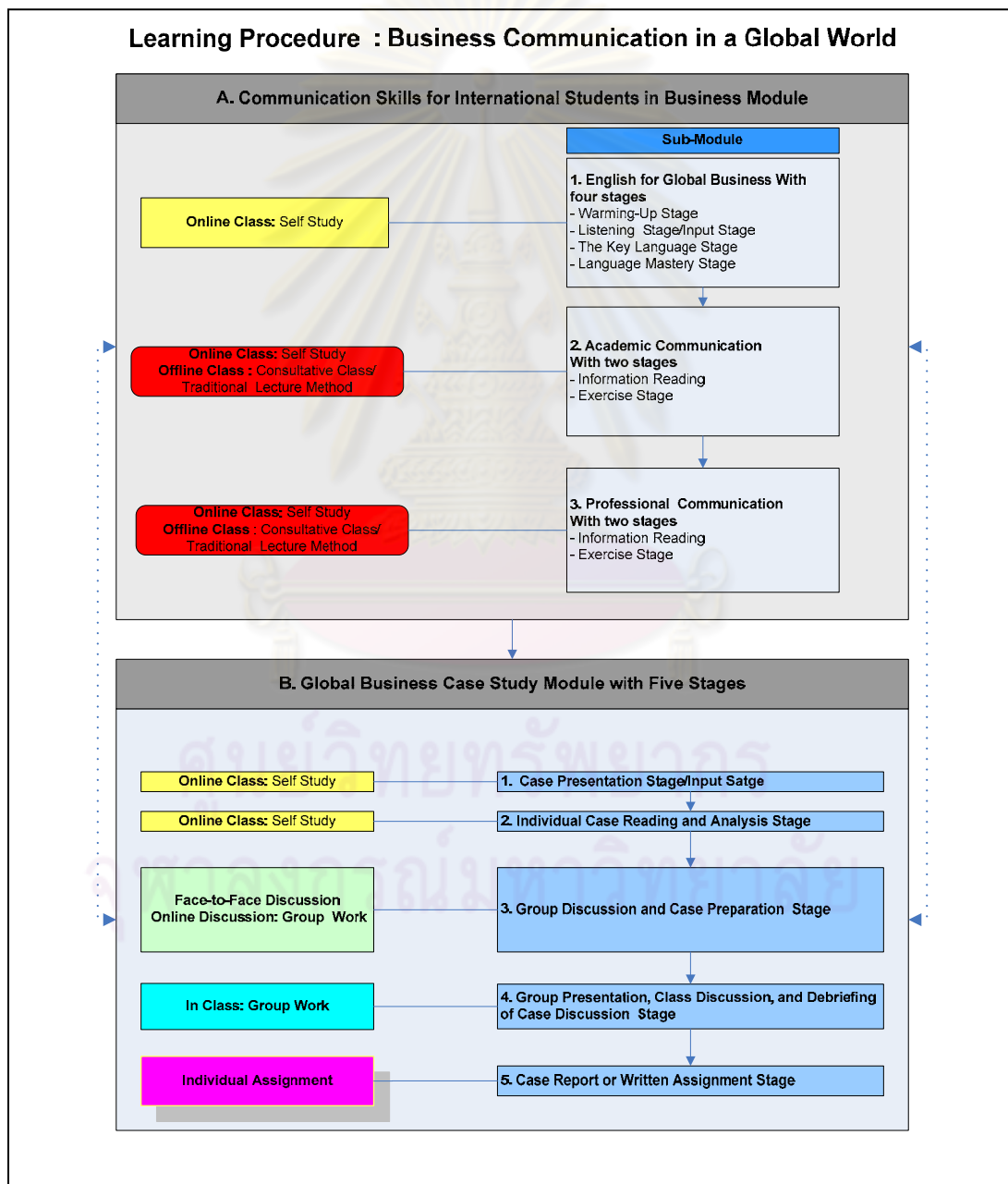
B) Criteria for rating teacher observation checklist of class participation will encompass two observations in two ‘contexts’, that is, in online and offline classes. All criteria items will be graded by a five points Likert scale (5 = almost always, 4 = frequency, 3 = occasionally, 2 = seldom, 1 = almost never). The table below shows the scoring percentage scale for each criterion.

Assessment Criteria	Quality	Description	Percentage	% of overall
Online class Offline class	Almost Always	Students are almost always studying, practicing, doing the exercise, and making questions and answers through the online CBCL module (i.e. students participate more than 80 % of available modules).	81-100	5
	Frequently	Students are frequently studying, practicing, doing the exercise, making questions and answers through the online CBCL module (i.e. students participate between 61% and 80% of the available modules).	61-80	4
	Occasionally	Students are occasionally studying, practicing, doing the exercise, and making questions and answers through the online CBCL module (i.e. students participate between 41% and 60% of the available modules).	41-60	3
	Seldom	Students are seldom studying, practicing, doing the exercise, and making questions and answers through the online CBCL module (i.e. students participate between 21% and 40% of the available modules).	21-40	2
	Almost never	Students are almost never studying, practicing, doing the exercise, and making questions and answers through the online CBCL module (i.e. students participate less than 20% of the available modules).	0-20	1

C3: THE BCGW COURSE AFTER REVISION AND THE SKILLS ENHANCEMENT OF THE BCGW COURSE

C3.1: The BCGW course procedure content and organization

As mentioned in Chapter 3:3.4.4, the learning processes were grouped to be the outline of the learning procedure of the online CBCL Module (the same as Figure 3.9).



The BCGW course is designed to enhance two skills: business English performance and professional skills (similar to Chapter 2:2.2.2).

Business English performance: In this study, business English performance was classified by the way for assessing students' performance which consist of two categories: assessing four language ability by using the BECA test and assessing four language by observing students' ability to convey the message in an actual events as well as in a simulated settings

Professional skills consist of four skills: collaborative learning skill, critical thinking skill, and communication skill in business.



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C3.2: LEARNING PROCEDURE-REVISION

The learning process in this study was to be revised after trialing the online CBCL module with the 22 RMUTLL students since students needed to have some treatments to prepare them to be ready for the BCGW course, especially writing and speaking skills. There were two types of changes for the BCGW course: assigning treatments and changing the learning process.

Assigning treatments: The treatments of writing and speaking were assigned to students as follows:

Writing skills:

- The additional support class was constructed to enhance the students' basic grammatical structure and basic effective writing which consisted of many exercises to enhance and increase students' abilities.
- Presentation 2– English Practice Presentation by assigning three different questions (from 20 available questions) to students to answer with 3 weeks for preparation). Students should submit their written assignment (i.e. preparation for Presentation 2) which was considered to be the activities that practice and improve students' speaking ability and writing ability as well.
- Informal letter (i.e. a letter to student's closed friend) was assigned to students to reassess students' weaknesses and strengths as well as enhancing students' basic writing skills.
- Business letters or documents (i.e. cover letter and resume) were assigned to students since the information from interviewing (pre-test session) demonstrated that they would like to have this particular task.

Speaking skills:

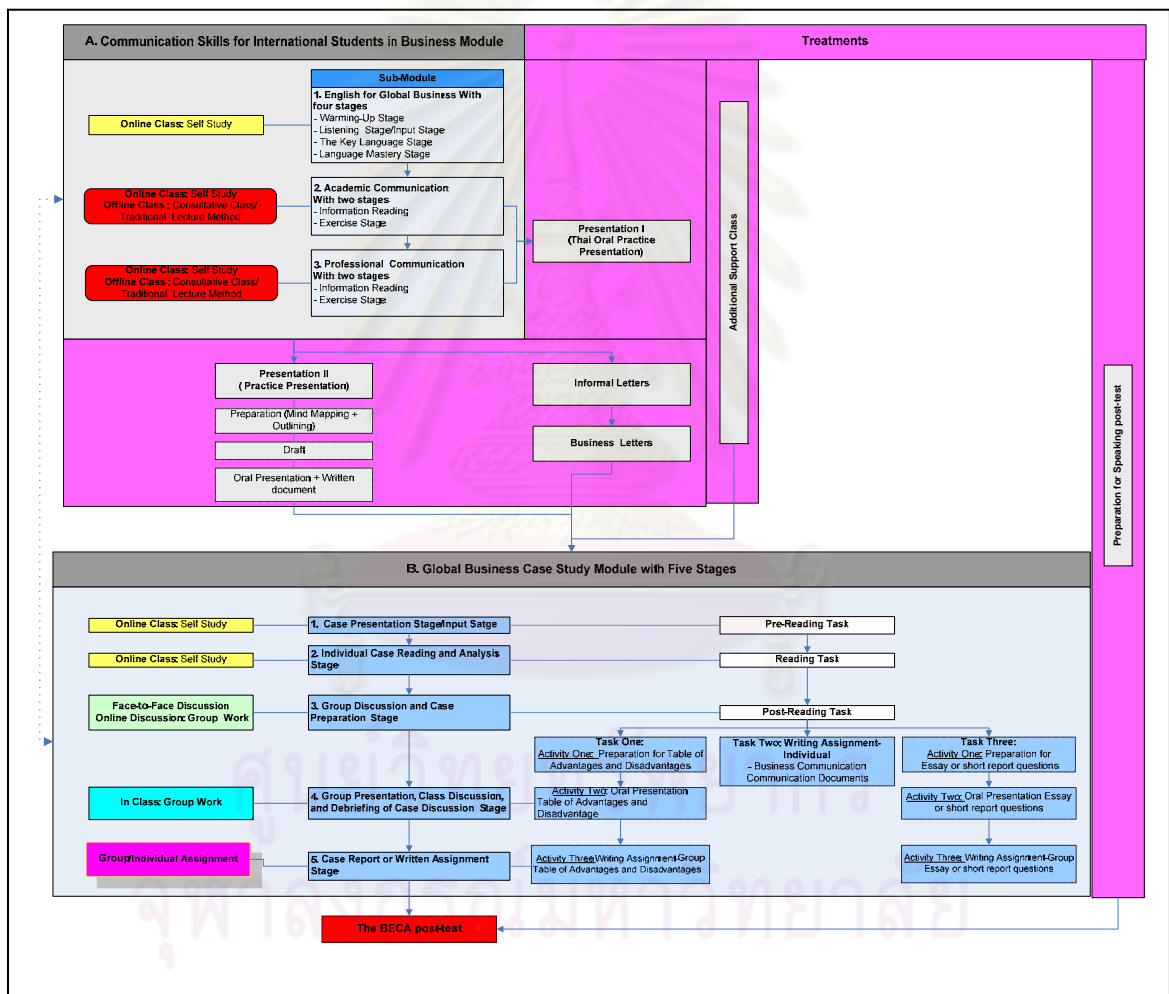
- Presentation 1–Thai Oral Practice Presentation by transferring teacher role to students. This activity was constructed after students informed that they sometimes did not understand the learning contents provided in the online CBCL Module. This activity was mainly focused on increasing the students' comprehension on the content provided in the *Academic Communication and Professional Communication Sub-Module of the Communication Skills for international Students in Business Module*. Moreover, it was designed to increase students' confidence for the next presentation activities as well as reducing anxiety and feel familiar with assessing method.
- Presentation 2– English Practice Presentation by assigning three different questions (from 20 available questions) for students to answer within 3 weeks for preparation. Students should submit their writing (i.e. preparation for Presentation 2) which was considered to be the activities that practice and improve students' speaking ability and writing ability as well.

Changing the learning process: In general, students should not be allowed to be knowledgeable on the post-test but as suggested by Brown(1994) that “the writers have more time to plan, review, and revise their words before they are finalised, a development process of cognitive skills is enhanced from the writing production”. That

is, the way students search for answers to the given questions can help develop students' English language ability as well as thinking and study skills as well.

- **Preparation for speaking post-test:** The students were allowed to find and prepare information for speaking post- test by submitting their preparation for their speech documents. It is believed that their reading, writing, speaking, and learning skills should be enhanced from this activity.

Figure below illustrates the whole learning process which is included the learning activity treatments in the BCGW course implementing with the 22RMUTLL students.



C3.3 SKILLS ENHANCEMENT

The skill enhancement in this study was justified by the design of each task and activity. However, since the BCGW course aimed at enhancing thinking skills of students, the observable behavior of students, the checklist on thinking skill enhancements where they were studying the BCGW course and taking the BECA writing test section, and analysis of students' interviewing were used as device to gather information. The thinking skill enhancement is discussed in Chapter 5:5.4.3. The following information is illustrated the skill enhancement based on the design of task and activity and sequentially presented according to Figure.

Communication Skills for International Students in Business Module:

English for Global Business sub-module: Unit content and organization as well as the language skills focusing in this sub-module are listening and speaking skills in business contexts (mentioned in Chapter 4:4.2.1.2).

Academic Communication sub-module: Unit content and organization as well as the language skills focusing in this sub-module are reading and writing skills in academic contexts (mentioned in Chapter 4:4.2.1.2).

Professional Communication sub-module: Unit content and organization as well as the language skills focusing in this sub-module are reading and writing skills in business contexts (mentioned in Chapter 4:4.2.1.2).

As mentioned in Chapter 3:3.4, the Communication Skills for International Students in Business Module is considered to be the first 2 P (Presentation and Practice) of the PPP approach. That is, it could be considered as the first three learning level by Bloom's Taxonomy: Knowledge, Comprehension and Application. However, the Global Business Case Study is positioned as the application of knowledge students have learned from the Communication Skills for International Students in Business Module. That is, the domain of learning level -Application, Analysis, Synthesize, and Evaluation suggested by Bloom's Taxonomy could be enhanced by this module.

As mentioned before, students had special treatments by practicing them to be familiar with presentation. The treatments were composed of many types of activity. In this section, the skill enhancement is sequentially discussed in detail except two activities: the additional support class and preparation for speak post-test.

The additional support class was paralleled with the *Communication Skills for International Students in Business Module*. As can be seen from Figure, students need to study the learning contents of the additional support before taking the Global Business Case Study Module. It was considered as the lowest level of domain of learning (Bloom's Taxonomy)–knowledge since this activity was designed to improve students' basic grammatical structure and basic effective writing knowledge.

Preparation for speaking post-test: The students were allowed to find and prepare information for speaking post- test by submitting their preparation for their speech documents for the whole semester. Although this task was not clearly specified the

process of preparation, it is believed that students should followed the same learning process as they did in **Presentation 2**-English Practice Oral Presentation and **Presentation 3**-Table of advantages and Disadvantage and Essay or Short Report Question. It consists of three activities: preparation (mind-mapping or outlining), draft and oral presentation and written document to engage students with English reading, writing and speaking (see example of the BECA speaking test section). The skill enhancement should be similar to Presentation 2 and 3 but this task might be extended to business contexts as well.

Presentation I (Thai Oral Practice Presentation): This activity was designed to increase students' comprehension on the learning content in *Communication Skills for international Students in Business Module*. That is, students could be able to read and understand the learning content and recall where and how to get information (Knowledge) as well as recognizing, outlining on what they read, and assembling information into their own words (Comprehension).

Informal Letter: Students were assigned to write an informal letter to their closed friend about what he or she did during the long holiday. The objectives of this activity were to be initially engaging students to produce English written document within familiar topic and assess students' strengths and weaknesses of the target language. It believes that this activity might help to scale up students' confidence on writing since they were to be practiced from simple to complex written assignment.

Business Documents: Students were assigned to practice English business documents (i.e. cover letter and resume). Students acknowledged the basic information for writing a formal business document in the standardized and acceptable worldwide. This activity leads students to be familiar and ready for other business writing document assigned in the BCGW course.

Presentation II (English Practice Presentation-Presentation 2): This task was composed of three activities: preparation (mind-mapping or outlining), draft and oral presentation and written document to engage students with English reading, writing and speaking in general topics. Also, they are acquainted with English usages in real or simulated learning settings.

Students needed to find information to answer three questions out of twenty questions, summarize and synthesize information from resources, taking their responsibilities for their own learning; it means that students are able to how to learn (i.e. learning skills–SS4).

Since mind mapping is considered to be a powerful tool for making note, brainstorming and organizing of ideas as well as engaging critical thinking through the following process (All thinking sub-skills are considered to be observable in this study):

- Finding information to support the topic assigned
- Summarizing information from resources
- Identifying and classifying their ideas
- Brainstorming their ideas
- Organizing or structure their ideas into categories

- Making reasonable judgment on how far on what students read or write are appropriated to be use as support evidence or arguments
- Synthesizing on what students read and write
- Logically presenting their ideas

Students' behaviors above are considered to be explicitly observable behavior of the critical thinking skills in this study. Even though the note-taking behavior had no any evidence to support that they did take note because they did not submit the note-taking document in their portfolio, teacher observed this particular behavior when they came to consult with teacher individually and by group.

The creative thinking skill of this activity could be the ways they created their presentation to be an interesting and attractive one since they were freely to create whatever they wanted.

The note-taking skill which is part of the study skills should be improved by this activity as well. The rest four processes could be considered as the thinking process. The six sub-skills of critical thinking (i.e. knowledge, comprehension, application, analysis, synthesize, and evaluation) could be enhanced by this activity. Even though the learning setting was set in the general areas, it could be the background knowledge for student to be ready in the next complex activities.

Global Business Case Study Module:

There are eight cases available in this module. There are *three* different tasks: pre-reading tasks, reading task, and post- reading test.

Pre-Reading Task: Students are assigned to read the learning objective; acknowledge some technical words and basic grammatical structures related to the learning content; and read, watch or listen to background information on each case. The learning objectives of this task are

- understand the overall learning of objectives
- gain attention readers or listeners attention and recall some background knowledge of students
- recognize and acknowledge some technical words related to a variety of business situations
- recognized and acknowledge some basic grammatical structure related to the case study

All behaviors do not explicitly observe but it could be assumed from the learning product (i.e. both oral presentation and written assignment) that all the four skills were acknowledge by students.

Reading task: The reading task consists of one main task-Reading a Case Study. Students were assigned to read the case individually and by group. As a result, the skills enhancement from this activity is literal comprehension and recognition of English Reading Skills.

Post-Readings Tasks: The post-reading tasks are composed of three tasks:

- Task one: Discussion on advantages and disadvantages of specific topic consisting three activities:
 - Preparation for the Table of Advantages and Disadvantages
 - Oral Presentation (Presentation 3– Table of Advantages and disadvantage and essay or short report question)
 - Written assignment- Table of Advantages and Disadvantages
- Task Two – Written Assignment consisting one activity
 - Business Communication Letter-Individual Work)
- Task Three: Essay or Short Report questions consisting three activities
 - Preparation for answering essay or short report
 - Oral Presentation (Presentation 3– Table of Advantages and disadvantage and essay or short report question)
 - Written assignment-essay or short report questions)

I: Task one: Discussion on advantages and disadvantages of specific topic consisting three activities:

Task One-Activity One: Preparation for the Table of Advantages and Disadvantages:

Students were assigned to find information to support their topics which were the discussion on advantages and disadvantages of specific topic in each case. This activity was designed to enhance business English performance and professional skills.

- Business English Performance
 - English Reading Skills: Five sub-skills were likely to be enhanced by this activity since students were able to find related article to support or oppose their argument. That is, they understand, summarize, analyze, apply, synthesize, and evaluate related information. Then they need to write a writing plan by themselves.
 - English Writing Skills: Since this activity was designed to enhance English writing skills. The correct grammatical structure was not essential for this activity but students can write broken English sentences as well as they should be able to
 - identify and classify ideas
 - brainstorm ideas
 - organize or structure the ideas into categories
 - logical presenting ideas.

That is, preparing a writing plan was one of the activities in the BCGW course that designed to enhance English by this activity.

- English Speaking Skills: Students were assigned to practice what they presented in front of the classroom so that they should be able to
 - decide how the presentation will be used
 - create the presentation or outlining the presentation
 - practice speak English to increase students' confidence
 - keep within time constraints

- practice yourself to be familiarize with the equipment to be used.

It is believed that English speaking skills could be enhanced by this activity. Although some skills might be not explicitly observed by the teacher since the students practiced the presentation at home, students were assumed to acquire these skills if they practiced the oral presentation.

- Professional Skills: Critical thinking skills and studying skills were likely to be enhanced from this activity.
 - Critical thinking skills: The activity process was similar to Presentation 2 and Preparation for Speaking Post-test. Students were assigned to prepare the Table of Advantages and Disadvantages by using mind-mapping or outlining strategy. Then, they needed to submit the outline or the draft as well as consulting with the teacher on what they prepared. After that, students needed to present on what they did and finally submitting a written document. It is believed that this activity could enhance the following skills:
 - Finding information to support the topic assigned
 - Summarizing information from resources
 - Identifying and classifying their ideas
 - Brainstorming their ideas
 - Organizing or structure their ideas into categories
 - Making reasonable judgment on how far on what students read or write are appropriated to be use as support evidence or arguments
 - Synthesizing on what students read and write
 - Logically presenting their ideas

Students' behaviors above are considered to be explicitly observable behavior of the critical thinking skills in this study.

- Study skills: All four sub-skills of study skills were likely to be enhanced from this activity (i.e. reading strategies, note-taking, referencing, and learning skills or learning how to learn). In fact, it is undeniable that some skills could not be observed explicitly but some were assumed from the learning process as well as identifying from the learning product. Reading strategies and note-taking were considered to be engaged by learning products. Referencing could be explicitly and systematically observed their plan. Learning skills were enhanced because the students can summarize and synthesize information from resources, take responsibilities for their own learning, take responsibilities to their group's task, and find related articles to support their arguments.

Task One-Activity Two: Oral presentation (Presentation 3– Table of Advantages and disadvantage and essay or short report question)

- Business English Performance
 - Oral presentation skills were explicitly and systematically observed and assessed by the four indicators-content, language use, performance, and presentation techniques (from the criteria of assessing students' oral business communication).

- **Professional skills** : Students' ability to
 - clarify, explain, summarize, and synthesize their ideas or summarize group's position
 - share resources, opinions, and suggestions
 - willingly share in the work of the group
 - treat group member positively and avoid 'put down' when others made suggestions

These skills could be systematically observed by using the video-tape recording. Because of the problems of taping the students' behaviors, these skills were not observed. However, each group was assigned to ask questions and make suggestions to a group presenter.

Task One-Activity Three: Written assignment of Table of Advantages and Disadvantages: Students were assigned to logically organize and synthesize information from the class discussion for example suggestions from their colleagues to support their answers.

The dominant skills enhanced from this activity were the English writing skills. The criteria of assessing an essay or a short report were adapted to be used as the checklists for observing the students' English writing skills with the four indicators: content, language use, organization, and referencing. The two lowest level of critical thinking skill (i.e. knowledge and comprehension) could not be engaged in this study since they have already enhanced from the previous activity (Activity One). Seven behaviors were observed in this activity:

- Summarizing information from resources
- Identifying and classifying their ideas
- Brainstorming their ideas
- Organizing or structure their ideas into categories
- Making reasonable judgment on how far on what students read or write are appropriated to be use as support evidence or arguments
- Synthesizing on what students read and write
- Logically presenting their ideas

Students were assumed to re-discuss about their final assignment after the classmates suggested on their assignments.

II. Task Two – Written Assignment consisting one activity

Business Communication Document-Individual Work: This task consisted of many types of documents depending on case they chose. As a result, the ways of assessing or exploring students' writing business communication skills might be different. However, business documents share the same sub-skills acquired from this task. At the end of the task, students should be able to

- use correct layout and avoiding slang or jargon and technical terms.
- provide necessary information concisely and clearly

- present information in logically sequenced.
- state the details clearly and concisely
- use corrected grammar and structure
- demonstrate overall comprehensibility

All sub-skills were observed through the business communication written assignment students submitted to teacher.

III. Task Three: Essay or Short Report questions consisting three activities (same as Task One).

- Preparation for answering essay or short report
- Oral presentation (Presentation 3– Table of Advantages and disadvantage and essay or short report question)
- Written assignment-essay or short report questions

Thus, the skill enhancement of Task Three could be considered to be the similar to the skills enhancement of Task One.

The BECA writing post- test

The dominant skills enhanced from this activity were English writing skills. The criteria of assessing as essay or a short report were adapted to be used as the checklists for observing the students' English writing skills with the four indicators: content, language use, organization, and referencing. In addition, the two lowest level of critical thinking skill (i.e. knowledge and comprehension) could not be engaged in this study since they have already enhanced from the previous activity (Activity One).

Since the skill -finding information to support the topic assigned was not necessary to be observed because they had related articles. Thus, seven behaviors were observed in this activity:

- Summarizing information from resources
- Identifying and classifying their ideas
- Brainstorming their ideas
- Organizing or structure their ideas into categories
- Making reasonable judgment on how far on what students read or write are appropriated to be use as support evidence or arguments
- Synthesizing on what students read and write
- Logically presenting their ideas

C4: EXAMPLES OF LEARNING CONTENT IN THE BCGW COURSE

I. COMMUNICATION SKILLS FOR INTERNATIONAL STUDENTS IN BUSINESS MODULE

1.1 English for Global Business Sub-Module

Unit 4: Intercultural Business Communication

1.2 Academic Communication Sub-Module

Unit 1: Effective reading for academic purposes

1.3 Professional Communication Sub-Module

Unit 10: Employment communication

II. GLOBAL BUSINESS CASE STUDY MODULE

- **Services: Case Study**–Global Healthcare Services - Bumrungrad Hospital



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English for Global Business

Unit 4: Intercultural Business Communication

Learning Objective: On completion of this unit students will be able to:

- be reflective about their own cultural communication practices;
- initiate and participate in telephone calls with people from other countries;
- organise business meetings;
- use a range of vocabulary for effective communication in business meetings;
- **participate in social activities with people of other cultures; and**
- **understand and appropriately use English name conventions.**



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MAKING A PHONE CALL



I: Warming Up:

Activity 1: [THINK- DISCUSS –WRITE] (Web board-Discussion: Whole Class)

Discuss these questions. (Adapted from *Business Benchmark: Upper intermediate*, Brook-Hart, 2006, p.22)

1. Have you ever made a telephone call in English? If so, when, and what for?

2. Which one do you prefer, making a phone call or using an email?

3. What kind of difficulties have you had when using English on the phone?

4. In general, why is having a conversation on the phone more difficult than face-to-face?

5. How can you prepare for telephone calls, and what can you do to make sure that there is no misunderstanding?

6. In your culture, are certain behaviours considered rude when telephoning?

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Activity 2: [THINK-WRITE]

Working in groups to answer the following questions on how you should speak on the phone in English. In many cases, more than one answer is possible. (Adapted from *Business Benchmark: Upper intermediate*, Brook-Hart, 2006, p.23)

1. Which is the best way to answer a phone call at work?
 - a. By saying *Hello!*
 - b. By saying your name.
 - c. By saying your name and the name of your department or company.
 - d. By saying the name of your company.
2. How do people answer a phone call at home?
 - a. They say their phone number, e.g. 01267 436636.
 - b. They say the name of their town and their phone number, e.g. Southampton 436636.
 - c. They say *Hello!*
3. Which is the best way to answer to someone on the phone who says *Can I speak to (your name)?*
 - a. That's me.
 - b. Speaking.
 - c. Yes, I am.
4. How should Alberto Costa introduce himself on the phone?
 - a. It's Alberto Costa.
 - b. I'm Alberto Costa.
 - c. My name's Alberto Costa.
5. How should Lucia Falcone introduce herself on the phone to someone who already knows her?
 - a. This is Lucia Falcone.
 - b. I'm Lucia Falcone.
 - c. It's Lucia Falcone here.
6. When you ask someone to wait on the phone, which of these is quite formal, which is informal, and which is inappropriate?
 - a. Could you hold on a minute, please? _____
 - b. Hang on! _____
 - c. Wait, please. _____
7. When you want to know who is calling, which of these is formal, which is informal, and which is rude?
 - a. Who's that? _____
 - b. Who are you? _____
 - c. Who's calling, please? _____

8. Which is the most formal way to introduce the purpose of your phone call?
 - a. I want to talk about the sales conference in March.
 - b. I'm calling in connection with the sales conference in March.
 - c. Let's talk about the sales conference in March.
9. Why is it very important to use "please" and "thank you" on the phone?
 - a. The other person can't see your face, so you have to use these words more often to show you are being friendly and polite.
 - b. The British and the American both expect it.
 - c. It's not important.
10. Which of these would you say when you want to look for information on your computer while you're on the phone?
 - a. Wait while I get it on my computer, please.
 - b. Just a moment while I get it up on the screen.
 - c. I'm just bringing up your details now.

II: Listening Practice:

Ms. Manee Kanchanapat is the secretary of Melanie Sukhum Na Ayuttaya, Production Director of Nestle Thailand. Ms Manee is making a call to Thomas Moore, CEO of Australian Dairy Co..

Activity 1: [LISTEN-WRITE-SPEAK]



A: Listen to the conversation and answer these questions.

1. Who answers the telephone at Australian Dairy Company?

2. Who does Kanchanapat want to speak to?

3. What is the purpose of Kanchanapat's phone call?

B: Listen again and then fill in the blanks.

David: Good morning, Thomas Moore's office. _____
 _____ . May
 I help you?
Kanchanapat: Yes, please ..., Just a moment...
David: _____
Kanchanapat: Yes, sorry can I speak to _____
David: Certainly. _____
Kanchanapat: This is Ms Manee, sorry...er..Ms Kanchanapat, the
 secretary of Khun..sorry..er Miss Melanie Sukhum
 Na Ayuttaya, Production Director of Nestle
 Thailand.
David: Certainly, Ms Manee, sorry Ms Kanchanapat.
 _____?
Kanchanapat: It's about _____
 _____.
Harry: Putting you through now.

Tape Script

David: Good morning, Thomas Moore's office. David
speaking. May I help you?
Kanchanapat: Yes, please ..., Just a moment.
David: Hello? Are you still there?
Kanchanapat: Yes, sorry can I speak to ..errr. May I speak to
Khun Moore..sorry..Mr Moore.
David: Certainly. Who's calling, please?
Kanchanapat: This is Ms Manee, sorry...er..Ms Kanchanapat, the
 secretary of Khun..sorry..er Miss Melanie Sukhum
 Na Ayuttaya, Production Director of Nestle
 Thailand.
David: Certainly, Ms Manee, sorry Ms Kanchanapat. May
I ask the purpose of your call?
Kanchanapat: It's about a meeting for the Supplier of Nestle
ingredients in Thailand next month.
David: Putting you through now.

C: Practice that conversation with a colleague until you can say it easily.



III: Key Language: [LISTEN-SPEAK]

Listen, repeat, and practice aloud with a partner. (Adapted from *English for Global Business*, Lites and Thorpe 2004, p.50)

Answering the Phone

Good morning, office of Mr Moore. David speaking. May I help you?
 Good morning, General Electrics. May I help you?
 Good afternoon, Sunlight Electronics. How may I direct your call?

Response

Yes, please. May I speak to Mr Moore.
 Yes. May I please speak to Max Evan?
 I'd like to speak to someone in billing please.

Asking to Speak to Someone

Yes, may I speak to Mr Moore?
 May I please speak to Susan Bond?
 I'd like to speak to Mark Brown, please.
 Is Alexandra in?
 Is Tom there?

Responses

This is Susan.
 Just a moment please.
 Speaking.
 This is Tom.

Asking Who is Calling

Who is calling, please?
 May I ask who's calling?

Responses

Yes, this is Sandra Peterson from IBM.
 My name is Yuji. I'm with SRG Electronics.
 This is Kanchanapat.

Stating the Purpose of the Call

It's about a meeting for the Supplier of Nestle ingredients in Thailand next month.
 I'm returning Mr Smith's phone call.
 I'm calling to set up an appointment with Mr Lee.

Responses

Putting you through now.
 Thank you. I'll connect you.
 Ok, please hold while I transfer you.

Taking a Messages

Mr Johnson is out of the office at the moment.
 Would you like to leave a message?
 Ms Perkins is in a meeting. Could I take a message?
 How do you spell your last name?

Responses

Yes, please have him call Elisabeth Brown at 493-2591.
 Yes, please ask her to return my call. / No, thanks. I'll call back later.
 It's W-I-N-S-T-O-N. Tom Winston.



IV: Language Mastery

Activity 1: [LISTEN-WRITE-SPEAK]

Understanding Phone Numbers: Write the telephone numbers you hear. Then practice number aloud. (Adapted from *English for Global Business*, Lites and Thorpe 2004, p.51)

Note: Remember to say each number separately. For example, for the number (213) 569-2108, say, ‘Area code two one three (pause), five six nine (pause), two one oh eight.’

- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

Tape Scripts

- a. (617) 495-3216
- b. (303) 463-1928
- c. 1-800-579-300
- d. (212) 256-9874
- e. (415) 513-7652
- f. (305) 777-5411

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Academic Communication

Unit 1: Effective reading for academic purposes

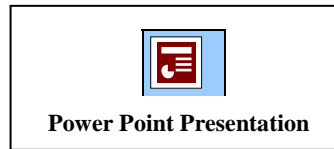
(Adapted from *Communication Skills for International Students*,
Bretag, Crossman, and Bordia, 2007, p.3-20)

Learning objectives: On completion of this unit students will know how to:

- identify individual reading styles, including strengths and weaknesses;
- understand the role of critical reading in the academic context;
- develop a range of strategies to improve reading capability, including speed and comprehension;
- adapt reading styles to suit the requirements of different texts; and
- recognize the integrated nature of reading and note-taking.



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Why focus on reading?

(Extracted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.4)

Tertiary studies require you to read very widely and in-depth across a range of subject areas. In many subjects you will encounter new vocabulary and concepts. Even more unsettling, you will begin to notice that writers use different styles and structures of writing depending on the subject area. Given the subject material, and the requirements of the new academic environment, you might find that the reading strategies you have been using successfully are no longer adequate.

This unit will take you through a number of strategies to help you manage the increasing volume and complexity of reading material you will encounter. Many of these strategies will be familiar to you and some will be new. Before looking at new techniques for reading, it would be useful for you to spend a little time considering your own reading habits, preferences and style.

Activity 1: [Discussion] (Web Board Discussion: Whole Class)



(Adapted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.4)

Consider your own reading ability

1. What makes a 'good' reader?

2. Are you a good reader?

3. What is your main problem when reading?

4. What strategies have you developed for reading?

5. What sorts of reading material do you enjoy most? Why?

6. What do you enjoy reading in your first language? Do you read the same type of texts in your second language?

7. What attracts you to start reading a book or other text (e.g. cover, pictures, font size, topic, and so on)?

8. What are the best conditions for your reading?
 - a. Do you use the same place?
 - b. Do you need to be alone?
 - c. Do you read at the same time each day?

Activity 2: [THINK]**(Bulletin)**

(Adapted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.3-4)

Please identify your own strengths and weaknesses in relation to reading English texts. You do not need to share your answers, and there is no 'right' or 'wrong'. Once you have completed this unit you may like to reconsider these questions to see if your ideas about reading have changed.

For each of the following items, indicate whether the statement is true or false when applied to your own reading habits or ideas.

1. I never read (in English) for pleasure.
 True False
2. Reading is a tedious task that I do only because I have to.
 True False
3. The best way to read academic texts is to just read the abstract or summary and then pretend to have read the whole thing.
 True False
4. A good strategy to understand difficult vocabulary is to use a dictionary or an electronic translator.
 True False
5. If I could read faster I would be a 'good' reader.
 True False
6. I know I can't read all the material assigned to me in my program, so I don't even try.
 True False
7. I have some well-developed reading strategies which have worked very well in my study experience to date.
 True False
8. I find that talking about the main points of a difficult text with a classmate really helps my comprehension.
 True False
9. I never write notes as I read. I just keep the information in my head.
 True False
10. I always use a highlighter or pencil when reading academic texts.
 True False



Activity 3 [THINK]

(Web Board Discussion: Whole Class)

(Adapted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.3-20)

Consider the following types of readers. ***How do you see yourself: where do you fit?*** If you are unsure of the meaning of some of the terms, discuss them with your teacher or use a dictionary.

- | | |
|--------------------------|---------------------|
| 1. Purposeful _____ | aimless |
| 2. Active _____ | passive |
| 3. Contextualising _____ | non-contextualising |
| 4. Critical _____ | uncritical |
| 5. Efficient _____ | inefficient |
| 6. Resourceful _____ | unresourceful |
| 7. Enthusiastic _____ | resistant |

Are you happy with the type of reader you are at the moment?

What sort of reader would you like to be?

Discuss your answers with other students.



Critical reading:

(Extracted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.6-7)

In the academic context, supervisors, lecturers and tutors expect students to take individual responsibility for learning, and this entails reading significantly more than the lecture notes or course guide. Although reading requirements differ according to discipline and course, in all areas of academic endeavour, reading is the foundation activity upon which most assessment is based. Therefore, developing your reading skills is of paramount importance. As Boddington and Clanchy (1999) point out, 'it is not simply what you read or how much you read but *how* you read that will crucially affect your level of reading skill' (p. 1). How you read will affect your understanding of source material and the way you incorporate these sources into your own writing on a topic. As you are college or university students, you will encounter the term 'critical' (thinking, reading, and writing) on numerous occasions.

Critical reading involves making judgments about the value of what you are reading (Boddington & Clanchy 1999). Instead of simply *consuming* information, as you might

do when reading an entertainment or sports magazine for example, in the academic context, you are expected to become a *producer* of information. This entails carefully assessing what you read, while constantly asking yourself whether the information you are reading is useful for the particular assignment you are working on. Boddington and Clanchy (1999) maintain that this process is both a skill and an attitude.

To develop critical thinking and reading you need to interrogate both the writer and the text. Whenever you are reading for academic purposes, use the following questions to help you gain a critical perspective:

- What is this document about?
- Is it accurate? How do you know?
- Who wrote it? Is the writer an authority in this field?
- Is the writer trying to persuade you to agree with a particular position?
- Is this argument based on a broad or narrow view of the issue?
- What evidence is offered to support the argument?
- What hasn't been included in the argument?
- What would a totally opposite point of view look like?
- Do you agree/disagree with the position presented by the writer?
- How did you come to this view?
- What do other writers have to say about this topic?
- Does this text add anything 'new' to the topic?
- Is this document useful for your present research?

Importantly, you need to constantly remind yourself that just because this argument is in print (in a newspaper, journal, book or website), the information provided is not necessarily 'true' or the only side of the argument. The information you are reading may or may not contain a range of facts, but ultimately it is the opinion of the writer, and as a critical reader you are entitled to agree or disagree. After asking the questions suggested above, you may conclude that the argument in the text is well founded and difficult to refute. You may have a different opinion, but still feel convinced by the argument presented in the text.

Obviously, the level of critical reading varies according to the type of text. You might expect, for example, that a first year textbook is relatively straightforward and requires little critical engagement from you as the reader. However, a journal article or website may be more challenging, and require a value judgment based on your broader reading and personal experience. In addition, different assignments may require different levels of critical thinking.

For example, if an assignment in Marketing requires you to outline the consumer protection legislation in your country, there is little room for you to apply critical reading. If, however, an assignment in Marketing requires you to evaluate the consumer

protection legislation in your country, you will need to consider how the legislation is applied, what various commentators have to say about the legislation, how it compares to international standards, and what you personally think about the legislation based on your own experience.



Activity 4: [READ]

(Extracted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.7-8)

Please read and critically evaluate the following two short texts using the critical reading dot points above. Which text would be most appropriate for an essay on international brands? How might you incorporate information from Text 2?

Text 1: Extract from Baker, MJ 1999, *The marketing book*, 4th edn, Butterworth-Heinemann in association with The Chartered Institute of Marketing, Oxford.

Successful brands are those which create [an] image or personality. They do it by encouraging customers to perceive the attributes they aspire to as being strongly associated with the brand. These attributes may be real and objective (e.g. quality, value for money) or abstract and emotional (e.g. status, youthfulness). The personality of the brand is a function of the rational characteristics but this has to be augmented and communicated to consumers through advertising, design, packaging and effective distribution and display. These position the brand's personality in a consumer's mind, generate confidence and create the purchasing environment.

Text 2: Extract from the Coca-Cola Company official website 2005, viewed 13 September 2005, <<http://www2.coca-cola.com/>>.

The Coca-Cola Company exists to benefit and refresh everyone it touches. Founded in 1886, our Company is the world's leading manufacturer, marketer, and distributor of non-alcoholic beverage concentrates and syrups, used to produce nearly 400 beverage brands. Our corporate headquarters are in Atlanta, with local operations in over 200 countries around the world.

Answers to Activity 4

The extract from Baker is the most appropriate text to use for an academic essay. However, you might incorporate ideas from the Coca-Cola website to provide examples.

Professional Communication

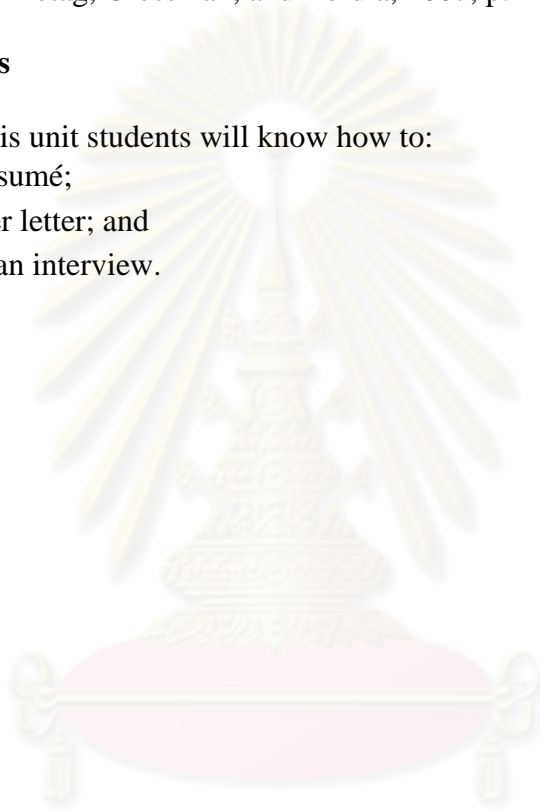
Unit 10: Employment communication

(Adapted from *Communication Skills for International Students*,
Bretag, Crossman, and Bordia, 2007, p.213-238)

Learning objectives

On completion of this unit students will know how to:

- prepare a résumé;
- write a cover letter; and
- prepare for an interview.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Introduction



Power Point Presentation

(Extracted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.214)

How a job is written will depend on the culture, the nature of the job and the organisation advertising the position. Often, larger organisations will provide the guidelines for making applications and it is advisable to read these documents carefully.

Preparing a résumé

The personal résumé is also referred to as a curriculum vitae (CV), personal profile, personal information sheet, personal inventory or even biodata. Bishop-Firth (2004, p. 39) recommends keeping your résumé to one or two pages so that the relevant information isn't buried in less interesting details. Essentially the aim of a résumé is not to document your life story but to get an interview. It is worth remembering that employers often only skim read résumés when making their initial selections so it is especially important to ensure that the layout and headings making the document easy to read quickly and find the relevant information.

There are five main sections in a résumé:

- Heading
- Education
- Work experience
- Extracurricular activities
- Referees

The Heading

This section includes information such as your name, home address and telephone numbers and email address. In the past it was common practice to include date of birth and marital and health status, but in many countries including Australia, it is now illegal for the employer to ask for this information and it is therefore not needed.

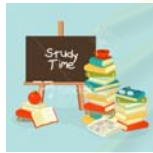
You do not need to write the words 'Name', 'Address' or even 'Résumé' in the heading because the information itself tell the reader what it is.

Activity 1: [DISCUSS]  (Web Board Discussion: Whole Class)

(Adapted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.214-215)


Discuss the convention in the country where you grew up for providing details about age and marital status. Do you have to include this information? Why do you think many countries have laws ensuring that people do not need to provide this kind of information in a job application?

Education



(Extracted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.215)

Applicants may choose to list details about their education before their work experience or to write about their work experience first. Those with a lot of work experience and perhaps fewer academic and professional qualifications may prefer to highlight their work experience by placing it before their educational details, for example. It is unnecessary to include information about your primary school education because the skills taught at that age are so basic they are usually assumed. It is usual, however, to provide a brief account of secondary and tertiary (college and university) education, including dates, place of study and final qualifications. You may wish to mention briefly any outstanding achievements such as awards or leadership positions (e.g. President of the Students' Association).

Activity 2: [WRITE] 

(Extracted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.215)

Refer to the sample of a résumé provided with [Activity 13](#) and set out your own educational history in the way suggested.

Work experience

(Extracted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.215-216)

The presentation of your work experience should be similar to the way you present your educational qualifications. You will need to state the years you held the position, the title of the role and the name and location of the employer. Some people group employment into different categories. For example, an engineer may work in industry for a number of years and then take a job lecturing in a university. In this case, it would be appropriate to have one heading for 'Engineering Positions' and another for 'Educational Positions'.

It is quite acceptable for a recent university graduate to include casual or vacation jobs in the work experience section of their résumé. Many employers will view any work experience you have had in a positive light but will almost certainly want to know that you are prepared to adapt what you have learned to their own environment. Even a supermarket position involves some experience in retail, interacting with a broad cross-section of people, skills in retail technology and some kind of perspective on how a workplace organisation operates. You do not need to explain why you left a previous position in the résumé. However, if you are specifically asked this question in an interview, you need to be able to explain clearly your reasons for changing jobs.

Use parallel construction in presenting your responsibilities. Parallel construction basically means that there is a consistent use of the same grammatical form after a bullet point. It is better to use a verb form (e.g. 'Managed' or 'Managing') rather than the noun form (Management of ...) because the verb form is more powerful. You can use the past simple tense (Managed) or the 'ing' form/gerund (Managing). Look at the sample résumé with Activity 13 to help you.

Ordering of events

There are two ways to list education and work experience or when you received particular training or qualifications. You may begin with the earliest event until the present (chronological order) or you may begin with the most recent event and work backwards in time (reverse chronological order). Reverse chronological order is the most common way of ordering events in the résumé.



Activity 3: [THINK]


(Web Board Discussion: Whole Class)

(Adapted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.216)

What do you think is the advantage of reverse chronological ordering and the reason why it is so popular?

Answers to Activity 3

The advantage of chronological ordering is that the employer is much more likely to be interested in your current status than what you achieved many years before.

Activity 4: [DISCUSS]  **(Web Board Discussion: Group)**

(Adapted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.216)

Brainstorm some useful verbs for describing responsibilities below with other students. Some have already been suggested to help get you started.

developed

filed

compiled

Answers to Activity 4

Answers will vary. Some other examples of verbs are:

prepared

counselled

generated

inspected

instigated

organised

revamped

scheduled

supervised

facilitated

coordinated

implemented

ensured

reorganised

mentored

Activity 5: [WRITE] 

(Extracted from *Communication Skills for International Students*, Bretag, Crossman, and Bordia, 2007, p.216)

Refer to the sample of a résumé provided with **Activity 13** and set out your own work experience in the way suggested.

Services: Case Study

Case No. 6

Case Title: Global Healthcare Services - Bumrungrad Hospital

Learning Objective: After reading and learning from this case, students will be able to:

- use appropriate vocabulary and written structures of essays, and business documents (i.e. a letter of acknowledgement);
- use appropriate vocabulary and oral language structures to express ideas and opinions;
- participate in group discussions based on information researched from a variety of sources;
- read, understand and summarize specific information from a range of academic sources relating to the case study;
- present thoughts logically, reflectively and critically;
- **speak confidently in front of an audience; and**
- work in groups collaboratively.

Key Words:

- | | |
|--------------------------|--------------------------------|
| 1. differentiation | 2. leading business family |
| 3. global hospital | 4. economic recession |
| 4. marketing strategy | 6. representative office |
| 7. catalogue | 8. outpatient |
| 9. advertisement | 10. campaign |
| 11. hospitality business | 12. client satisfaction |
| 13. price policy | 14. Marketing Mix (the 4 'Ps') |

Language Structures:

1. Subject-verb agreement: One of + 'plural form' + 'singular verb'

Example: **One of the main attractions** of the hospital **is** the variety of restaurants in the lobby that cater to people of different nationalities.

2. Tense: Present Perfect – 'have/has + past participle'

Example: Thailand **has** currently **become** one of the leading healthcare providers in South-East Asia.

Tense: Present simple form: - infinitive but - s on third person singular (e.g. I/You/We/They work; he/she works)

Relative pronoun – 'which' refers to things – 'which' + subject + verb

Example: Bumrungrad, **which is** renowned as a hospital with a hotel concept, **is** successful in creating a point of differentiation for the medical care business.

3. Parallel construction: When using one sentence to express two ideas, both ideas must have the same type of construction.

Example: These offices provide assistance to foreigners, **helping** them to procure visas and make travel arrangements, **providing** cost estimates to patients intending to get treatment, and coordinating arrangements for picking up and **dropping off** patients at Bangkok airport with Bumrungrad staff.

4. Passive voice: Simple past – 'was/were + past participle (-ed form)'

Example: Bumrungrad **was faced** with a difficult situation when Thailand **was hit** by an economic recession in 1997.

5. Collocation: 'aimed to' + infinitive/ verb word or 'aims at' + -ing form

Example: Bumrungrad **aims at providing** a superior customer experience. Bumrungrad also launched a campaign which **aimed to attract** patients from the U.K.

6. Plurals with no singular form: 'staff, crew, police, cattle' is a plural word however numbers are sometimes used before these words.

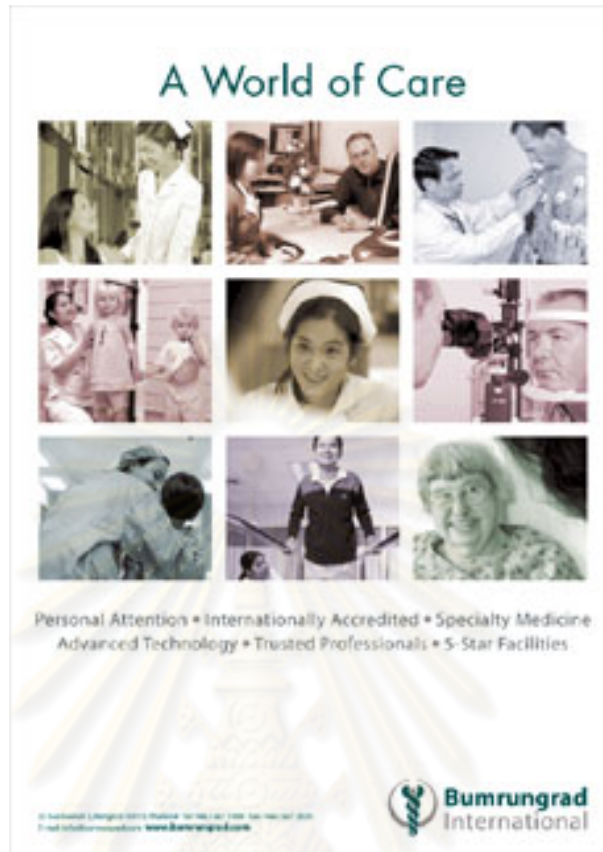
Example: The 1,300 staff were given sensitivity training on the fundamentals of Islam.

7. Uncountable nouns: *Uncountable nouns* are the names of materials, liquids, abstract qualities, collection, and other things which we do not see a separate objects, e.g. accommodation, information, equipment, evidence etc.

Example: Bumrungrad focuses on **expertise**, luxury, and services but with more emphasis on luxury.

8. Infinitive form: 'begin, prefer, agree, prepare etc' + 'to infinitive'

Example: Bumrungrad **began to** project itself as a global hospital that complied with all international standards.



http://www.hospital2000.com/english/customer_bh.asp
http://www.hospital2000.com/english/content/GLOBAL_CARE.mpg
<http://www.paulwhkan.com/plog/khaolak/bmg/index.html>
<http://www.youtube.com/watch?v=paNRv---Adw>
<http://www.youtube.com/watch?v=oYVUPNFzhS8&mode=related&search=>
<http://www.youtube.com/watch?v=paNRv---Adw&mode=related&search=>
<http://www.youtube.com/watch?v=Qb6TzTSqcY&mode=related&search=>

Introduction

As people are concerned about their health and look for better healthcare products and services, healthcare is a fast-developing business. Thailand has currently become one of the leading healthcare providers in South-East Asia. Bumrungrad Hospital is one of the largest private hospitals in the region. Its owner is Bangkok Bank and the Sophonpanich family, one of Thailand's leading business families.

Bumrungrad, which is renowned as a hospital with a hotel concept, is successful in creating a point of differentiation for the medical care business. Bumrungrad focuses on delivering excellent healthcare with outstanding service. Bumrungrad includes different kinds of businesses in the hospital complex, where patients and visitors can find services that cannot be found in a general hospital.

From a Healthcare to a Wellness Perspective

Bumrungrad, established in 1980, was initially a 200-bed facility. In 1989, Bumrungrad went public and listed their shares on the Thai Stock Exchange. In January 1997, Bumrungrad constructed the new facility located at the centre of Bangkok. The 12-floor building was equipped with 554 beds and 21 operation rooms. Patients are treated with the most modern medical equipment by 600 physicians, many of whom have trained in the U.S. or different parts of the world.

Bumrungrad was faced with a difficult situation when Thailand was hit by an economic recession in 1997. The Southeast Asian currency crisis caused the value of the Thai Baht to drop sharply. The crisis had a direct effect on the Thai upper middle class who were the main clients of Bumrungrad. This group of patients started to seek healthcare from government hospitals where healthcare is available for free or at much lower cost.

However, Bumrungrad perceived this adverse situation as an opportunity for growth and adopted an aggressive marketing strategy that targeted foreign patients to the hospital. Bumrungrad began to project itself as a global hospital that complied with all international standards. The hospital received the ISO 9002 quality certificate for all departments and systems in March 1997. In 1999, Bumrungrad became the first healthcare company in the world to be certified as a *Comprehensive Tertiary Acute Medical Centre*.

In late 1999, Bumrungrad participated in an international road show organized by the export promotion department of Thailand Commerce Ministry. Bumrungrad Hospital then opened representative offices in Ho Chi Minh City (Vietnam), Yangon (Myanmar), Dhaka (Bangladesh) and Vientiane (Laos). In the next two years, Bumrungrad opened representative offices in Sri Lanka, Nepal, the Maldives, U.K. and the Netherlands. These offices provide assistance to foreigners, helping them to procure visas and make travel arrangements, providing cost estimates to patients intending to get treatment, and coordinating arrangements for picking up and dropping off patients at Bangkok airport with Bumrungrad staff.

Bumrungrad also targeted foreigners coming for routine health check ups, starting with the Japanese. To achieve this goal, Bumrungrad collaborated with travel agencies in Thailand that cater mainly to Japanese visitors and recruited Thai doctors who could speak Japanese.

In 2000, Bumrungrad collaborated with Thai Airway International, the government-owned international airlines, to run healthcare package trips to Thailand.

Advertisements and catalogue information on Bumrungrad appeared in the magazines of Thai Airways and their Royal Orchid Holiday brochures.

Bumrungrad also launched a campaign which aimed to attract patients from the U.K.

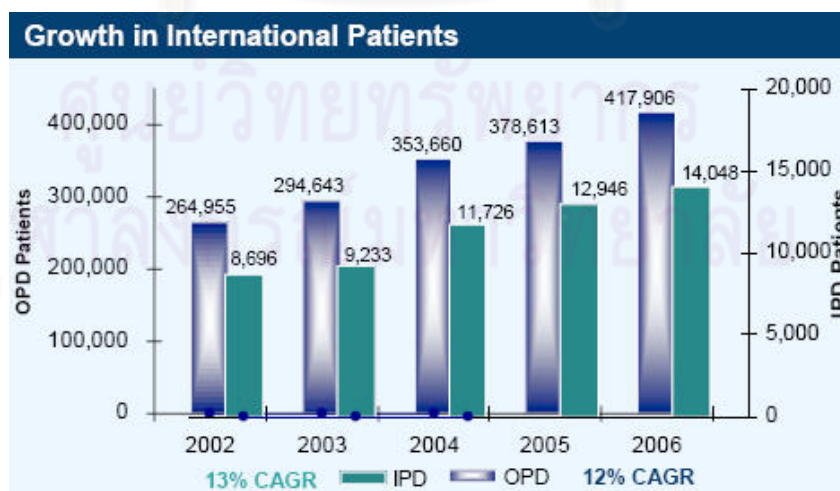
The hospital offered an ‘instant and affordable’ full package of health care services. The package included airfare, medical charges, and accommodation. The total cost was estimated to be one-third of that in a U.K hospital.

Following the September 11, 2001 attacks in the U.S., a lot of people from the Middle East and other Islamic countries were unsure about getting medical treatment from hospitals in the U.S. and Europe; they feared that they would not be treated well.

Bumrungrad was quick to realise this opportunity to boost revenues from Islamic countries and serve patients from that region. The 1,300 staff were given sensitivity training on the fundamentals of Islam. A Halal kitchen and Islamic prayer room were opened and seven Arabic interpreters were introduced to communicate with the patients.

In 2002, Bumrungrad worked with Mandara Spa to offer relaxation programs which complemented the medical treatment at the hospital. These programs were targeted primarily at Japanese patients who had a preference for natural treatments including aroma therapy massage, Thai traditional body and foot massage, manicure and pedicure services, and special treatment programs for prospective mothers.

In 2006, Bumrungrad Hospital treated more than 430,000 international patients (i.e. 418,000 as out-patients and 14,000 as in-patients). 54% of total revenue was contributed by non-Thai patients. (See the graph below)



Source, ‘Bumrungrad International patient number for 2006’, viewed 25 April 2007, <http://www.medithai.net/news/category/bumrungrad-international-hospital/>

The In-Hospital Experience

Bumrungrad focuses on expertise, luxury, and services but with more emphasis on luxury. The lobby of the hospital resembles a five-star hotel, with a ceiling as high as two floors, teak pillars, and plush sofas and armchairs. Attractive oriental carpets cover the marble floors, while flowering trees and shrubs are tastefully arranged around. The hostesses are trained in different foreign languages. One of the main attractions of the hospital is the variety of restaurants in the lobby that cater to people of different nationalities. There are Thai and Japanese restaurants as well as big brand shops like McDonalds and Starbucks to make the patients feel at home.

Bumrungrad aims at providing a superior customer experience. Bumrungrad's patients are treated quickly. It is estimated that the average time for treatment of an outpatient is about 42 minutes.

At the same time, Bumrungrad has installed a medical information system that facilitates dealing with customers of different nationalities. Customers can register at the website and choose to communicate in any of 17 languages.

Pricing of Healthcare Services

Well-planned pricing is a major contributor to Bumrungrad's success. The healthcare costs at Bumrungrad are significantly cheaper than those at similar medical facilities at Hong Kong, Singapore, and the U.S. (See Table 1). The an American CEO, Curtis Schroeder, who had prior experience of running a hospital in California said, 'If you are flying several thousand miles, the issue is the combination of quality and price. As long as quality is held to be as good or better, price is the most compelling factor'. The room rent includes nursing care and general medical services. Low rent apartments with maid service are available near Bumrungrad for families of those being treated at the hospital and for out-patients who need medical care after being operated on.

	(US\$ per day)			
Service	Bumrungrad	Hong Kong	Singapore	US
Private Room	80	140	229	1,351
Full Medical Examination	267	710	854	3,400
Open-Heart Surgery	6,900	Not Available	10,400	90,000

Source. 'Medicine on Move', 'Asia-Inc, Hong Kong, May 01,2001', cited in Wirtz, Jochen ; and Lovelock, Christopher , 2005.

Bumrungrad offers health care services to local customers at competitive prices compared to other major hospitals in Bangkok (See table 2).

Table 2 : Prices at Top Private Hospitals in Bangkok			
Services	Baht (per day)		
	Bumrungrad	Vichaiyuth	Samithvej
Lowest price room/day (4 beds, AC, Cable TV)	500	600	900
Basic lab test(Triglycerides)	225	240	300
Complete Blood Court	175	180	160
Routing ultrasound	1,200	1,200	1,600
Normal delivery Package (Incl. Private, physician Fee)	29,900	30,000	29,900

Source, 'Medical Comes With Espresso', Bangkok Post, Thailand, December 1,2000, cited in Wirtz, Jochen ; and Lovelock, Christopher , 2005.

Information Sources:

Information from the Bumrungrad Hospital, viewed 25 April 2007
, <http://www.bumrungrad.com/>

Temporal, P 2006, *Asia's Star Brand*, John Wiley& Sons (Asia), Singapore, pp.144-149.

Wirtz, J & Maisy, K 2005, 'Banyan Tree Developing a Powerful Service Brand', in
Wirtz, J, & Lovelock, C, *Services Marketing in Asia: A Case Book*, Pearson
Prentice Hall, Singapore, pp. 434-448.

Discussion Activity (All Students in groups)

Brainstorm, and discuss any issues that you need to consider when choosing between a private hospital (e.g. Bumrungrad Hospital) and a state hospital (e.g. Chulalongkorn Hospital). Why do you think Bumrungrad is better? Why do you think Chulalongkorn Hospital is better?

Note: All students should participate the discussion. Only those students, who have chosen to focus on this case study, need complete the essay and the letter of acknowledgement.

Essay Questions- Part A

Please choose one of following questions and write a fully referenced essay.

1. From your experience as a customer, what is the key to success in a service business? For this essay, you are also expected to read a range of sources about customer experience, management and marketing strategy of the hospitality sector. You can identify the distinctive characteristics of the healthcare offered by Bumrungrad Hospital as an example.

2. Bumrungrad has emerged as the leading private hospital in Southeast Asia. How did the company promote its services to foreign customers? Explain. Comment on Bumrungrad's strategy. For this essay, you are expected to read a range of sources about international marketing strategy of hospitality business, and client satisfaction.

3. Does quality of healthcare depend on price? Why? If you are a middle class patient, which hospital would you go to? Why? For this essay, you will need to read a range of sources about the '30 baht plan health', price policy and management of products, especially in the healthcare business. You can also use **the 30 baht health plan** as an example for answering the question.

4. Can healthcare be bought and sold just like any other product? Why? Do the same product marketing principles or mix (**the 4 Ps**: Product, Price, Place, and Promotion) apply to healthcare? For this essay, you are expected to read a range of sources about marketing strategy 4'Ps, production strategy, price policy, especially in relation to healthcare or the hospitality sector.

Note: Remember to use a range of sources to provide evidence for your argument. Include a formatted reference list.

A letter of acknowledgement-Part B

Assume that you had a road accident on Songkran Day. You were sent to Bumrungrad Hospital and were in intensive care for two weeks, and then one week in the recovery ward. During your treatment at the hospital, you were very impressed by the expertise of the doctors, the excellent nursing care, and the comfort and privacy of your room. Even the meals were great. This is not what you had expected healthcare in a developing country to be like.

After returning to your home country, Australia, you would like to write a letter of acknowledgment to thank the staff (i.e. doctors, nurses, hospital officers, especially the Head Surgery, Natareeya Tongasuk) for their kindness and the best care and service.

Assignment Format

Assignment consists of three parts - the essay, the letter of acknowledgement, the table of advantages and disadvantages. For the essay you need to answer only ONE question chosen from questions 1-4 and incorporate your answers in essay style format (don't forget to include references). The letter of acknowledgement will be no more than one (A4-sized) page or approximately 300-350 words in length. The table of advantages and disadvantages will be no more than one page.

The marking criteria for the letter of acknowledgement and essay are also provided.



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Marking Criteria: Letter of Acknowledgement

Letter of Acknowledgement	10 % of overall
----------------------------------	------------------------

Name:Student I.D.....
 Class.....Case No. Case Title.....

Marking criteria	Excellent	Good	Needs Improvement	Scores
1. Use of correct layout (full block style) 2. Use of correct salutation 3. Use of appropriate subject heading 4. Begin with an acknowledgement (i.e. give a reason for the acknowledgement, and provide a clear and specific statement) 5. State the details clearly and concisely 6. Use of correct punctuation style 7. Provide necessary information concisely and clearly 8. Present information in logically sequenced. 9. Make your information accessible to an average reader (i.e. use 15-20 words per sentence) 10. Use the average paragraph length in business letters - about 6 lines. 11. Use of active voice to convey information directly and concisely. 12. Avoid slang or jargon and technical terms. 13. Grammar and overall comprehensibility 14. Close courteously 15. Provide sender's contact detail				
Total				/100

Comments:

- 1) **Strength:**
 2) **Should work on:**

Marking Criteria: Essay

Name:..... Student I.D.....
 Class.....Case No. Case Title.....

Essay	30 % of overall
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Essay marking criteria	Excellent	Good	Needs Improvement	Scores
1. Content				/35
<ul style="list-style-type: none"> • The writer demonstrates a clear argument that addresses the key issues or topics clearly and precisely. • The question is answered critically and with depth. • The arguments are supported by evidence from a wide range of information sources related to the topic. • The writer provides theoretical support for statements or conclusion made by the writer based on a variety of information sources (e.g. books, articles from academic journal*, and reputable websites**). 				
2. Language				/40
<ul style="list-style-type: none"> • A variety of word-choices and structures is used. • The sentence structure is grammatically correct (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) • Clear, coherent, and comprehensible English has been shown in the essay. • Evidence of careful proof-reading is demonstrated. (i.e. few error of spelling, punctuation, and capitalizing). • Essay has overall comprehensibility. 				
3. Organization				/15
<ul style="list-style-type: none"> • The essay is a well-organized, logically sequenced, and coherent. • An example or illustration is appropriately given in the essay. • A conclusion is clearly stated and related to the question. 				
4. Referencing				/10
<ul style="list-style-type: none"> • Proper use of in-text references (author, date, page) • Proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references • Proper use of quotations. 				
Total				/100

Comments:

1) Strength:

2) Should work on:

*Academic journals must meet quality criteria such as authors having qualifications or expertise in a subject area, unbiased content, limited advertising and, having been published by a reputable publisher.

**Reputable websites: Some resources are more reputable than others. Websites and publications from professional associations, educational and government sites are usually of higher quality.

Acknowledgement: This form was adapted from the Bretag, Crossman, and Bordia, 2007

Evaluation Rubric: Essay

Criteria	Level		
	<i>Excellent</i>	<i>Good</i>	<i>Needs Improvement</i>
Content	<ol style="list-style-type: none"> 1. The writer demonstrates a clear argument which addresses the key issues or topics clearly and precisely. 2. The question has been answered critically and with depth. 3. The writer provides theoretical support for statements or conclusion made by the writer is based on a variety of information sources. 4. The arguments are supported by evidence from a wide range of information sources related to the topic. 	<ol style="list-style-type: none"> 1. The writer demonstrates a clear argument but not in a precise manner or the argument is clearly stated but is too broad or incomplete. 2. The question is answered critically but not in depth or the question is not answered critically but in depth. 3. The writer provides some theoretical support for statements, or conclusion made by the writer is based on a variety of information sources, or the writer provides theoretical support for statements, or conclusion is made by others. 4. The arguments are supported by limited information source. 	<ol style="list-style-type: none"> 1. The writer demonstrates an unclear argument within a imprecise manner 2. The question is answered illogically, and does not cover the topic. 3. The writer does not provide theoretical support for statements or conclusion, or the statements or conclusion is made by others. 4. There are no arguments relevant to the questions.
Language	<ol style="list-style-type: none"> 1. A variety of word-choices and structures is used. 2. The sentence structure is grammatically correct (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. Clear, coherent and comprehensible English is shown in the essay. 4. Evidence of careful proof-reading is demonstrated (i.e. a few error of spelling, punctuation, and capitalizing) 5. Essay is excellent with overall comprehensibility. 	<ol style="list-style-type: none"> 1. There are limitation of words choice and structure used in the essay. 2. The sentence structure has minor problems of grammatical structures (i.e. some errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. There are some clear, coherent and comprehensible English. 4. The essay has shown some evidence of careful proof-reading. (i.e. several error of spelling, punctuation, and capitalizing) 5. Essay is good with overall comprehensibility. 	<ol style="list-style-type: none"> 1. The essay shows a careless usage of words and structure, that is, the writer uses many wrong words and confuses readers. 2. The sentence structure has major problem of grammatical structure (i.e. many errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. There are unclear English or the essay confuses the readers. 4. There are many errors of spelling, punctuation, and capitalizing. 5. Essay has limited comprehensibility.
Organization	<ol style="list-style-type: none"> 1. The essay is a well-organized, logically sequenced, and coherent. 2. An example or illustration is appropriately given in the essay. 3. A conclusion is clearly stated and related to the question. 	<ol style="list-style-type: none"> 1. The essay is a partly well-organized, logical sequencing, and coherent. 2. An example or illustration is given in the essay. 3. A conclusion is stated unclearly but related to the question, or a conclusion is stated clearly but not related to the question. 	<ol style="list-style-type: none"> 1. The essay is not a well-organized, illogically sequenced, and incomprehensible. 2. An example or illustration does not give in the essay. 3. A conclusion is not clearly stated.
Referencing	<ol style="list-style-type: none"> 1. Proper use of in-text references (author, date, and page) 2. Proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references) 3. Proper use of quotations. 	<ol style="list-style-type: none"> 1. Use in-text references (author, date, and page) but not in consistent style. 2. Use the record information sources: reference list (i.e. alphabetical order, punctuation) but not consistent style, or does match in-text references 3. Use quotations but not in consistent style. 	<ol style="list-style-type: none"> 1. Inappropriate use of in-text references (author, date, and page) 2. Inappropriate use of reference list (i.e. alphabetical order, punctuation (consistent style), and mismatch in-text references) 3. Inappropriate use of quotations.

APPENDIX D
INSTRUMENTS FOR ASSESSING STUDENTS' PERFORMANCE

D1: Business English Communicative Achievement (BECA) Test

D1.1 Test Specification

D1.2 Example of the BECA test

D1.3 Test evaluation form

D1.4 Quality of the BECA test:

D 1.4.1 Reliability estimate: Evaluating the quality of the BECA test with RMUTLL students

D 1.4.2 Item analysis: Evaluating the quality of the BECA test with RMUTLL students

D2: Portfolio assessment

D2.1 Evidence from portfolio and criteria

D2.1.2 Required evidence

D2.1.2 Teacher's note

D3: Teacher's Observation Checklists of Professional Behavior –TOCPB

D4: Teachers' Observation Checklists of English Performance –TOCEP

D5: Critical Thinking Enhancement Questionnaires

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Assessment Summary

Form of assessment	(% of total)
I. Examination (BECA test)	30
II. Portfolio Assessment	70
2.1 Individual Performance	
<ul style="list-style-type: none"> • One essay/ report • Business Document 	30
Either	
<ul style="list-style-type: none"> - e-mail for inquiry information - direct mail - résumé or C.V. - good news letter/favorable letter - personal career plan - letter of acknowledgement - negative letter 	10
2.2 Group Performance	
<ul style="list-style-type: none"> • Self-Assessment on Oral Presentation • Peer-Assessment on Oral Presentation • Effective Team Member Evaluation 	5 5 5
2.3 Teacher' Note	
<ul style="list-style-type: none"> • Teacher- Assessment on Oral Presentation • Teacher-Observation on Class Participation 	5 5
2.4 Portfolio presentation	5
Total	100

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D1: THE BUSINESS ENGLISH COMMUNICATIVE ACHIEVEMENT (BECA) TEST

D1.1: Test Specification: BECA Test

1. Purposes: This test is tailored to each individual test taker whose native language is not English. The test aims to assess the business English communicative ability of students undertaking the course '*Business communication in a Global World*'. It has been designed to be used as a pre-test and post-test to assess the learning outcomes of students undertaking the course. The BECA test may have potential to be adapted for more generic purposes. This test focuses on assessing language and communication ability used in the workplace.

2. Description

a) Input format: The test consists of four sections: listen, reading, writing and speaking.

I. Listening Section (3 parts): 40 minutes <ul style="list-style-type: none"> The section focuses on assessing students' ability to listen to specific information, main ideas and supporting ideas and understand speakers' opinions through a short conversation and a short lecture. The recordings for the conversation (Part one and Part Two) are played twice. The recording of the lecture is played twice. 		
Part	Task type	Task Description
<i>Part one:</i>	1. Comprehension questions on short texts-multiple choices	<ul style="list-style-type: none"> Test takers listen to conversations, and answer four-option multiple-choice questions.
<i>Part two:</i>	2. Comprehension questions on short texts-multiple choices	<ul style="list-style-type: none"> Test takers listen to conversations and answer four-option multiple-choice questions.
<i>Part three:</i>	3. Comprehension questions on a lecture	<ul style="list-style-type: none"> Test takers listen to a lecture, take notes and answer four-option multiple-choice questions.
II. Reading Section (5 parts): (1 hour) <ul style="list-style-type: none"> This section focuses on assessing students' ability to read different kinds of business documents such as printed materials (e.g. advertisements); business case studies and topics or issues; and internet sources. 		
<i>Part one:</i>	Comprehension questions on: <ul style="list-style-type: none"> business documents (advertisements). 	<ul style="list-style-type: none"> Test takers read business documents or printed materials, and choose the suitable heading.
<i>Part two:</i>	<ul style="list-style-type: none"> a short text 	<ul style="list-style-type: none"> Test takers read a short text, and answer four-option multiple-choice questions.
<i>Part three:</i>	<ul style="list-style-type: none"> a short text 	<ul style="list-style-type: none"> Test takers read a short text, and answer four-option multiple-choice questions.
<i>Part four:</i>	<ul style="list-style-type: none"> a short text 	<ul style="list-style-type: none"> Test takers read a short text, and answer four-option multiple-choice questions.
<i>Part five:</i>	<ul style="list-style-type: none"> a business case 	<ul style="list-style-type: none"> Test takers read business case study, and answer four-option multiple-choice questions.
III. Writing Section: (2 tasks-choose one): (1.15 hour) <p>This section focuses on assessing students' ability to write an essay or business document (i.e. a short report). The topic of the essay and short report are related to the topics or issues that test takers became familiar with in Listening and Reading section. These same topics are also covered in the course '<i>Business Communication on a Global World</i>'. The test consists of two tasks. Test takers need to choose one task only.</p>		
<i>Task one:</i>	1. Essay writing	<ul style="list-style-type: none"> Test takers are asked to write an essay. Test takers read a range sources and write an essay based on the sources.
<i>Task two:</i>	2. A short report	<ul style="list-style-type: none"> Test takers are asked to write a short report based on a range of relevant information which is provided.

IV: Speaking section: (15-20 minutes) This section focuses on assessing students' speaking ability. This section consists of three parts		
<i>Part 1:</i>	1. Interview	<ul style="list-style-type: none"> • Test takers are asked to give personal information, talk about familiar issues and habits (such as their future work, study, future plans), and express opinions. • Test takers are given a choice of five topics and have about three minutes to prepare a short presentation on one of the topics. This is followed by questions on the presentation. • Test takers are required to express their opinion on a variety of business issues which are simulated situations presented on a sheet. They have about five minutes to prepare, make a short discussion on a topic, present or propose ideas, opinions and solutions.
<i>Part 2:</i>	2. Presentation	
<i>Part 3:</i>	3. Discussion	

b) Objectives of BECA test in each item:

The objective(s) of the listening test items

Item	Direct meaning comprehension			Inferred meaning comprehension			Note-taking
	Ability to listen for gist (Overall situation)	Ability to listen for main idea(s) or important information	Ability to listen for specifics; involves recall of important details	Ability to listen for evaluating content in terms of information clearly available from the text	Ability to listen for related utterances to the social and situational context in which they are made	Ability to listen for recognition of the communicative function of utterances	
Part One							
1					X		
2					X		
3	X			X			
4			X				
5			X				
6	X	X					
7		X					
8				X			
9	X		X				
10					X		

Item	Direct meaning comprehension			Inferred meaning comprehension			Note-taking
	Ability to listen for gist (Overall situation)	Ability to listen for main idea(s) or important information	Ability to listen for specifics; involves recall of important details	Ability to listen for evaluating content in terms of information clearly available from the text	Ability to listen for related utterances to the social and situational context in which they are made	Ability to listen for recognition of the communicative function of utterances	1. Ability to identify purpose and scope of lecture 2. Ability to identify topic of lecture and follow topic development 3. Ability to extract salient points to summarize the whole text, reducing what is heard to an outline of the main points and important detail 4. Ability to recognize key lexical items related to topic
Part Two							
11			X				
12			X				
13			X				
14			X				
15			X				
16			X				
17			X				
18			X				
19			X				
20			X				
Part Three							
21			X				X
22			X				X
23			X				X
24			X				X
25			X				X

The objective(s) of the reading test items

Item	Reading Comprehension				Item	Reading Comprehension			
	Ability to scan to extract specific information	Ability to skim for overall comprehension	Ability to identify the main point or ideas and details	Ability to understand the meaning		Ability to scan to extract specific information	Ability to skim for overall comprehension	Ability to identify the main point or ideas and details	Ability to understand the meaning
Part One					Part Four				
1	X				16	X			X
2	X				17	X			X
3	X				18	X			
4	X				19	X			
5	X				20		X	X	
Part Two					Part Five				
6	X				21	X			
7		X	X		22	X			
8	X				23	X			
9	X				24	X			
10	X				25	X			
Part Three									
11			X						
12			X						
13			X						
14			X						
15			X						

The objectives of expected writing performance

Task One: Essay

Students will be measured on:**I: Content**

- Ability to demonstrate a clear argument that addresses the key issues or topics clearly and precisely
- Ability to answer questions critically and with depth
- Ability to argue the issue or topic supported by evidence from a wide range of information sources related to the topic
- Ability to provide theoretical support for statements or conclusions made based on a variety of information sources

II: Language

- Ability to use a variety of word-choices and structures
- Ability to use English grammar correctly or use correct writing structures (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions)
- Ability to use clear, coherent, and comprehensible English in the essay.
- Ability to demonstrate careful proof-reading (i.e. few errors of spelling, punctuation, and capitalizing).
- Ability to use appropriateness of language to context, function and intention, and appropriateness of layout - essay has overall comprehensibility

III: Organization:

- Ability to demonstrate a well-organized, logically sequenced, and coherent essay
- Ability to demonstrate an appropriate example or illustration in the essay
- Ability to state clear conclusions related to the question.

IV: Referencing:

- Ability to demonstrate proper use of in-text references (author, date, page)
- Ability to demonstrate proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references)
- Ability to demonstrate proper use of quotations

Task Two: Short report

Students will be measured on:

I: Content:

- Ability to demonstrate appropriate and clear background information.
- Ability to provide adequate and clear explanation with depth.
- Ability to demonstrate critical thinking (i.e. the report comprises more than ‘chunk’ of information)
- Ability to demonstrate a logical approach (i.e. the report clearly illustrate the points that the writer wants to make, and what the writer considers to be the most important points first, followed by those of lesser importance.)
- Ability to provide an appropriate example or illustration in the report
- Ability to provide and describe any diagram if necessary

II: Language:

- Ability to use a variety of word-choices and structures
- Ability to use English grammar correctly or use correct writing structures (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions)
- Ability to use clear, coherent, and comprehensible English in the essay.
- Ability to demonstrate careful proof-reading (i.e. few errors of spelling, punctuation, and capitalizing).
- Ability to use appropriateness of language to context, function and intention and appropriateness layout – a short report has overall comprehensibility

III: Organization:

- Ability to organise and follow the elements of report format (i.e. Title Page, Table of Contents, Executive Summary (most important section), Introduction, Discussion, Conclusion, Recommendation, and Appendices (if necessary))
- Ability to organise and follow the report format (i.e. margins, number system, spacing, font size and style).
- Ability to organize the report with a well-organized, logically sequenced, coherent, using parallel construction (e.g. in dot points)

IV: Referencing:

- Ability to demonstrate proper use of in-text references (author, date, page)
- Ability to demonstrate proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references)
- Ability to demonstrate proper use of quotation.

The objectives of the speaking test

Students will be measured on:

1. Ability to use grammar accurately
 2. Ability to demonstrate English fluency (i.e. a few errors of agreement, sentence completion)
 3. Ability to use a variety of structures and vocabulary
 4. Ability to comprehend and react appropriately to the interlocutor’s speech
 5. Ability to use language appropriately in different situations
 6. Vary the degree of formality of phrases, idioms and structures depending on situations
 7. Use varying politeness conventions (greeting, forms of address)
 8. Appropriate use of at least two registers: formal and informal
 9. Ability to organize information in an easily comprehensible order
 10. Ability to use discourse markers, repetition, and stress to emphasize important points and make the text structure more salient to the listener
 11. Ability to discuss general and work-related topics
- Express opinions concisely as well as elaborate them by specifying, exemplifying, giving reasons
- Use strategies to enhance the effectiveness of one’s contribution, e.g. using gesture, loudness, eye contact, and rhythm.

The speech functions of each item in speaking section.

Speech Function	Giving personal factual information	Giving general factual information	Expressing likes and dislikes	Talking about present circumstances	Talking about past experiences	Talking about future /Prediction	Describing	Comparing and contrasting	Expressing an opinion	Expressing a preference	Justifying (an opinion)	Speculating	Agreeing and disagreeing	Suggesting	Requesting clarification
	Part One														
Item 1	X		X	X			X		X	X	X				
Item 2	X		X	X			X			X	X				
Item 3		X				X	X		X		X	X			X
Item 4						X	X	X				X			
Item 5	X	X		X	X		X		X		X				
Item 6	X		X		X		X		X	X	X				
Item 7	X		X				X		X	X	X				
Item 8	X		X				X		X	X	X				
Item 9	X				X		X								
Item 10		X		X	X		X		X	X	X			X	X
Part Two															
Topic 1	X		X		X	X	X		X	X	X	X			X
Topic 2		X		X	X	X	X		X		X	X			X
Topic 3		X			X	X	X		X		X	X			X
Topic 4		X		X		X	X		X		X				X
Topic 5		X				X	X		X		X	X		X	X
Part Three															
Topic 1		X		X			X	X	X		X				X
Topic 2		X		X		X	X		X		X	X		X	X
Topic 3		X		X	X		X	X	X		X	X		X	X
Topic 4		X		X			X	X	X		X		X	X	X
Topic 5		X		X	X		X		X		X		X	X	X

b) Language Characteristics

Knowledge of syntax: Knowledge of a wide range of syntactic structures. For example, students should understand how words are combined to form sentence and the rules governing the formation of a sentence.

Knowledge of vocabulary: Knowledge of business vocabulary items. For example, test taker should know the means of particular word used in business contexts when reading text for comprehension.

Knowledge of rhetorical or conversational organization: Rhetorical organization refers to the overall conceptual structure of a text, and is related to the effect of a text on the language user. (van Dijk, 1977) It includes common methods of development such as narration, description, comparison classification, and process analysis. In general, teachers teach students how to order information in paragraphs: topic sentence, first primary support sentence, secondary support sentences, second primary support sentence, and conclusion. For example, students should be able to identify the main idea supporting sentences, and detail of the contexts.

Knowledge of textual function: It is to create written or spoken texts that cohere within themselves and fit in a particular situation used. Test takers should be able to use language in business contexts.

Knowledge of register: Knowledge of markers, both formal and informal, registered in formulaic expressions and substantive discourse.

c) Topical Characteristics

All materials in test are based on academic and real-world business situation and related the test takers so that the test takers can apply their knowledge into real situations.

3. Characteristics of test/task takers

a) Personal characteristics

The test is tailored to individual test takers whose native language is not English. **This** test is recommended for students preparing for a career in business or people already in the business world. This test is recommended for students at the college level or above; the test content is considered too difficult for younger students.

b) General level and profile of language ability

The language proficiency is ranging from lower intermediate to intermediate level. Each person has different ability due to different background. Some test takers work in business and have business experiences, while some do not.

c) Topical knowledge

Test takers have a highly specific topical knowledge in business contexts because they have to understand both language and mathematics. Furthermore, they should be able to interpret graphic information. The content of test should be relevant to test takers' background knowledge. For example, sine reading comprehension test may have reading stimuli of texts that are more familiar to some test takers than other tests. Due to the LSP characteristics, the test is usually not for testing contents but for use of content to provide a familiar discourse.

APPENDIX D 1.2

EXAMPLE OF THE BECA TEST

Business English Communicative Achievement (BECA) Test

Candidate Name:

Family name:

First name:.....

Candidate Identification Number:.....

Class

Total Score: 100 Points

Total time: 3 hours

Section		Scores	Total Scores	Time
Listening	25 items	25	100	40 minutes
Reading	25 items	25		60 minutes
Writing	2 tasks (choose one)	25		75 minutes
Speaking	3 parts	25		15-20 minutes

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LISTENING SECTION

PART ONE:

Questions 1-10

- In this part of the test, you will hear ten short conversations between two people. You **must** listen carefully to understand what the speakers say. Read the questions about each conversation and choose the best answer from four answer choices.
- Write the appropriate answer (**A- D**) in boxes 6-10 on the separate Answer Sheet.

<p>Example</p> <p>A: Where do you come from?</p> <p>B: Thailand.</p> <p>a. Thailand b. Australia c. England d. China</p>	<p>Answer</p> <p>A</p>
---	-------------------------------

1. Where does the man work?

- A. In a laundromat.
- B. In a mail room.
- C. In a garage.
- D. In a supermarket.

2. Where are the two women?

- A. At a conference.
- B. At the theatre.
- C. At the bank.
- D. At a basketball game.

3. Why is the woman upset?

- A. She is locked out of her office.
- B. She wants to go on a trip.
- C. She wasn't told about something important.
- D. She lost a report.
- E.

4. What time was the old deadline for receiving a car ride home?

- A. 7:00 P.M.
- B. 8:00 P.M.
- C. 9:00 P.M.
- D. 10:00 P.M.

5. What is the man planning to do?

- A. He's going to make a phone call.
- B. He's going to write a report.
- C. He's going to get something to drink.
- D. He's going to write a report.

6. Why doesn't the man have a working wristwatch?

- A. He wants to buy a new one.
- B. He thinks it is uncomfortable.
- C. He thinks it is unattractive.
- D. He is too busy to get it fixed.

7. What happened to the print shop?

- A. It was closed for the holidays.
- B. It went out of business last month.
- C. It was renovated.
- D. It was burned down.

8. Where is the woman going?

- A. To a restaurant
- B. To London.
- C. To the airport
- D. To the paper towel factory.

9. What is the most likely reason the woman called Mr. Peterson?

- A. She wants to return his newspaper.
- B. She wants to apply for a job.
- C. She wants to go on a vacation.
- D. She wants to go into advertising.

10. Where does the man work?

- A. At a movie theater.
- B. At a car rental office.
- C. At a hotel.
- D. At a restaurant.

READING SECTION

PART TWO

Questions 6-10

- Read **Passage One** – ‘*What is Globalisation?*’.
- Read the questions and choose the best answer from four answer choices.
- Write the appropriate answer (**A- D**) in boxes 6-10 on the separate Answer Sheet.

Passage One:

What is Globalisation?

(Adapted from, IMF Staff, *Globalisation: Threat or Opportunity?*, viewed by 12 August 17, 2007, <http://www.imf.org/external/np/exr/ib/2000/041200.htm>)

Some view globalisation as a process that is beneficial – a key to future world economic development, particularly in developing countries. Others regard it negatively, believing that it increases inequality within and between nations, and threatens employment and living standards.

Globalisation offers extensive opportunities for truly worldwide development but it is not progressing evenly. Some countries are becoming integrated into the global economy more quickly than others. Countries that have been able to integrate are seeing faster growth and reduced poverty. Outward-oriented policies brought greater prosperity to much of East Asia, transforming it from one of the poorest regions of the world 40 years ago. As living standards have risen, it has become possible to progress democratic and economic issues such as the environment and work standards.

By contrast, in the 1970s and 1980s when many countries in Latin America and Africa pursued inward-oriented policies, their economies declined, poverty increased and high inflation became the norm. In recently some countries have changed their policies which have resulted in rising living standards. Thus, an important change is underway.

Encouraging policies such as this is the best means for promoting growth, development and poverty reduction. Globalisation comes with risks – relating to social, economic, and environmental problems created by poverty.

How can the developing countries, especially the poorest, be helped to catch up? Does globalisation create inequality or can it help to reduce poverty?

Economic ‘globalisation’ is a historical process, the result of human innovation and technological progress. It refers to the increasing integration of economies around the world, particularly through trade and financial flows. The term sometimes also refers to the movement of labour (people), knowledge, and technology across international borders. There are also broader cultural, political and environmental dimensions of globalisation.

6. According to the passage, what are the advantages and disadvantages of globalisation?

	Advantages	Disadvantages
A.	Beneficial for acquisition of property	Inequality
B.	Environmental protection	Increasing rate of poverty
C.	Beneficial for economic development	Inequality
D.	Decreasing social problems	Increasing rate of poverty, crime, and social problems

7. Why isn't globalisation progressing evenly?

- A.** Some countries are becoming integrated into the global economy more quickly than others because their products have been exported to developed countries.
- B.** There is different rate of integration into the global economy because each country uses different policies.
- C.** Some countries have pursued their policies from outward-oriented policies to inward-oriented policies.
- D.** B and C

8. When living standards have increased, it has been possible to progress two issues? What are they?

- A.** Democratic and economic issues
- B.** Social and democratic issues
- C.** Economic and environmental issues
- D.** Work standards and economic issues

9. What is the economic meaning of globalisation?

- A.** Economic globalisation is a historical process.
- B.** Economic globalisation is defined as the increasing integration of economies around the world.
- C.** Economic globalisation refers to the process of human innovation and technological development.
- D.** A, B, and C

10. According to the passage, which statement is true?

- A.** Latin America and Africa used outward-oriented policies, their economies improved, and poverty decreased.
- B.** Globalisation comes with risks.
- C.** Globalisation does not offer opportunities for worldwide development.
- D.** Globalisation has resulted because individual nations are not prepared to change or develop new technology.

WRITING SECTION

In this part of the test, you have to choose from two options: a report or an essay. Either the report or the essay must be clearly organised and use a suitable format (for example, paragraphs, headings, introduction and/or conclusion). Remember to reference the sources you use to support your opinion.

In the exam, you should write your answers in pen or type your answers on your computer on-line.

Question 1: Essay

After you have read, and listened to ‘Globalisation’, answer the following question. You have **75 minutes** to plan, write, and check your essay.

Do you agree or disagree with the following statement?

‘Globalisation has reduced poverty and inequality’.

You need to write essays that express and support your opinions based on the information that you have read and heard. You can also add your own personal knowledge and experience. The essay should be of **at least** 300 words. Use a standard essay format.

Introduction

Body

Conclusion

Question 2: Short Report

Assume that you want to apply for the position of a Lecturer in the London School of Economics. You are asked to write a report on the topic – *'The Economic Impact of Globalisation'* based on the information that you have read and heard. Write a short report.

Issues that must be covered in your report includes:

- Definition of globalisation
- Advantages and disadvantages of globalisation
- The economic impacts of globalisation

The report should be of **at least** 300 words. Use a standard format, including a numbering system.

Title Page
Executive Summary
Introduction
Body/Discussion
Conclusion
Recommendations (optional)
References

SPEAKING SECTION**PART ONE: INTERVIEW (about 2-4 minutes)**

The examiner asks you about yourself, and your interests, for example,

1. Do you like your studies? What is your favorite subject? Do you like studying English? Why are you taking Business English?
2. What do you like to do in your free time?
3. How important do you think English will be for you in the future?
4. What do you imagine yourself doing in, say, five or ten years' time?
5. What are your ambitions/hopes? What drives you as a person?
6. What kind of food do you like?
7. What is your favorite movie? Why?
8. What sports do you play?
9. What was the last book you read? What was it about?
10. Where in your hometown would you recommend to Westerners? If a foreign visitor has only one day to spend in your country, where should this visitor go and why?

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PART TWO: PRESENTATION (about 4-5 minutes)

Prepare a short presentation of around two-three minutes about a familiar topic.

Topic 1: Talk about someone you particularly enjoy working with

You should say:

- What are the characteristics or qualities of a good boss;
- Why these qualities are important;

Topic 2: Talk about how the internet has affected your life

You should say:

- How it has affected communications;
- What effect it has had on business;
- Will the internet become more important for your future job;

Topic 3: Talk about a piece of equipment that you use in your studies.

You should say:

- What it is used for?
- How you learned to use it?
- How important it is for you?
- Do you think this equipment will change much in the future?
Why/Why not? Give reasons for your answers

Topic 4: Talk about something that represents your country.

You should say:

- What would you choose and why?

Topic 5: Talk about something that you would like to invent.

You should say:

- What product would you develop? Why?

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PART THREE: DISCUSSION (about 5-6 minutes)

Topic 1: Talk about what your view of eco-tourism in Thailand

You should say:

- What are advantages and disadvantages of eco-tourism? Give examples for your answers.

Topic 2: Talk about the role of information technology in globalisation.

You should say:

- How have changes in technology contributed to the globalisation of markets and production?
- Would the globalisation of production and markets have been possible without these technological changes?

Topic 3: Talk about why culture affects business in various countries.

You should say:

- Why the culture of a country might influence the cost of doing business in that country? How? You can illustrate with an example. For example, choose two countries that appear to be culturally diverse. Compare the cultural differences of those countries and indicate how cultural differences influence the cost of doing business in each country.

Topic 4: Talk about an issue related to health, for example, talk about how to fight obesity.

You should say:

- What do you do for good health or how do you improve your health? How do you change the eating habits of people? (e.g. drink about 2 liters of water per day or eat more fruit)
- Do you think it is the government's responsibility to control the food industry?

Topic 5: Talk about an issue related to the entertainment industry, for example, talk about influences of famous people such as actors, athletes, and rock stars.

You should say:

- How famous people have influenced your society? Why?
- Do you think we should pay attention to actors or athletes or rock stars' opinions? Give specific reasons and examples to support your answer.

D1.3 TEST EVALUATION FORM FOR LANGUAGE TESTING EXPERT Business English Communicative Achievement (BECA) Test

This test is tailored to each individual test taker whose native language is not English. The test aims to assess the business English communicative ability of students undertaking the course '*Business communication in a Global World*'. It has been designed to be used as a pre-test and post-test to assess the learning outcomes of students undertaking the course. The BECA test may have potential to be adapted for more generic purposes. This test focuses on assessing language and communication ability used in the workplace. The test consists of four sections: listen, reading, writing and speaking.

I. Listening Section (3 parts): 30 minutes + 10 minute's transferring time <ul style="list-style-type: none"> The section focuses on assessing students' ability to listen to specific information, main ideas and supporting ideas and understand speakers' opinions through a short conversation and a short lecture. The recordings for the conversation (Part one and Part Two) are played twice. The recording of the lecture is played twice. 		
Part	Task type	Task Description
<i>Part one:</i>	1. Comprehension questions on short texts-multiple choices	<ul style="list-style-type: none"> Test takers listen to conversations, and answer four-option multiple-choice questions. Test takers listen to conversations and answer four-option multiple-choice questions. Test takers listen to a lecture, take notes and answer four-option multiple-choice questions.
<i>Part two:</i>	2. Comprehension questions on short texts-multiple choices	
<i>Part three:</i>	3. Comprehension questions on a lecture	
II. Reading Section (5 parts): (1 hour) <ul style="list-style-type: none"> This section focuses on assessing students' ability to read different kinds of business documents such as printed materials (e.g. advertisements); business case studies and topics or issues; and internet sources. 		
<i>Part one:</i>	Comprehension questions on: <ul style="list-style-type: none"> business documents (advertisements). a short text a short text a short text a business case 	<ul style="list-style-type: none"> Test takers read business documents or printed materials, and choose the suitable heading. Test takers read a short text, and answer four-option multiple-choice questions. Test takers read a short text, and answer four-option multiple-choice questions. Test takers read a short text, and answer four-option multiple-choice questions. Test takers read business case study, and answer four-option multiple-choice questions.
<i>Part two:</i>		
<i>Part three:</i>		
<i>Part four:</i>		
<i>Part five:</i>		

III. Writing Section: (2 tasks-choose one): (1.15 hour) <ul style="list-style-type: none"> This section focuses on assessing students' ability to write an essay or business document (i.e. a short report). The topic of the essay and short report are related to the topics or issues that test takers became familiar with in Listening and Reading section. These same topics are also covered in the course 'Business Communication on a Global World'. The test consists of two tasks. Test takers need to choose one task only. 		
<i>Task one:</i>	1. Essay writing	<ul style="list-style-type: none"> Test takers are asked to write an essay. Test takers read a range sources and write an essay based on the sources. Test takers are asked to write a short report based on a range of relevant information which is provided.
<i>Task two:</i>	2. A short report	
IV: Speaking section: (10-15 minutes) This section focuses on assessing students' speaking ability. This section consists of three parts		
<i>Part 1:</i>	1. Interview	<ul style="list-style-type: none"> Test takers are asked to give personal information, talk about familiar issues and habits (such as their future work, study, future plans), and express opinions. Test takers are given a choice of five topics and have about three minutes to prepare a short presentation on one of the topics. This is followed by questions on the presentation. Test takers are required to express their opinion on a variety of business issues which are simulated situations presented on a sheet. They have about five minutes to prepare, make a short discussion on a topic, present or propose ideas, opinions and solutions.
<i>Part 2:</i>	2. Presentation	
<i>Part 3:</i>	3. Discussion	

Please give comments and suggestions on the appropriateness of the BECA test. Please use the attached form to evaluate the BECA test.

There are five parts of the evaluation form (adapted from Alderson(2000), Weir (1993), Bachman (1990), Weigle (2002), Lazaraton (2002), Luoma (2004), Buck (2001), Douglas (2000), Sapsirin (2007), and Vongpadungkiat (2006) :

- Item-Objective Congruence Evaluation Form – Listen
- Item-Objective Congruence Evaluation Form – Reading
- Expected BECA TEST – Writing Performance
- Expected BECA Test Speech Functions, and
- Overall BECA test Evaluation

If you have further comments, please attach additional sheets or write your comments on the back of this form.

Your advice is truly appreciated. Thank you very much for your cooperation.

PART ONE

ITEM-OBJECTIVE CONGRUENCE EVALUATION FORM

Listening Test of Business Communication in a Global World

Listening Section: *Listening for Comprehension*

The aim of this section is to assess the examinees' ability to listen to English for communication of college students (third- or fourth year university students). The section also focuses on assessing the ability to listen to specific information, main ideas and supporting ideas and understanding speakers' opinions through a short conversation and a short lecture.

Students will be assessed on:

1. Direct meaning comprehension:

- 1.1 Ability to listen for gist.
- 1.2 Ability to listen for main idea(s) or important information.
- 1.3 Ability to listen for specifics; involves recall of important details.

2. Inferred meaning comprehension:

- 2.1 Ability to listen for evaluating content in terms of information clearly available from the text.
- 2.2 Ability to listen for related utterances to the social and situational context in which they are made.
- 2.3 Ability to listen for recognition of the communicative function of utterances.
- 2.4 Ability to infer relationships (e.g. cause, effect, conclusion).

In addition, students will be required to take notes during the listening test.

Guideline for evaluation

Please put a tick (/) in the rating box (High, Medium, Low) the degree to which the item (question) measures the ability indicated in the objectives above according to your opinion. Please also specify comments for each item.

H = High degree of congruence with the objective.

M = Medium degree of congruence with the objective.

L = Low degree of congruence with the objective.

Part One:

Objectives of this part: To assess

1. Ability to listen for gist.
2. Ability to listen for main idea(s) or important information.
3. Ability to listen for specifics, including recall of important details.
4. Ability to listen for evaluating content in terms of information clearly available from the text.
5. Ability to listen for related utterances to the social and situational context in which they are made.
6. Ability to listen for recognition of the communicative function of utterances.

Item	Ability to	H	M	L	Comments
1	<ul style="list-style-type: none"> • Listen for gist. • Listen for specifics, including recall of important details. • Listen for related utterances to the social and situational context in which they are made. 				
2	<ul style="list-style-type: none"> • Listen for gist. • Listen for specifics, including recall of important details. • Listen for related utterances to the social and situational context in which they are made. 				
3	<ul style="list-style-type: none"> • Listen for gist. • Listen for evaluating content in terms of information clearly available from the text. • Listen for recognition of the communicative function of utterances. 				
4	<ul style="list-style-type: none"> • Listen for gist. • Listen for specifics, including recall of important details. • Listen for related utterances to the social and situational context in which they are made. 				
5	<ul style="list-style-type: none"> • Listen for gist. • Listen for specifics, including recall of important details. • Listen for related utterances to the social and situational context in which they are made. 				
6	<ul style="list-style-type: none"> • Listen for gist. • Listen for main idea(s) or important information. • Listen for related utterances to the social and situational context in which they are made. • Listen for recognition of the communicative function of utterances. 				
7	<ul style="list-style-type: none"> • Listen for specifics, including recall of important details. 				
8	<ul style="list-style-type: none"> • Listen for gist. • Listen for related utterances to the social and situational context in which they are made. 				
9	<ul style="list-style-type: none"> • Listen for gist. • Listen for main idea(s) or important information. • Listen for related utterances to the social and situational context in which they are made. • Listen for recognition of the communicative function of utterances. 				
10	<ul style="list-style-type: none"> • Listen for gist. • Listen for related utterances to the social and situational context in which they are made. 				

Is the content in this part appropriate?

_____ **Yes** _____ **No**

Comments:

Part Two:Objective of this part: To assess

1. Ability to listen for specifics, including recall of important details

Item	Ability to	H	M	L	Comments
11	• Listen for specifics, including recall of important details.				
12	• Listen for specifics, including recall of important details.				
13	• Listen for specifics, including recall of important details.				
14	• Listen for specifics, including recall of important details.				
15	• Listen for specifics, including recall of important details.				
16	• Listen for specifics, including recall of important details.				
17	• Listen for specifics, including recall of important details.				
18	• Listen for specifics, including recall of important details.				
19	• Listen for specifics, including recall of important details.				
20	• Listen for specifics, including recall of important details.				

Is the content in this part appropriate?

_____ **Yes** _____ **No**

Comments:

Part Three:Objectives of this part: To assess**Task Two:**

1. Ability to listen for gist.
2. Ability to listen for main idea(s) or important information.
3. Ability to listen for specifics; involves recall of important details.

Item	Ability to	H	M	L	Comments
21	• Listen for specifics; involves recall of important details.				
22	• Listen for specifics; involves recall of important details.				
23	• Listen for specifics; involves recall of important details.				
24	• Listen for main idea(s) or important information. • Listen for specifics; involves recall of important details.				
25	• Listen for main idea(s) or important information. • Listen for specifics; involves recall of important details.				

Is the content in this part appropriate?

_____ **Yes** _____ **No**

Comments:

Overall Evaluation – Listen Test

Please put a tick (/) in front of the answer **YES** or **NO** and specify the comments according to your opinion.

1. Is the listen test appropriate to assess the English listen ability of business students?

_____ **YES** _____ **NO**

Comments: _____

2. Are instructions short and simple? Are instructions clear and easy to understand?

_____ **YES** _____ **NO**

Comments: _____

3. Are the listen tasks set at an appropriate level of difficulty?

_____ **YES** _____ **NO**

Comments: _____

4. Is the structure of the listen test (3 parts – 25 questions) appropriate?

_____ **YES** _____ **NO**

Comments: _____

5. Is the time allotted for the listen test appropriate?

_____ **YES** _____ **NO**

Comments: _____

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PART TWO

ITEM-OBJECTIVE CONGRUENCE EVALUATION FORM

Reading Test of Business Communication in a Global World

Reading Section: *Reading for Comprehension*

The aim of this section is to assess the examinees' ability to utilize the skills of reading in English from the materials they have read or they are familiar with. This section also focuses on assessing the ability to read different kinds of business documents such as printed materials (e.g. advertisements); business case studies and topics or issues; and internet sources.

Students will be assessed on:

I: Reading comprehension:

- 1.1 Ability to scan to extract specific information.
- 1.2 Ability to skim for overall comprehension.
- 1.3 Ability to identify the main point or ideas and details.
- 1.4 Ability to understand the meaning.

Note: All of the above might include knowledge of the following *more specifically linguistic skills*:

- Understanding concepts (grammatical notions) such as: cause, result, purpose, comparison.
- Understanding syntactic structure of sentence and clause.
- Understanding discourse markers.
- Understanding lexical and/or grammatical cohesion.
- Understanding lexis.

Guideline for evaluation

Please put a tick (/) in the rating box (High, Medium, Low) the degree to which the item (question) measures the ability indicated in the objectives above according to your opinion. Please also specify comments for each item.

H = High degree of congruence with the objective.

M = Medium degree of congruence with the objective.

L = Low degree of congruence with the objective.

Part One:Objective of this part: To assess

1. Ability to scan to extract specific information.

Item	Ability to	H	M	L	Comments
1	• Scan to extract specific information.				
2	• Scan to extract specific information.				
3	• Scan to extract specific information.				
4	• Scan to extract specific information.				
5	• Scan to extract specific information.				

Is the content in this part appropriate?

_____ **Yes** _____ **No**

Comments:

Part Two:Objectives of this part: To assess

1. Ability to scan to extract specific information.
2. Ability to skim for overall comprehension.
3. Ability to identify the main point or ideas and details.
4. Ability to understand the meaning.

Item	Ability to	H	M	L	Comments
6	• Scan to extract specific information.				
7	• Skim for overall comprehension. • Identify the main point or ideas and details. • Understand the meaning				
8	• Scan to extract specific information.				
9	• Scan to extract specific information.				
10	• Scan to extract specific information. • Skim for overall comprehension. • Identify the main point or ideas and details.				

Is the content in this part appropriate?

_____ **Yes** _____ **No**

Comments:

Part Three:Objectives of this part: To assess

1. Ability to skim for overall comprehension.
2. Ability to identify the main point or ideas and details.

Item	Ability to	H	M	L	Comments
11	<ul style="list-style-type: none"> • Skim for overall comprehension. • Identify the main point or ideas and details. 				
12	<ul style="list-style-type: none"> • Skim for overall comprehension. • Identify the main point or ideas and details. 				
13	<ul style="list-style-type: none"> • Skim for overall comprehension. • Identify the main point or ideas and details. 				
14	<ul style="list-style-type: none"> • Skim for overall comprehension. • Identify the main point or ideas and details. 				
15	<ul style="list-style-type: none"> • Skim for overall comprehension. • Identify the main point or ideas and details. 				

Is the content in this part appropriate?

_____ Yes _____ No

Comments:**Part Four:**Objectives of this part: To assess

1. Ability to scan to extract specific information.
2. Ability to skim for overall comprehension.
3. Ability to identify the main point or ideas and details.
4. Ability to understand the meaning.

Item	Ability to	H	M	L	Comments
16	<ul style="list-style-type: none"> • Scan to extract specific information. • Understand the meaning. 				
17	<ul style="list-style-type: none"> • Scan to extract specific information. • Understand the meaning. 				
18	<ul style="list-style-type: none"> • Scan to extract specific information. 				
19	<ul style="list-style-type: none"> • Scan to extract specific information. • Skim for overall comprehension. • Understand the meaning. 				
20	<ul style="list-style-type: none"> • Scan to extract specific information. • Skim for overall comprehension. • Understand the meaning. 				

Is the content in this part appropriate?

_____ Yes _____ No

Comments:

Part Five:Objectives of this part: To assess

1. Ability to scan to extract specific information.
2. Ability to skim for overall comprehension.
3. Ability to identify the main point or ideas and details.
4. Ability to understand the meaning.

Item	Ability to	H	M	L	Comments
21	<ul style="list-style-type: none"> • Scan to extract specific information. • Skim for overall comprehension. • Understand the meaning. 				
22	<ul style="list-style-type: none"> • Scan to extract specific information. 				
23	<ul style="list-style-type: none"> • Scan to extract specific information. 				
24	<ul style="list-style-type: none"> • Scan to extract specific information. 				
25	<ul style="list-style-type: none"> • Scan to extract specific information. • Skim for overall comprehension. • Understand the meaning. 				

Is the content in this part appropriate?_____ **Yes**_____ **No****Comments:**



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Overall Evaluation – Reading Test

Please put a tick (/) in front of the answer **YES** or **NO** and specify the comments according to your opinion.

1. Is the reading test appropriate to assess the English reading ability of business students?

_____ **YES** _____ **NO**

Comments: _____

2. Is the reading content well-organized?

_____ **YES** _____ **NO**

Comments: _____

3. Are instructions short and simple? Are instructions clear and easy to understand?

_____ **YES** _____ **NO**

Comments: _____

4. Is the structure of the reading test (5 parts – 25 questions) appropriate?

_____ **YES** _____ **NO**

Comments: _____

5. Is the time allotted for the reading test appropriate?

_____ **YES** _____ **NO**

Comments: _____

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PART THREE

EXPECTED BECA TEST: WRITING PERFORMANCE

Writing Section:

The aim of this section is to assess the examinees' ability to write business documents (i.e. short reports) in English, using appropriate genres and written formats or write academic texts (i.e. essays) in English using appropriate referencing techniques to develop an argument and support ideas or opinions.

TASK ONE: ESSAY

Students will be measured on:

I: Content:

- Ability to demonstrate a clear argument that addresses the key issues or topics clearly and precisely
- Ability to answer questions critically and with depth
- Ability to argue the issue or topic supported by evidence from a wide range of information sources related to the topic
- Ability to provide theoretical support for statements or conclusions made based on a variety of information sources

II: Language:

- Ability to use a variety of word-choices and structures
- Ability to use English grammar correctly or use correct writing structures (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions)
- Ability to use clear, coherent, and comprehensible English in the essay.
- Ability to demonstrate careful proof-reading (i.e. few errors of spelling, punctuation, and capitalizing).
- Ability to use appropriateness of language to context, function and intention, and appropriateness of layout - essay has overall comprehensibility

III: Organization:

- Ability to demonstrate a well-organized, logically sequenced, and coherent essay
- Ability to demonstrate an appropriate example or illustration in the essay
- Ability to state clear conclusions related to the question.

IV: Referencing:

- Ability to demonstrate proper use of in-text references (author, date, page)
- Ability to demonstrate proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references)
- Ability to demonstrate proper use of quotations

TASK TWO: SHORT REPORT

Students will be assessed on:

I: Content:

- Ability to demonstrate appropriate and clear background information.
- Ability to provide adequate and clear explanation with depth.
- Ability to demonstrate critical thinking (i.e. the report comprises more than 'chunk' of information)
- Ability to demonstrate a logical approach (i.e. the report clearly illustrate the points that the writer wants to make, and what the writer considers to be the most important points first, followed by those of lesser importance.)
- Ability to provide an appropriate example or illustration in the report
- Ability to provide and describe any diagram if necessary

II: Language:

- Ability to use a variety of word-choices and structures
- Ability to use English grammar correctly or use correct writing structures (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions)
- Ability to use clear, coherent, and comprehensible English in the essay.
- Ability to demonstrate careful proof-reading (i.e. few errors of spelling, punctuation, and capitalizing).
- Ability to use appropriateness of language to context, function and intention and appropriateness layout – a short report has overall comprehensibility

III: Organization:

- Ability to organise and follow the elements of report format (i.e. Title Page, Table of Contents, Executive Summary (most important section), Introduction, Discussion, Conclusion, Recommendation, and Appendices (if necessary))
- Ability to organise and follow the report format (i.e. margins, number system, spacing, font size and style).
- Ability to organize the report with a well-organized, logically sequenced, coherent, using parallel construction (e.g. in dot points)

IV: Referencing:

- Ability to demonstrate proper use of in-text references (author, date, page)
- Ability to demonstrate proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references)
- Ability to demonstrate proper use of quotations

Guideline for evaluation

Please put a tick (/) in front of the answer **YES** or **NO** and specify the comments according to your opinion.

I: Instructions: Please give comments on the instructions using the form below.

Instructions	Yes	No	Comments
1. Instructions are short and simple.			
2. Instructions are clear and easy to understand.			

Comments:

II: Test Content: Please give comments on the instructions using the form below.

Criteria	Yes	No	Comments
1. Does the reading material offer sufficient information or background related to the writing tasks?			
2. Is the reading material structured around a situation related to the objectives and learning outcomes of the course?			
3. Is the reading material provided in the test related to the writing tasks?			
4. Can test takers write about the essay or short report based on the reading material provided in the test?			
5. Does the writing test cover all abilities announced in the BECA test objectives?			
6. Is the structure of the writing test (2 tasks – choose one) appropriate?			
7. Is the time allotted for the writing test appropriate?			

Comments:

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III: Marking Criteria

3.1 Essay: After reading the marking criteria and evaluation rubric for the essay, please give comments and suggestions on the appropriateness of scoring scales which aim to assess written English ability of third or fourth year business students in a Thai university. The test taker will be scored on the three levels of ability – excellent, good, and needs improvement. All levels of ability are based on four criteria: content, language, organization, and referencing. If you have further comments, please attach additional sheets. Thank you very much for your help.

Excellent = 75-100

Good = 50-74

Needs Improvement = 0-49

Scale measuring content knowledge

Appropriateness of

- Scale descriptions of level – Excellent (25-35 of 35) agree disagree
- Scale descriptions of level – Good (15-24 of 40) agree disagree
- Scale descriptions of level – Needs Improvement (0-14 of 35) agree disagree

Scale measuring knowledge of language

Appropriateness of

- Scale descriptions of level – Excellent (31-40 of 40) agree disagree
- Scale descriptions of level – Good (20-30 of 40) agree disagree
- Scale descriptions of level – Needs Improvement (0-19 of 40) agree disagree

Scale measuring organization of essay

Appropriateness of

- Scale descriptions of level – Excellent (11-15 of 15) agree disagree
- Scale descriptions of level – Good (6-10 of 15) agree disagree
- Scale descriptions of level – Needs Improvement (0-5 of 15) agree disagree

Scale measuring referencing of essay

Appropriateness of

- Scale descriptions of level – Excellent (8-10 of 10) agree disagree
- Scale descriptions of level – Good (4-7 of 10) agree disagree
- Scale descriptions of level – Needs Improvement (0-3 of 10) agree disagree

Comments and suggestions: _____

Marking Criteria: Essay

Name:..... Student I.D.....
 Class.....Case No. Case Title.....

Essay marking criteria	Excellent	Good	Needs Improvement	Scores
1. Content				/35
<ul style="list-style-type: none"> The writer demonstrates a clear argument that addresses the key issues or topics clearly and precisely. The question is answered critically and with depth. The arguments are supported by evidence from a wide range of information sources related to the topic. The writer provides theoretical support for statements or conclusion made by the writer based on a variety of information sources (e.g. books, articles from academic journal*, and reputable websites**). 				
2. Language				/40
<ul style="list-style-type: none"> A variety of word-choices and structures is used. The sentence structure is grammatically correct (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) Clear, coherent, and comprehensible English has been shown in the essay. Evidence of careful proof-reading is demonstrated. (i.e. few error of spelling, punctuation, and capitalizing). Essay has overall comprehensibility. 				
3. Organization				/15
<ul style="list-style-type: none"> The essay is a well-organized, logically sequenced, and coherent. An example or illustration is appropriately given in the essay. A conclusion is clearly stated and related to the question. 				
4. Referencing				/10
<ul style="list-style-type: none"> Proper use of in-text references (author, date, page) Proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references Proper use of quotations. 				
Total				/100

Comments:

1) **Strength:**

2) **Should work on:**

*Academic journals must meet quality criteria such as authors having qualifications or expertise in a subject area, unbiased content, limited advertising and, having been published by a reputable publisher.

**Reputable websites: Some resources are more reputable than others. Websites and publications from professional associations, educational and government sites are usually of higher quality.

Acknowledgement: This form was adapted from the Bretag, Crossman, and Bordia, 200

Evaluation Rubric: Essay

Criteria	Level		
	<i>Excellent</i>	<i>Good</i>	<i>Needs Improvement</i>
Content	<ol style="list-style-type: none"> 1. The writer demonstrates a clear argument which addresses the key issues or topics clearly and precisely. 2. The question has been answered critically and with depth. 3. The writer provides theoretical support for statements or conclusion made by the writer is based on a variety of information sources. 4. The arguments are supported by evidence from a wide range of information sources related to the topic. 	<ol style="list-style-type: none"> 1. The writer demonstrates a clear argument but not in a precise manner or the argument is clearly stated but is too broad or incomplete. 2. The question is answered critically but not in depth or the question is not answered critically but in depth. 3. The writer provides some theoretical support for statements, or conclusion made by the writer is based on a variety of information sources, or the writer provides theoretical support for statements, or conclusion is made by others. 4. The arguments are supported by limited information source. 	<ol style="list-style-type: none"> 1. The writer demonstrates an unclear argument within a imprecise manner 2. The question is answered illogically, and does not cover the topic. 3. The writer does not provide theoretical support for statements or conclusion, or the statements or conclusion is made by others. 4. There are no arguments relevant to the questions.
Language	<ol style="list-style-type: none"> 1. A variety of word-choices and structures is used. 2. The sentence structure is grammatically correct (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. Clear, coherent and comprehensible English is shown in the essay. 4. Evidence of careful proof-reading is demonstrated (i.e. a few error of spelling, punctuation, and capitalizing) 5. Essay is excellent with overall comprehensibility. 	<ol style="list-style-type: none"> 1. There are limitation of words choice and structure used in the essay. 2. The sentence structure has minor problems of grammatical structures (i.e. some errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. There are some clear, coherent and comprehensible English. 4. The essay has shown some evidence of careful proof-reading. (i.e. several error of spelling, punctuation, and capitalizing) 5. Essay is good with overall comprehensibility. 	<ol style="list-style-type: none"> 1. The essay shows a careless usage of words and structure, that is, the writer uses many wrong words and confuse readers. 2. The sentence structure has major problem of grammatical structure (i.e. many errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. There are unclear English or the essay confuses the readers. 4. There are many errors of spelling, punctuation, and capitalizing. 5. Essay has limited comprehensibility.
Organization	<ol style="list-style-type: none"> 1. The essay is a well-organized, logically sequenced, and coherent. 2. An example or illustration is appropriately given in the essay. 3. A conclusion is clearly stated and related to the question. 	<ol style="list-style-type: none"> 1. The essay is a partly well-organized, logical sequencing, and coherent. 2. An example or illustration is given in the essay. 3. A conclusion is stated unclearly but related to the question, or a conclusion is stated clearly but not related to the question. 	<ol style="list-style-type: none"> 1. The essay is not a well-organized, illogically sequenced, and incomprehensible. 2. An example or illustration does not give in the essay. 3. A conclusion is not clearly stated.
Referencing	<ol style="list-style-type: none"> 1. Proper use of in-text references (author, date, and page) 2. Proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references 3. Proper use of quotations. 	<ol style="list-style-type: none"> 1. Use in-text references (author, date, and page) but not in consistent style. 2. Use the record information sources: reference list (i.e. alphabetical order, punctuation) but not consistent style, or does match in-text references 3. Use quotations but not in consistent style. 	<ol style="list-style-type: none"> 1. Inappropriate use of in-text references (author, date, and page) 2. Inappropriate use of reference list (i.e. alphabetical order, punctuation (consistent style), and mismatch in-text references 3. Inappropriate use of quotations.

3.2 Short Report: After reading the marking criteria and evaluation rubric for the short report, please give comments and suggestions on the appropriateness of scoring scales which aim to assess written English ability of third or fourth year business students in a Thai university. The test taker will be scored on the three levels of ability – excellent, good, and needs improvement. All levels of ability are based on four criteria: content, language, organization, and referencing. If you have further comments, please attach additional sheets. Thank you very much for your help.

Excellent = 75-100

Good = 45-74

Needs Improvement = 0-44

Scale measuring content knowledge

Appropriateness of

- | | | |
|--|--------------------------------|-----------------------------------|
| - Scale descriptions of level – Excellent (25-35 of 35) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| - Scale descriptions of level – Good (15-24 of 40) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| - Scale descriptions of level – Needs Improvement (0-14 of 35) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |

Scale measuring knowledge of language

Appropriateness of

- | | | |
|--|--------------------------------|-----------------------------------|
| - Scale descriptions of level – Excellent (31-40 of 40) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| - Scale descriptions of level – Good (20-30 of 40) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| - Scale descriptions of level – Needs Improvement (0-19 of 40) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |

Scale measuring organization of short report

Appropriateness of

- | | | |
|---|--------------------------------|-----------------------------------|
| - Scale descriptions of level – Excellent (11-15 of 15) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| - Scale descriptions of level – Good (6-10 of 15) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| - Scale descriptions of level – Needs Improvement (0-5 of 15) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |

Scale measuring referencing of short report

Appropriateness of

- | | | |
|---|--------------------------------|-----------------------------------|
| - Scale descriptions of level – Excellent (8-10 of 10) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| - Scale descriptions of level – Good (4-7 of 10) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| - Scale descriptions of level – Needs Improvement (0-3 of 10) | <input type="checkbox"/> agree | <input type="checkbox"/> disagree |

Comments and suggestions: _____

Marking Criteria: Short Report

Name: Student I.D.
 Class Case No. Case Title

Formal Report Marking Criteria	Excellent	Good	Needs Improvement	Scores
1. Content				/35
<ul style="list-style-type: none"> • The writer demonstrates appropriate and clear background information. • The writer provides adequate and clear explanation with depth. • The writer demonstrates critical thinking (i.e. the report comprises more than 'chunk' of information) • The writer demonstrates a logical approach (i.e. the report clearly illustrate the points that the writer wants to make, and what the writer considers to be the most important points first, followed by those of lesser importance.) • An example or illustration is appropriately given in the report • The writer provides any diagrams (if necessary) 				
2. Language				/40
<ul style="list-style-type: none"> • A variety of word-choices and structures is used. • The sentence structure is grammatically correct (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) • Clear, coherent, and comprehensible English is shown in the essay. • Evidence of careful proof-reading is demonstrated. (i.e. few error of spelling, punctuation, and capitalizing). • Essay has overall comprehensibility. 				
3. Organization				/15
<ul style="list-style-type: none"> • The writer follows the elements of report format: <ul style="list-style-type: none"> ➢ Title Page ➢ Table of Contents ➢ Executive Summary (most important section) ➢ Introduction ➢ Discussion ➢ Conclusion ➢ Recommendation ➢ Appendices (if necessary) • The writer follows the report format (i.e. margins, number system, spacing, font size and style). • The report is a well-organized, logically sequenced, coherent, using parallel construction (e.g. in dot points) 				
4 Referencing				/10
<ul style="list-style-type: none"> • Proper use of in-text references (author, date, page) • Proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references • Proper of use quotations 				
Total				/100

Comments:

1) **Strength:**

2) **Should work on:**

Acknowledgement: This form was adapted from the Bretag, Crossman, and Bordia, 2007

Evaluation Rubric: Short Report

Criteria	Level		
	<i>Excellent</i>	<i>Good</i>	<i>Needs Improvement</i>
Content	<ol style="list-style-type: none"> 1. The report is appropriate with clear background information. 2. The writer provides adequate and clear explanation with depth. 3. The writer demonstrates critical thinking (i.e. the report comprises more than 'chunk' of information) 4. The writer demonstrates a logical approach (i.e. the report clearly demonstrate the point the writer want to make, and what you consider to be the most important points first, followed by those of lesser importance.) 5. An example or illustration is appropriately given in the report. 6. The writer provides excellent diagram presentation (if necessary). 	<ol style="list-style-type: none"> 1. The report is too broad with incomplete background information. 2. The report has limited explanation, or the writer provides adequate and clear information, but not in-depth. 3. The writer demonstrates some critical thinking (i.e. the report comprises a few 'chunk' of information) 4. The writer demonstrates some disorganized points, although the report is understandable. 5. An example or illustration is appropriately given in the essay. 6. The writer provides diagram but some are not suitable for information. 	<ol style="list-style-type: none"> 1. The report is inappropriate and unclear with incomplete background information. 2. The writer does not provide explanation or the writer provides some information but not related to the report. 3. The writer does not demonstrate critical thinking (i.e. the report comprises several 'chunk' of information that is not his or her ideas or suggestions) 4. The writer demonstrates an illogical approach (i.e. the writer is not clear about what points he or she wants to make, or mixes of important points with lesser important points) 5. An example or illustration is not given in the report. 6. There are no diagrams in the report even though the report needs ones to enhance reader's comprehension.
Language	<ol style="list-style-type: none"> 1. A variety of word-choices and structures is used. 2. The sentence structure is grammatically correct (i.e. a few errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. Clear, coherent and comprehensible English is shown in the report. 4. Evidence of careful proof-reading is demonstrated (i.e. a few error of spelling, punctuation, and capitalizing) 5. Report is excellent with overall comprehensibility. 	<ol style="list-style-type: none"> 1. There are limitation of words choice and structure used in the report. 2. The sentence structure has minor problems of grammatical structures (i.e. some errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. There are some clear, coherent and comprehensible English. 4. The report shows some evidence of careful proof-reading. (i.e. several error of spelling, punctuation, and capitalizing) 5. Report is good with overall comprehensibility. 	<ol style="list-style-type: none"> 1. The report has shown a careless usage of words and structure, that is, the writer uses many wrong words and confused reader. 2. The sentence structure has major problem of grammatical structure (i.e. many errors of agreements, tense, number, word order, word function, articles, pronouns, and prepositions) 3. There are unclear English or the essay confuses the readers. 4. There are many errors of spelling, punctuation, and capitalizing. 5. Report has limited comprehensibility.
Organization	<ol style="list-style-type: none"> 1. The writer follows elements of the report format. 2. The writer follows the written report format (i.e. margins, number system, spacing, font size and style). 3. The report is a well-organized, logically sequenced, coherent, using parallel construction (e.g. in dot points) 	<ol style="list-style-type: none"> 1. The writer partly follows the elements of the report format. 2. The writer partly follows the written report format (i.e. margins, number system, spacing, font size and style). 3. The report is a partly well-organized, logically sequenced, coherent, and parallel construction used. 	<ol style="list-style-type: none"> 1. The writer does not follow the elements of the report format. 2. The writer does not follow the written report format (i.e. margins, number system, spacing, font size and style). 3. The report is not a well-organized, illogical sequenced, and unparallel construction used (e.g. mix of many written style)
Referencing	<ol style="list-style-type: none"> 1. Proper use of in-text references (author, date, and page) 2. Proper use of reference list (i.e. alphabetical order, punctuation (consistent style), and matches in-text references) 3. Proper use of quotations. 	<ol style="list-style-type: none"> 1. Use in-text references (author, date, and page) but not in consistent style. 2. Use the record of information sources: reference list (i.e. alphabetical order, punctuation) but not in consistent style, or not matching in-text references 3. Use quotations but not in consistent style. 	<ol style="list-style-type: none"> 1. Inappropriate use of in-text references (author, date, and page) 2. Inappropriate use of reference list (i.e. alphabetical order, punctuation (consistent style), and mismatch in-text references) 3. Inappropriate use of quotations.

PART FOUR

EXPECTED BECA TEST SPEECH FUNCTIONS

Speaking Section:

The test aims to assess the examinees' ability to speak English for the purposes of communication, e.g. use appropriate vocabulary and oral language to express ideas and opinions in a variety of business situations, using correct English grammar and genres. The test is also designed to cover speech functions needed in communication, for example, giving personal factual information, giving general factual information, and expressing likes and dislikes etc.

Students will be measured on:

1. Ability to use grammar accurately
2. Ability to demonstrate English fluency (i.e. a few errors of agreement, sentence completion)
3. Ability to use a variety of structures and vocabulary
4. Ability to comprehend and react appropriately to the interlocutor's speech
5. Ability to use language appropriately in different situations
6. Vary the degree of formality of phrases, idioms and structures depending on situations
7. Use varying politeness conventions (greeting, forms of address)
8. Appropriate use of at least two registers: formal and informal
12. Ability to organize information in an easily comprehensible order
13. Ability to use discourse markers, repetition, and stress to emphasize important points and make the text structure more salient to the listener
14. Ability to discuss general and work-related topics
15. Express opinions concisely as well as elaborate them by specifying, exemplifying, giving reasons
16. Use strategies to enhance the effectiveness of one's contribution, e.g. using gesture, loudness, eye contact, and rhythm

Guideline for evaluation

Please specify the comments according to your opinion or comment for each item or topic. The grey shade is the speech function of each item.

Speech Function	Giving personal factual information	Giving general factual information	Expressing likes and dislikes	Talking about present circumstances	Talking about past experiences	Talking about future /Prediction	Describing	Comparing and contrasting	Expressing an opinion	Expressing a preference	Justifying (an opinion)	Speculating	Agreeing and disagreeing	Suggesting	Requesting clarification
	Item 8														
Comments : _____ <input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate _____															
Item 9															
Comments : _____ <input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate _____															
Item 10															
Comments : _____ <input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate _____															

In **Part 2**, please give us more details about your opinion to the test. Please check the box and write down your answers in space provided.

1. Do you think that approximately three minutes is enough for you to prepare your talk in the test?

Yes No

If you answer “No”, please specify the amount of time you think would be appropriate to prepare your talk. _____

2. Do you think that approximately five minutes is enough for you to complete the test tasks?

Yes No

If you answer “No”, please specify the amount of time you think would be appropriate to complete each task. _____

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จุฬาลงกรณ์มหาวิทยาลัย

Part 3: Discussion (only one topic)

The aim of this part of the test is to assess the examinees' ability to discuss general and work-related topics. The table below shows the expected speaking tasks or abilities in the BECA test. Grey shaded areas indicate which specific ability in being assessed in each task.

Speech Function	Giving personal factual information	Giving general factual information	Expressing likes and dislikes	Talking about present circumstances	Talking about past experiences	Talking about future / Prediction	Describing	Comparing and contrasting	Expressing an opinion	Expressing a preference	Justifying (an opinion)	Speculating	Agreeing and disagreeing	Suggesting	Requesting clarification
	Topic 1														
Comments :	___ Appropriate		___ Not Appropriate												

Topic 2															
Comments :	___ Appropriate		___ Not Appropriate												

Topic 3															
Comments :	___ Appropriate		___ Not Appropriate												

Topic 4															
Comments :	___ Appropriate		___ Not Appropriate												

Topic 5															
Comments :	___ Appropriate		___ Not Appropriate												

In **Part 3**, please give us more details about your opinion to the test. Please check the box and write down your answers in space provided.

1. Do you think that approximately five minutes is enough for you to prepare your talk in the test?

Yes

No

If you answer “No”, please specify the amount of time you think would be appropriate to prepare your talk. _____

2. Do you think that approximately five minutes is enough for you to complete the test tasks?

Yes

No

If you answer “No”, please specify the amount of time you think would be appropriate to complete each task. _____



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Speaking scale: After reading the marking criteria and evaluation rubric for speaking test; please give comments and suggestions on the appropriateness of scoring scales which aim to assess speaking English ability of third or fourth year business students in a Thai university. The test taker will be scored on the three levels of ability – excellent, good, and needs improvement. All levels of ability are based on four criteria: content, language, organization, and referencing. If you have further comments, please attach additional sheets. Thank you very much for your help.

Excellent = 75-100

Good = 50-74

Needs Improvement = 0-49

Scale measuring content knowledge

Appropriateness of

- Scale descriptions of level – Excellent (31-40 of 40) agree disagree
- Scale descriptions of level – Good (20-30 of 40) agree disagree
- Scale descriptions of level – Needs Improvement (0-19 of 40) agree disagree

Scale measuring knowledge of language use

Appropriateness of

- Scale descriptions of level – Excellent (22-30 of 30) agree disagree
- Scale descriptions of level – Good (13-21 of 30) agree disagree
- Scale descriptions of level – Needs Improvement (0-12 of 30) agree disagree

Scale measuring organization of performance

Appropriateness of

- Scale descriptions of level – Excellent (11-15 of 15) agree disagree
- Scale descriptions of level – Good (6-10 of 15) agree disagree
- Scale descriptions of level – Needs Improvement (0-5 of 15) agree disagree

Scale measuring referencing of presentation techniques

Appropriateness of

- Scale descriptions of level – Excellent (11-15 of 15) agree disagree
- Scale descriptions of level – Good (6-10 of 15) agree disagree
- Scale descriptions of level – Needs Improvement (0-5 of 15) agree disagree

Comments and suggestions: _____

Overall Evaluation – Speaking Test

Please put a tick (/) in front of the answer **YES** or **NO** and specify the comments according to your opinion.

1. Is the speaking test appropriate to assess the English speaking ability of business students?

_____ **YES** _____ **NO**

Comments: _____

2. Are instructions short and simple? Are instructions clear and easy to understand?

_____ **YES** _____ **NO**

Comments: _____

3. Is the structure of the speaking test (3 parts) appropriate?

_____ **YES** _____ **NO**

Comments: _____

4. Is the time allotted for the speaking test appropriate?

_____ **YES** _____ **NO**

Comments: _____

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PART FIVE

OVERALL EVALUATION – BECA TEST

Please put a tick (/) in front of the answer **YES** or **NO** and specify the comments according to your opinion.

1. Is the test appropriate to assess the business English communicative competency of business students?

_____ **YES** _____ **NO**

Comments: _____

2. Does the content of the test represent various situations related to objectives of *Business Communication in a Global World* course?

_____ **YES** _____ **NO**

Comments: _____

3. Will the test discriminate adequately between the performances of candidates at different levels of attainment?

_____ **YES** _____ **NO**

Comments: _____

4. Are the tasks set at an appropriate level of difficulty?

_____ **YES** _____ **NO**

Comments: _____

5. Does the content of the test or test format represent authentic situations related to the objectives of *Business Communication in a Global World* course?

_____ **YES** _____ **NO**

Comments: _____

6. Does the test provide clear instructions for how to take takers answer the questions?

_____ **YES** _____ **NO**

Comments: _____

7. Are the format and layout of the test present a user-friendly?

_____ **YES** _____ **NO**

Comments: _____

8. Can the tasks be answered satisfactorily in the time allowed?

_____ **YES** _____ **NO**

Comments: _____

Thank you for your time and kind attention.

Signature _____ Date _____



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จุฬาลงกรณ์มหาวิทยาลัย

D1.4: QUALITY OF THE BECA TEST

D 1.4.1 Reliability estimate: Evaluating the quality of the BECA test with RMUTLL students

The reliability used in this study was Kuder-Richarrson 20 (KR-20). The KR-20 was used for measuring reliability of the two sections of the BECA test: listening and reading section. The KR-20 in this study was calculated by a computer program named IRA2004 developed by Luksanavilach (2004). The calculated KR-20 of the BECA test was as follows.

Section	KR-20	
	Pre-test (22 students)	Post-test (18 students)
1. Listening	0.979	0.957
2. Reading	0.959	0.853

Table D1: KR-20 value of listening and reading section

As shown in Table D1, it shows that the two sections of the BECA test had high reliability as it is recommended by Tulane University(2006 cited in Vongpadungkiat, 2006) which should be theoretically more than 0.60. The KR-20 of the post-test was reduced gradually especially reading test but the BECA test also had high reliability indicating a person sits in the same test twice, the score should be similar.

D1.4.2: Evaluating the quality of the BECA test with RMUTLL students

Listening:

The comparison of item difficulty index and item discrimination index of the listening pre-test and post-test

Item	N	Rpre	Ppre (p-value)	Rpost	Ppost (p-value)	PPDI (r-value)
1	20	1	0.05	2	0.1	0.05
2	20	2	0.1	7	0.35	0.25
3	20	3	0.15	1	0.05	-0.1
4	20	1	0.05	1	0.05	0
5	20	10	0.5	12	0.6	0.1
6	20	9	0.45	10	0.5	0.05
7	20	14	0.7	16	0.8	0.1
8	20	6	0.3	4	0.2	-0.1
9	20	5	0.25	10	0.5	0.25
10	20	5	0.25	3	0.15	-0.1
11	20	3	0.15	6	0.3	0.15
12	20	6	0.3	11	0.55	0.25
13	20	4	0.2	9	0.45	0.25
14	20	9	0.45	9	0.45	0
15	20	4	0.2	5	0.25	0.05
16	20	3	0.15	9	0.45	0.3
17	20	4	0.2	8	0.4	0.2
18	20	3	0.15	3	0.15	0
19	20	5	0.25	5	0.25	0
20	20	2	0.1	3	0.15	0.05
21	20	7	0.35	7	0.35	0
22	20	8	0.4	11	0.55	0.15
23	20	10	0.5	14	0.7	0.2
24	20	5	0.25	7	0.35	0.1
25	20	3	0.15	2	0.1	-0.05
Total		132	6.6	175	8.75	2.15
Mean		5.28	0.264	7	0.35	0.086
SD		3.221	0.161	4.113	0.206	0.121

Table D3: The comparison of item difficulty index and item discrimination index of the listening pre-test and post-test

Note:

R-pre = Number of students who answered the listening pre-test correctly

R-post = Number of students who answered the listening pre-test correctly

P-pre = The percentage of students who can answer the particular test item of the listening pre-test correctly. It is called *the degree of difficulty index (p-value)* which is a proportion of the number of examinees who get an item correct to the total number of examinees (Anastasi & Urbina, 1997' Cohen, Swerdlick & Phillips, 1996).

P-post = The percentage of students who can answer the particular test item of the listening post-test correctly. It is called *the degree of difficulty index (p-value)* which is a proportion of the number of

examinees who get an item correct to the total number of examinees (Anastasi & Urbina,1997, Cohen, Swerdlick & Phillips,1996).

PPDI = *The item of discrimination index (r-value)* which determine how well each question discriminates between students in the top 27% of the class on total test score and those in the lower 27% of the class on total test score (Hotiu,2006).

The table shows that there was an increase of a proportion of the number of students who can answer each test item correctly or item of difficulty index (*p-value*) increased. The degree of difficulty index of listening pre-test and post-test was 0.264 and 0.35, respectively. The *p-value* shows that the items of the BECA listening tests were good in terms of its difficulty (Sukamolson, 1995). The *p-value* of item 25 reduced from 0.15 to 0.1 indicating that the item seemed to be more difficult for students. Item 7 was easy because the *p-value* was equal between 0.70-0.80.

As can be seen from Table D3, the item 3,8,10, and 25 had a negative discrimination index. The *r-value* theoretically should be more than 0.00. If its value is less than 0.00, it means the item had no discrimination ability. The *r-value* of listening test was 0.086 indicating that item had a low discrimination ability (Sukamolson, 1995). The *r-value* of item 4,14,18,19 and 21 had no discrimination ability.

If the degree of difficulty increases, the degree of discrimination should increase. If not, the particular test item (i.e. item 3,8,10 and 25) needed to be revised it in order to increase usefulness of the test. Also, the item 4,14,18,19 and 21 needed to be revised because of no discrimination ability.

Reading:

The comparison of item difficulty index and item discrimination index of the reading pre-test and post-test

Item	N	Rpre	Ppre (p-value)	Rpost	Ppost (p-value)	PPDI (r-value)
1	20	15	0.75	17	0.85	0.1
2	20	16	0.8	18	0.9	0.1
3	20	10	0.5	10	0.5	0
4	20	13	0.65	15	0.75	0.1
5	20	17	0.85	18	0.9	0.05
6	20	6	0.3	7	0.35	0.05
7	20	4	0.2	5	0.25	0.05
8	20	9	0.45	13	0.65	0.2
9	20	10	0.5	13	0.65	0.15
10	20	5	0.25	11	0.55	0.3
11	20	7	0.35	11	0.55	0.2
12	20	10	0.5	15	0.75	0.25
13	20	12	0.6	16	0.8	0.2
14	20	8	0.4	14	0.7	0.3
15	20	8	0.4	8	0.4	0
16	20	9	0.45	11	0.55	0.1
17	20	9	0.45	13	0.65	0.2
18	20	9	0.45	12	0.6	0.15
19	20	4	0.2	9	0.45	0.25
20	20	6	0.3	8	0.4	0.1
21	20	3	0.15	4	0.2	0.05
22	20	3	0.15	6	0.3	0.15
23	20	4	0.2	5	0.25	0.05
24	20	3	0.15	4	0.2	0.05
25	20	8	0.4	5	0.25	-0.15
Total		208	10.4	268	13.4	3
Mean		8.32	0.416	10.72	0.536	0.12
SD		4.028	0.201	4.477	0.224	0.104

Table D4: The comparison of item difficulty index and item discrimination index of the reading pre-test and post-test

Note:

R-pre = Number of students who answered the listening pre-test correctly

R-post = Number of students who answered the listening pre-test correctly

P-pre = The percentage of students who can answer the particular test item of the reading pre-test correctly. It is called *the degree of difficulty index (p-value)* which is a proportion of the number of examinees who get an item correct to the total number of examinees (Anastasi & Urbina, 1997; Cohen, Swerdlick & Phillips, 1996).

P-post = The percentage of students who can answer the particular test item of the reading post-test correctly. It is called *the degree of difficulty index (p-value)* which is a proportion of the number of examinees who get an item correct to the total number of examinees (Anastasi & Urbina, 1997; Cohen, Swerdlick & Phillips, 1996).

PPDI = *The item of discrimination index (r-value)* which determine how well each question discriminates between students in the top 27% of the class on total test score and those in the lower 27% of the class on total test score (Hotiu,2006).

The table shows that there was an increase of a proportion of the number of students who can answer each test item correctly or item of difficulty index (*p-value*) increased. The degree of difficulty index of reading pre-test and post-test was 0.416 and 0.536, respectively. The *p-value* shows that the items of the BECA reading tests were good in terms of its difficulty (Sukamolson, 1995). The *p-value* of item 25 reduced from 0.4 to 0.25 indicating that the item seemed to be more difficult for students. Item 1 and 5 could be easy items because the *p-value* was between 0.75-0.90.

As can be seen from Table D4, the item 25 had a negative discrimination index. The *r-value* theoretically should be more than 0.00. If its value is less than 0.00, it means the item had no discrimination ability. The *r-value* of reading test was 0.12 indicating that the items had low discrimination ability (Sukamolson, 1995). The *r-value* of item 3 and 15 had no discrimination ability.

If the degree of difficulty increases, the degree of discrimination should increase. If not, the particular test item (i.e. item 25) needed to be revised it in order to increase usefulness of the test. Also, the item 3 and 15 needed to be revised because of no discrimination ability.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

D2: PORTFOLIO ASSESSMENT

D 2.1 Required Evidence

- **Student's documents**
 - Marking criteria and evaluation rubric of an essay writing (shown in D1)
 - Marking criteria and evaluation rubric of an a short report writing (shown in D1)
 - Business documents writing
 - Marking criteria of good news letters
 - Marking criteria of letter of acknowledgement
 - Marking criteria of an e-mail for inquiry
 - Marking criteria of direct mail letter
 - Marking criteria of résumé
 - Marking criteria of personal career plan
 - Marking criteria of negative letter

Note that: Only marking criteria of good news letters and résumé are reported in this paper.

- **Group's documents**
 - Marking criteria and evaluation rubric of oral business communication skill (This criterion is used for all three types of assessment instrument: self-assessment, peer assessment, and teacher-assessment).
 - Effective team member checklist

D2.2 Teacher's Notes

- Marking criteria and evaluation rubric of oral business communication skill (This criterion is used for all three types of assessment instrument: self-assessment, peer assessment, and teacher-assessment).
- Teacher's observation checklist of class participation

D 2.1. Required Evidence

2.1.1 Student's Documents - Marking criteria and evaluation rubric of an essay writing (shown in D1)

2.1.2 Student's Documents- Marking criteria and evaluation rubric of an a short report writing (shown in D1)



ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

2.1.3 Student's Documents- Marking criteria of good news letters

Marking Criteria: Good News Letter

Name: Student I.D.....
 Class..... Case No. Case Title.....

Good News Letter		10 % of overall		
Marking criteria	Excellent	Good	Needs Improvement	Scores
1. Use of correct layout (full block style) 2. Use of correct salutation (Dear Ms Bright) 3. Use of appropriate subject heading 4. Place the letter's purposes (the good news) in the opening paragraph clearly 5. State the details clearly and concisely that support the good news in the middle paragraph 6. Use of correct punctuation style 7. Provide necessary information concisely and clearly 8. Present information in logically sequenced. 9. Make your information accessible to an average reader (i.e. use 15-20 words per sentence) 10. Use the average paragraph length in business letter- about six lines. 11. Use of active voice to convey information directly and concisely. 12. Avoid slang or jargon and technical terms. 13. Grammar and overall comprehensibility 14. Close with a goodwill message 15. Provide sender's contact detail				
Total				/100

Comments:

1. **Strength:**
 2. **Should work on:**

2.1.4 Student's Documents - Marking criteria of Résumé

Marking criteria: Résumé

Name: Student I.D.
 Class..... Case No. Case Title.....

Résumé	10 % of overall			
Marking criteria	Excellent	Good	Needs Improvement	Scores
Résumé				
1. Name given prominence 2. Uses clear layout (chronological or categorical) 3. Personal profile/ employment objective 4. Relates to advertisement (key skills mentioned) 5. Personal details 6. Education 7. Work experience 8. Extra-curricular activities (relate to job) 9. Doesn't include irrelevant information 10. Referees (with full details) 11. Parallel grammar used in dot points 12. Grammar and overall comprehensibility 13. Attention to presentation 14. Does it "stand out"?				
Total				/100

Comments:

1.Strength:

2.Should work on:

2.1.5 Group's Document and Teacher's Note- Marking criteria and evaluation rubric of oral business communication skills

Oral Business Communication Skills: Self-Assessment, Peer-Assessment, and Teacher-Assessment

Group name..... Date.....Class.....

Case No. Case Title.....

Self-Assessment on Oral Presentation	5% of overall
Peer-Assessment on Oral Presentation	5% of overall
Teacher-Assessment on Oral Presentation	5% of overall

Instructions: Rate the oral presentation skills according to the scale that closely matches the statement. Answer by marking "X" in the box corresponding to the relevant number:

3 = Excellent 2 = Good 1 = Needs Improvement

Assessment	Excellent	Good	Needs Improvement	Scores
1)Content				/40
1.1 Address the topic				
1.2 Provide an accurate and complete explanation in depth				
1.3 Provide a good opinion on issue				
1.4 Provide arguments that supported by interesting/relevant examples and ideas				
1.5 Presentation is well planned and coherent.				
1.6 Presentation is clear and logical.				
2) Language Use				/30
2.1 Use grammar accurately				
2.2 Demonstrate English fluency (i.e. a few errors of agreements, sentence completion)				
2.3 Use a variety of structure and vocabulary				
3) Performance				/15
3.1 Use appropriate body language and gestures.				
3.2 Speak confidently and clearly				
3.3 Make eye contact				
3.4 Listen carefully to questions, and respond clearly to questions or be able to answer questions.				
4) Presentation Techniques				/15
4.1 Keep within time constraints				
4.2 Make interesting presentation				
4.3 Use audio visual aids/hand out (if necessary)				
Total				/100

Summary Assessment

Assessment	Current Review	Latest Review		
	Scores	Improving	About Same	Not as Good
1) Content				
2) Language use.				
3) Performance				
4) Presentation techniques				
Total	100			

Added Comments

1) Strength.....

2) Should work on.....

Evaluation Rubric: Oral Presentation

Criteria	Level		
	<i>Excellent</i>	<i>Good</i>	<i>Needs Improvement</i>
Content	<ol style="list-style-type: none"> 1. The presentation is addressed the topic. 2. The group presenter provides an accurate and complete explanation in depth. 3. The group presenter provides a good opinion on issue. 4. The group presenter provides arguments that supported by interesting /relevant examples and ideas. 5. Presentation is well planned and coherent. 6. Presentation is clearly and logically presented. 	<ol style="list-style-type: none"> 1. The presentation is partly addresses the topic. 2. The group presenter provides an accurate but incomplete explanation or some information is not accurately presented. 3. The group presenter provides opinion on issue but some is not reasonable. 4. The group presenter provides some arguments but not clear. 5. Presentation is generally planned and coherent. 6. Presentation is clear but illogical or presentation is unclear but logical. 	<ol style="list-style-type: none"> 1. The presentation does not address the topic. 2. The group presenter provides inaccurate and incomplete explanation. 3. The group presenter does not provide opinion on issue. 4. The group presenter does not provide any arguments. 5. Presentation does not planned well and contains of confusing information. 6. Presentation is unclear and illogical.
Language Use	<ol style="list-style-type: none"> 1. The group presenter uses grammar accurately 2. The group presenter demonstrates a very good command of English (i.e. a few errors of agreements, sentence completion) 3. The group presenter demonstrates a very good command of English vocabulary items and idioms with a variety of structure. 	<ol style="list-style-type: none"> 1. The group presenter partly uses grammar accurately. (i.e. minor problems of grammatical structure) 2. The group presenter demonstrates a good command of English (i.e. some errors of agreements, sentence completion) 3. The group presenter demonstrates a good command of English vocabulary items and idioms with a variety of structure. 	<ol style="list-style-type: none"> 1. The group presenter uses grammar inaccurately. (i.e. major problems of grammatical structure). 2. The group presenter does not demonstrate a good command of English (i.e. many errors of agreements, sentence completion) 3. The group presenter does not demonstrate a good command of English vocabulary items and idioms. The listeners have difficulty of understanding.
Performance	<ol style="list-style-type: none"> 1. The group presenter use appropriate body language and gestures. 2. The group presenter speaks confidently and clearly. 3. The group presenter highly holds attention of entire audience with making use of eye contact (i.e. seldom looking at the notes.) 4. The group presenter listens carefully to questions, and responds clearly to questions or be able to answer questions. 	<ol style="list-style-type: none"> 1. The body language and gestures is free from bias with two or three minor exceptions. 2. The group presenter partly speaks unclearly. 3. The group presenter generally holds attention of entire audience with making use of eye contact (i.e. sometimes looking at the notes.) 4. The group presenter listens to some questions, and responds to some questions or be able to answer some questions. 	<ol style="list-style-type: none"> 1. The body language and gestures reflects some discomfort when interacting with audiences. 2. The group presenter speaks unclearly. 3. The group presenter does not hold attention of audience. (i.e. usually looking at the notes.) 4. The group presenter does not listens to questions, and does not respond to questions or unable to answer questions.
Presentation Techniques	<ol style="list-style-type: none"> 1. The group presenter keeps within time constraints. 2. Presentation is very interesting. 3. The group presenter uses a clear and appropriate audio visual aids/hand out (if necessary) 	<ol style="list-style-type: none"> 1. The group presenter spend much more time because they provide relevant and interesting (i.e. exceed time is limited at 5 minutes) 2. Presentation is general interesting. 3. The group presenter uses an unclear but well-organized audio visual aids/hand out or clear audio visual but unorganized. 	<ol style="list-style-type: none"> 1. The group presenter spend much more time (i.e. exceed time is more than 5 minutes) 2. Presentation is boring. 3. The group presenter uses an unclear and unorganized audio visual aids/hand out.

D 2..2. Teacher's notes

2.2.1 Marking criteria and evaluation rubric of oral business communication skill

(This criterion is used for all three types of assessment instrument: self-assessment, peer assessment, and teacher-assessment)



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

D 2.2.1 MARKING CRITERIA OF TEACHER'S OBSERVATION CHECKLIST OF CLASS PARTICIPATION

Teacher's Observation Checklist of Class Participation (TOCCP)

Group name.....

Date.....Class.....

Effective Team Member Checklist	5 % of overall
--	-----------------------

Marking Key 5 = almost always 4 = frequency 3 = occasionally
 2 = seldom 1 = almost never

Student's Name and I.D.

	1	2	3	4	5
Online Class Participation					
1) Record of learning tracking of student					
2) Amount of practice time					
3) Frequency of doing exercise					
4) Questions posted on the discussion board or chat or e-mail					
5) Answers posted on the discussion board or chat or e-mail					
6) Suggest interesting sites or resources					
7) Make suggestions and contribute ideas					
Offline Class Participation (i.e. consultative class and discussion class)					
1) Attend class regularly					
2) Ask questions in the class					
3) Answer questions					
4) Make suggestions and contribute ideas					
5) Participate in class discussion					
6) Pay attention in consultative class					
7) Prepare for each class with questions					
8) Volunteer for activity					
9) Respond logically to comments made by others					
Total = 100					

Added Comments

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

D3: TEACHER’ OBSERVATION CHECKLISTS OF PROFESSIONAL BEHAVIOR-TOCPB

Teacher's Observation Checklists of Professional Behavior-TOCPB																
A Plan of Presentaion 2																
Critical Thinking Skills																
ID.	CTS1		CTS2		CTS3		CTS4		CTS5		CTS6		CTS7		CTS8	
	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2
Average																

A Plan of Presentaion 4-Part 2 and 3																
Critical Thinking Skills																
ID.	CTS1		CTS2		CTS3		CTS4		CTS5		CTS6		CTS7		CTS8	
	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2	R 1	R 2
Average																

Note :
 R = Rater
 CTS1 = finding information to support the topic
 CTS2 = summarizing information from resources
 CTS3 = identifying their ideas
 CTS4 = brainstorming their ideas
 CTS5 = organizing or structuring their ideas into categories(
 CTS6 = making reasonable judgment on how far on what students read are appropriated to be use as support
 CTS7 = synthesizing on what students read
 CTS8 = logically presenting their ideas

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D4: TEACHERS' OBSERVATION CHECKLISTS OF ENGLISH PERFORMANCE –TOCEP

Teacher's Observation Checklists of English Performance-TOCEP																
Presentation 2																
ID.	Content								Language Use							
	C1		C2		C3		C4		L1		L2		L3		L4	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Average																
Presentation 4-Part 1																
ID.	Content								Language Use							
	C1		C2		C3		C4		L1		L2		L3		L4	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Average																
Note :																
R = Rater																
C1 = addressing the topic				C2 = providing an accurate and complete explanation				C3 = providing interesting /relevant examples				C4 = demonstrating a clear and logical presentation.				
L1 = using grammar accurately or using correct writing structures				L2 = using a variety of word-choice, structure and vocabulary, using clear, coherent, and comprehensible English				L3 = demonstrating careful proof-reading				L4 = providing overall comprehensibility of the writing.				
1 = poor																
2 = need work																
3 = fair																
4 = Good																
5 = Excellent																

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Resume						Cover Letter					
I.D.						I.D.					
R1	R1					C1	R1				
	R2						R2				
AVG						AVG					
R2						C3	R1				
AVG							R2				
R3	R1					C4	R1				
AVG	R2						R2				
R4	R1					C5	R1				
AVG	R2						R2				
R5	R1					C6	R1				
AVG	R2						R2				
R6	R1					C7	R1				
AVG	R2						R2				
R7	R1					C8	R1				
AVG	R2						R2				
R8	R1					C9	R1				
AVG	R2						R2				
R9	R1					C10	R1				
AVG	R2						R2				
R10	R1					C11	R1				
AVG	R2						R2				
R11	R1					C12	R1				
AVG	R2						R2				
R12	R1					C13	R1				
AVG	R2						R2				
R13	R1					C14	R1				
AVG	R2						R2				
R14	R1					C15	R1				
AVG	R2						R2				
Total						Total					
Convert						Convert					
Score Assign						Score Assign					

Note:

- R 1 = Name given prominence
- R 2 = Uses clear layout (chronological or categorical)
- R 3 = Personal profile/ employment objective
- R 4 = Relates to advertisement (key skills mentioned)
- R 5 = Personal details
- R 6 = Education
- R 7 = Work experience
- R 8 = Extra-curricular activities (relate to job)
- R 9 = Doesn't include irrelevant information
- R 10 = Referees (with full details)
- R 11 = Parallel grammar used in dot points
- R 12 = Grammar and overall comprehensibility
- R 13 = Attention to presentation
- R 14 = Does it "stand out"?

R 12/ C13 Language Use

R1-R11 and R13-14 Content
C1-C12 and C14-15 Content

- C 1 = Use of correct layout (full block style)
- C 2 = Use of correct salutation (Dear Ms Bright)
- C 3 = Use of appropriate subject heading
- C 4 = Begin with an acknowledgement(i.e. give a reason for the acknowledgement, and provide a clear and specific statement)
- C 5 = State the details clearly and concisely
- C 6 = Use of correct punctuation style
- C 7 = Provide necessary information concisely and clearly
- C 8 = Present information in logically sequenced.
- C 9 = Make your information accessible to an average reader (i.e. use 15-20 words per sentence)
- C 10 = Use the average paragraph length in business letter-about six li
- C 11 = Use of active voice to convey information directly and concisel
- C 12 = Avoid slang or jargon and technical terms.
- C 13 = Grammar and overall comprehensibility
- C 14 = Close courteously
- C 15 = Provide sender's contact detail

- 3 = Excellent
- 2 = Good
- 1 = Needs Improvement

D5: CRITICAL THINKING ENHANCEMENT QUESTIONNAIRES

Critical Thinking Skills Enhancement Questionnaire

(แบบสอบถามวัดทักษะการคิดอย่างมีวิจารณญาณ)

Instruction: Please read each statement and then 'X' the item best shows you.

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Before studying this course,	SA	A	U	D	SD
I think I am able to find information to support the topic. (ฉันคิดว่าฉันมีทักษะในการหาข้อมูลมาใช้ในการสนับสนุนงานหัวข้อเรื่อง)					
I think I am able to summarize information from resources (ฉันคิดว่าฉันสามารถสรุปข้อมูลจากแหล่งต่างๆได้)					
I think I am able to identify my ideas. (ฉันคิดว่าฉันสามารถแสดงความคิดของฉันได้)					
I think I am able to classify other ideas (e.g. writer or colleague). (ฉันคิดว่าฉันสามารถแยกแยะความคิดของผู้อื่น เช่นผู้เขียนและเพื่อนร่วมทีมหรือเพื่อนร่วมห้องได้)					
I think I am able to brainstorm my ideas with my friends. (ฉันคิดว่าฉันสามารถระดมสมองกับเพื่อนในกลุ่มและเพื่อนร่วมห้องได้)					
I think I am able to organize or structure my ideas into categories. (ฉันคิดว่าฉันสามารถจัดหมวดหมู่ความคิดของฉันให้เป็นระบบได้)					
I think I am able to organize or structure other's ideas (e.g. writer or colleague) into categories. (ฉันคิดว่าฉันสามารถจัดหมวดหมู่ความคิดของผู้อื่น เช่นผู้เขียนหรือเพื่อนร่วมทีมและเพื่อนร่วมห้องให้เป็นระบบ)					
I think I am able to make reasonable judgment on what I read or write are appropriate to be used as support or arguments. (ฉันคิดว่าฉันสามารถใช้เหตุผลในการพิจารณาสิ่งที่ฉันได้อ่านและเลือกสิ่งที่ฉันได้อ่านใดเหมาะสมที่จะใช้ในการสนับสนุนและโต้แย้งได้)					
I think I am able to synthesize on what I read. (ฉันคิดว่าฉันสามารถรวบรวมความคิดจากเรื่องี่ฉันอ่านให้เป็นความคิดหรือคำพูดของตนเองได้)					
I think I am able to logically present my ideas. (ฉันคิดว่าฉันสามารถนำเสนอความคิดของฉันได้อย่างมีเหตุผล)					
I think I am able to logically present (e.g. writers or colleague) ideas. (ฉันคิดว่าฉันสามารถนำเสนอความคิดของผู้อื่นหรือลำดับความคิดของผู้อื่น เช่นผู้เขียนหรือเพื่อนร่วมกลุ่มและเพื่อนร่วมห้องได้)					
After studying this course,	SA	A	U	D	SD
I think the skills of searching information are enhanced (ฉันคิดว่าฉันได้รับการพัฒนาทักษะในการหาข้อมูล)					
I think the skills of summarizing information from different resources are enhanced (ฉันคิดว่าทักษะในการสรุปข้อมูลของฉันได้รับการพัฒนา)					
I think the skills of identifying ideas are enhanced. (ฉันคิดว่าทักษะในการแสดงความคิดของฉันได้พัฒนาขึ้น)					
I think the skills of identifying other ideas (e.g. writer or colleague) are enhanced. (ฉันคิดว่าทักษะในการสามารถแยกแยะความคิดของผู้อื่น เช่นผู้เขียนและเพื่อนร่วมทีมหรือเพื่อนร่วมห้องได้พัฒนาขึ้น)					
I think the skills of organizing or structuring the ideas into categories are enhanced. (ฉันคิดว่าทักษะจัดหมวดหมู่ความคิดของฉันเป็นระบบได้รับการพัฒนาให้เป็นระบบมากขึ้น)					
I think the skills of organizing or structuring other's ideas (e.g. writer or colleague) into categories are enhanced. (ฉันคิดว่าทักษะในการจัดหมวดหมู่ความคิดของผู้อื่น เช่นผู้เขียนหรือเพื่อนร่วมทีมและเพื่อนร่วมห้องให้เป็นระบบของฉันได้พัฒนาขึ้น)					

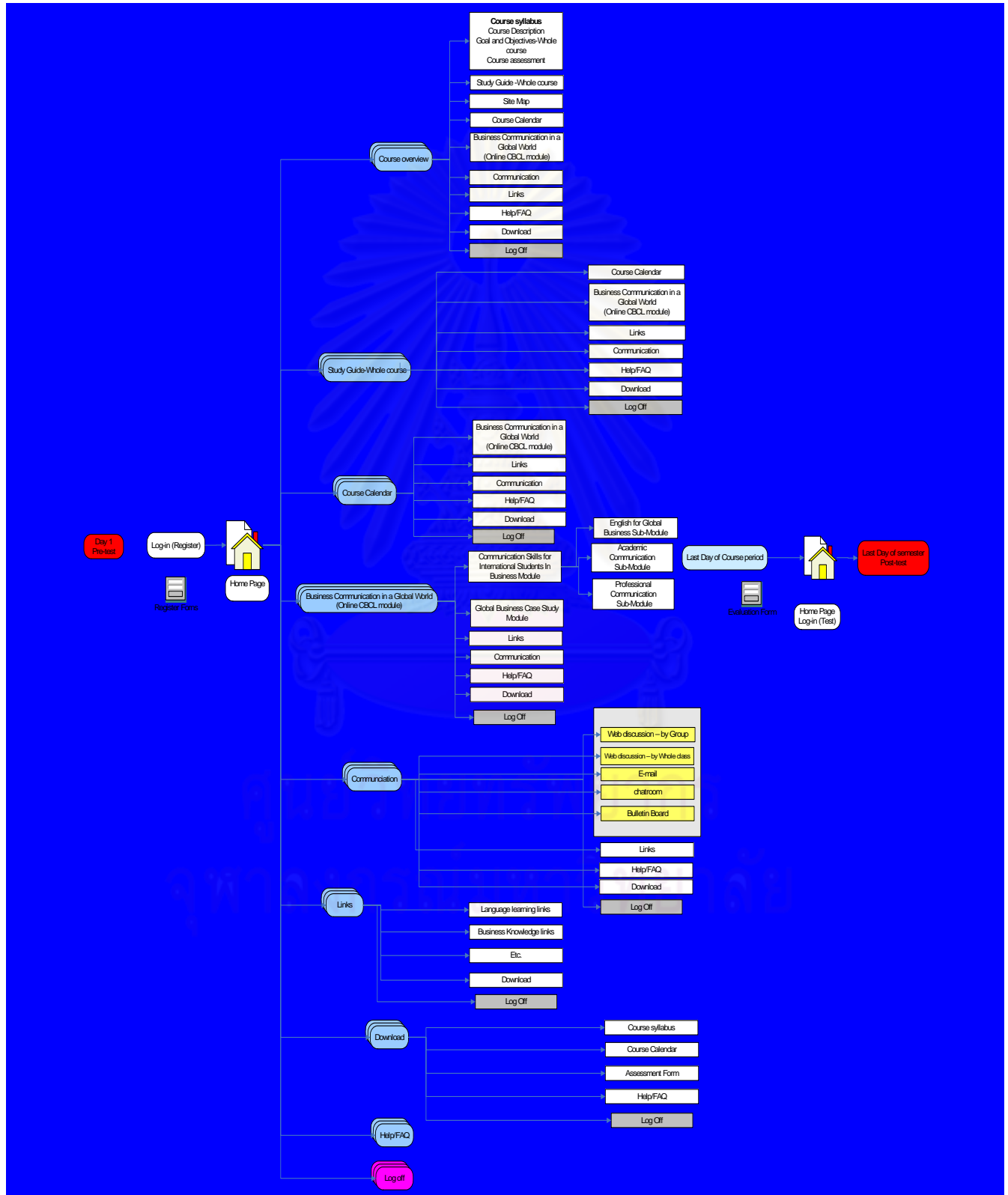
APPENDIX E

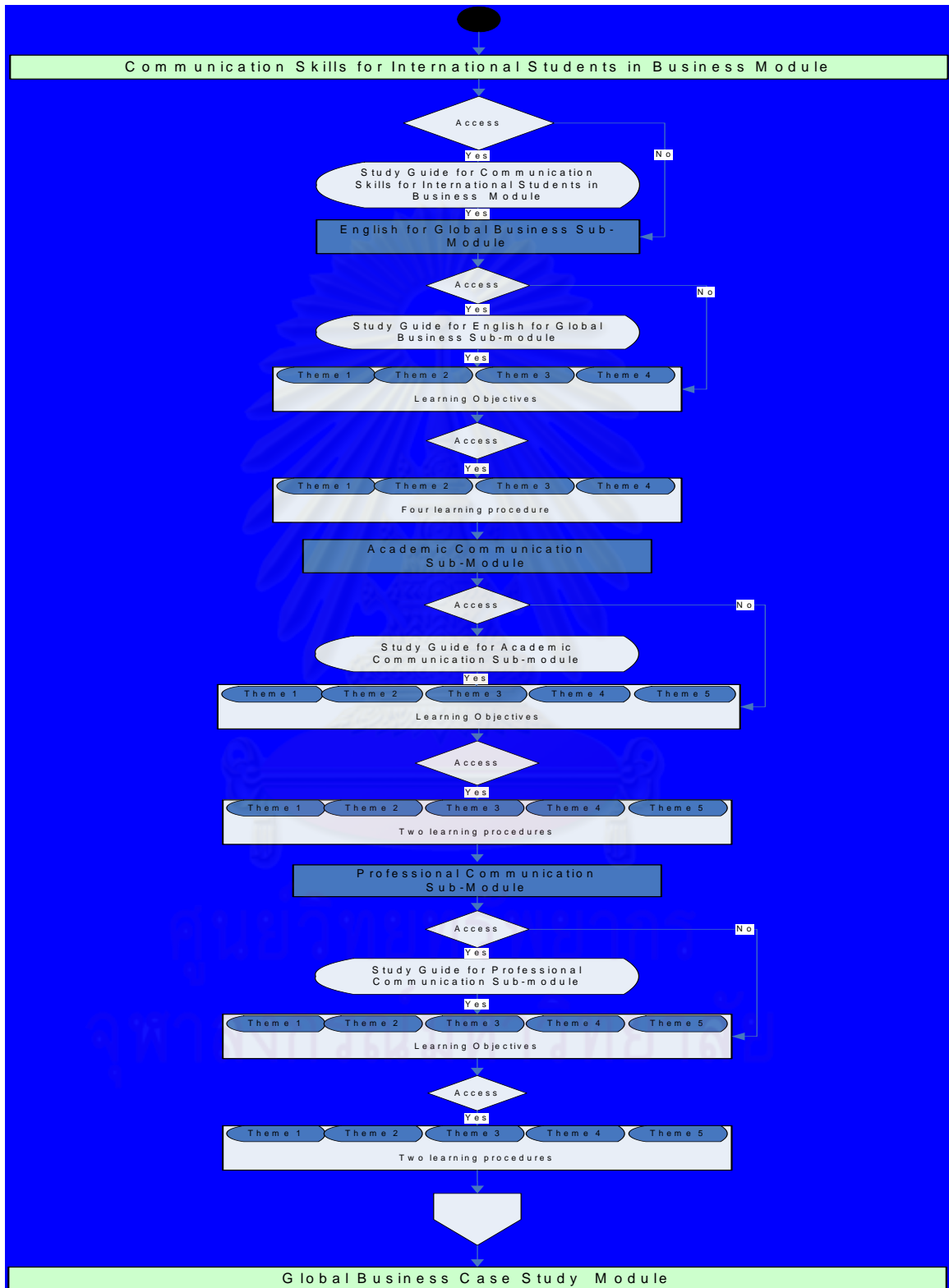
THE ONLINE CBCL MODULE STORYBOARD AND FLOWCHART



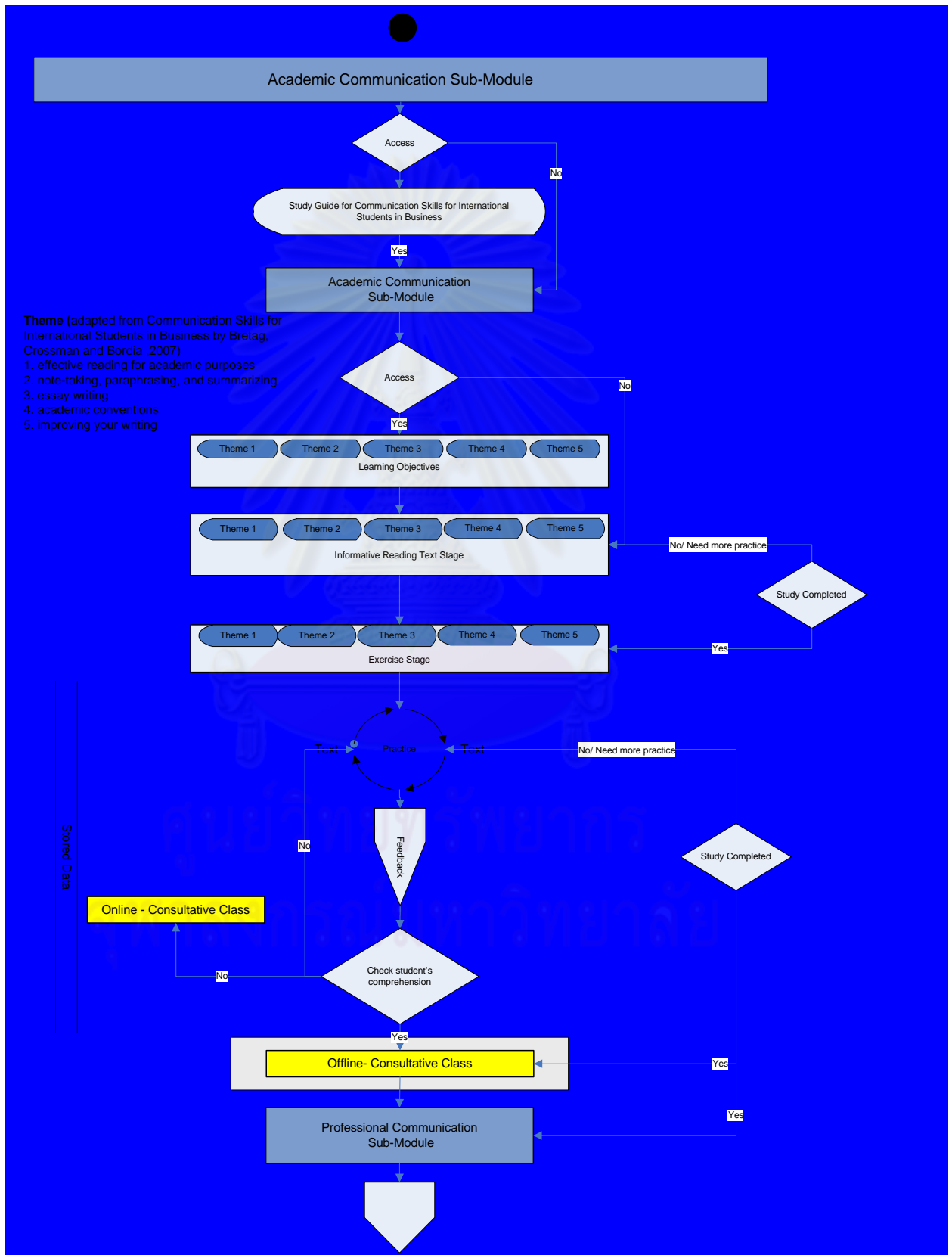
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Flowchart of the online CBCL Module

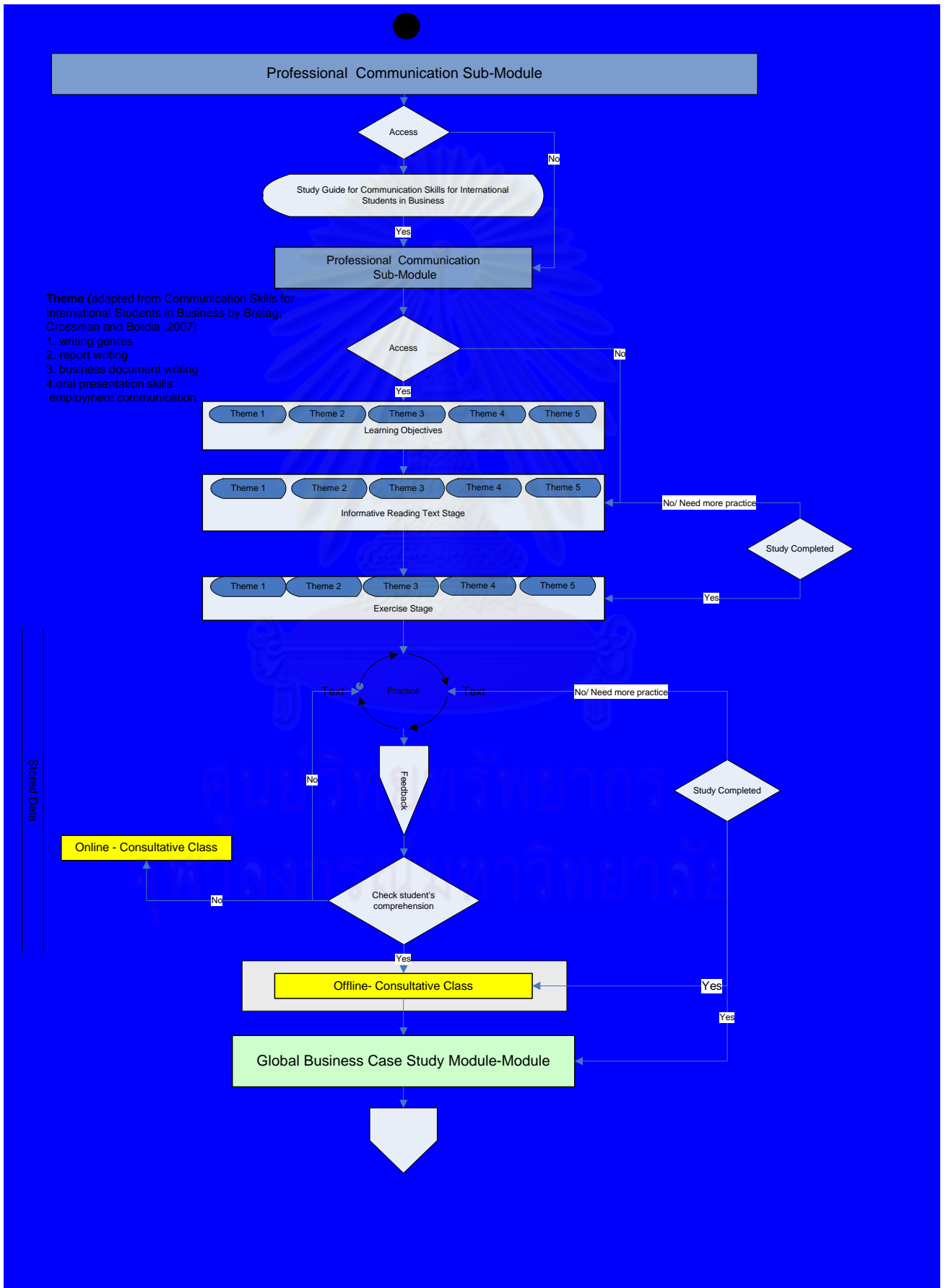




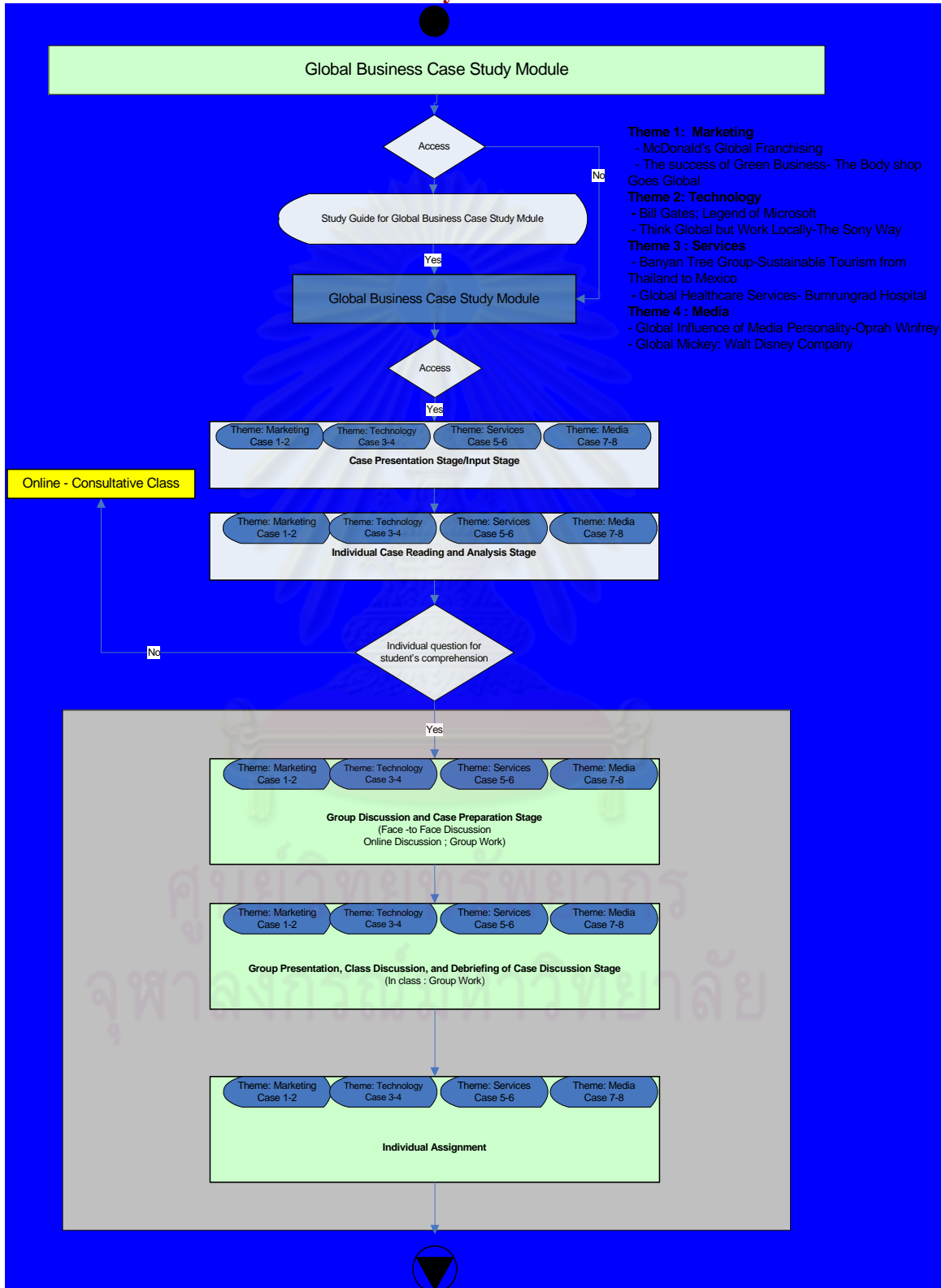
Flowchart of Academic Communication Sub-Module



Flowchart of Professional Communication Sub-Module



Flowchart of Global business Case Study Module



APPENDIX F

Pre-Post Test Scores of BECA Test

I: Listening Test: RMUTLL Study: Table 1 shows mean scores, mode, median, standard deviation, and ranges of scores from the listening pre-test and post-test scores including the different scores between listening pre-test and post-test.

Table 1: Mean scores, mode, median, standard deviations, and ranges of scores from the listening pre-test and post-test scores

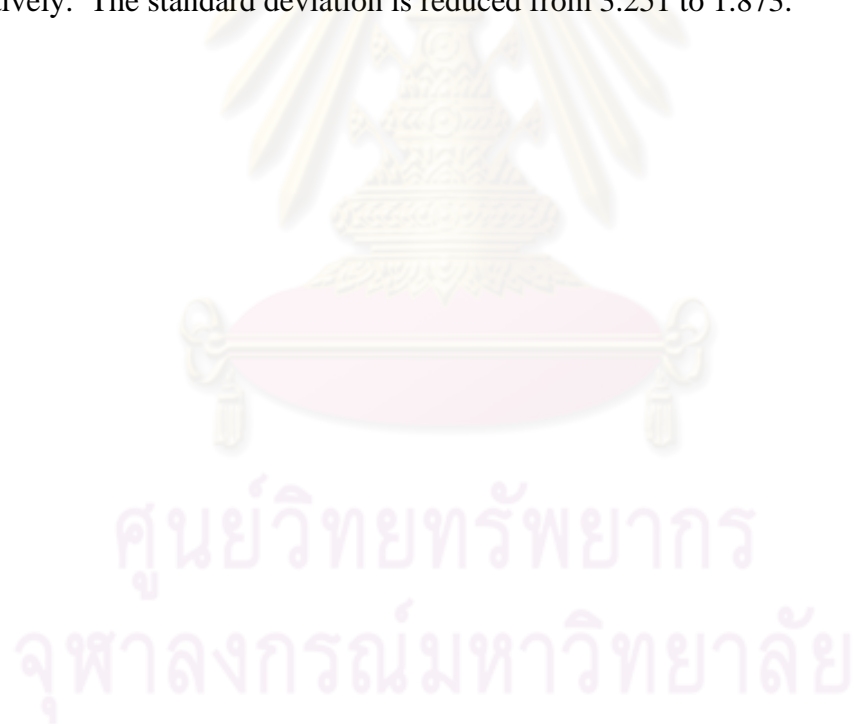
ID	Listening						Different scores (2) – (1) {+0/-}
	Pre-test			Post-test			
	Scores (1)	Percents	Missing Items (of 500)	Scores (2)	Percents	Missing Items (of 450)	
1	9	36	-	9	36	-	0
2	10	40	-	10	40	-	0
3	7	28	-	9	36	-	+2
4	0	0	-	7	28	-	+7
5	9	36	-	13	52	-	+4
6	6	24	2,3	10	40	16,17	+4
7	6	24	-	9	36	-	+3
8	0	0	2	6	24	-	+6
9	0	0	1,5	8	32	-	+8
10	9	36	-	11	44	-	+2
11	7	28	22	9	36	22	+2
12	8	32	-	9	36	-	+1
13	7	28	-	13	52	-	+6
14	9	36	1	11	44	3,11	+2
15	10	40	-	12	48	-	+2
16	6	24	-	9	36	-	+3
17	10	40	18	11	44	-	+1
18	4	16	-	9	36	-	+5
19	7	28	5,14	-	-	-	-
20	8	32	-	-	-	-	-
Mean	6.5			9.722			+3.122
SD	3.417			1.873			
Variance	10.568			3.507			
Max	10			13			
Min	0			6			
Median	7			9			
Mode	9,7			9			
Range	10			7			

Listening pre-test analysis: There are 10 missing values out of 500 test items. As can be seen from Table 1, the mean of the listening pre-test scores is 6.50 (out of a possible 25), while the median and mode are 7 and 9 and 7, respectively. The range is 10 with the maximum and minimum scores of 10 and 0, respectively. Four students scores 7 and 9.

Three students achieve the highest scores which is 10 points. The low standard deviation of 3.251 indicates that the students' listening scores on average is close to the mean.

Listening post-test analysis: There are 5 missing values out of 450 test items. Results from Table 1 shows that the mean of the listening test scores is 9.722, while the median and mode are the same value at 9. Seven students receive 9 corrected answers out of a possible 25. The range is 7 with the maximum and minimum scores of 13 and 6, respectively. Only two students (i.e. student I.D. 5, 13) pass the test (i.e. 13 of 25 corrected answer), while sixteen students fail the test. That is, the listening ability of RMUTLL students is quite low. The low standard deviation of 1.873 indicates that the students' listening ability is on average close to the mean.

Different scores of the pre-test and post-test listening: As shown in Table 1, the listening post-test scores of 16 out of 18 RMUTLL students are significantly higher than that of the pre-test scores with 2 students scoring the same in both tests. The difference of pretest and post-test scores average at +3.122. The scores of three students significantly increase (i.e. student ID 4, 8, 9, and 13), the scores increase by 7, 6, 8, and 6, respectively. The standard deviation is reduced from 3.251 to 1.873.



II: Reading Test: RMUTLL Study: Table reveals mean scores, mode, median, standard deviation, and ranges of scores from the reading pre-test and post-test scores including the different scores between reading pre-test and post-test.

Table 2: Mean scores, mode, median, standard deviations, and ranges of scores from the reading pre-test and post-test scores

ID	Reading						Different scores (2) – (1) {+/-}
	Pre-test			Post-test			
	Scores (1)	Percents	Missing Items (of 500)	Scores (2)	Percents	Missing Items (of 450)	
1	10	40	-	10	40	-	0
2	17	68	-	17	68	-	0
3	6	24	-	16	64	-	+10
4	0	0	-	13	52	-	+13
5	11	44	-	16	64	-	+5
6	16	64	-	15	60	-	-1
7	15	60	-	16	64	-	+2
8	8	32	-	12	48	-	+4
9	11	44	-	15	60	-	+4
10	11	44	-	16	64	-	+5
11	9	36	-	12	48	-	+3
12	7	28	-	14	56	-	+7
13	16	64	-	19	76	-	+3
14	13	52	-	14	56	-	+1
15	14	56	-	16	64	-	+2
16	12	48	-	16	64	-	+4
17	13	52	-	15	60	-	+2
18	9	36	-	16	64	-	+7
19	4	16	-	-	-	-	-
20	7	28	-	-	-	-	-
Mean	10.94			14.889			+4.489
SD	4.151			2.111			
Variance	18.463			4.458			
Max	17			19			
Min	0			10			
Median	11			15.50			
Mode	11			16			
Range	17			9			

Reading pre-test analysis: There were no missing values out of 500 test items. As shown in Table 2, the average reading pre-test score is 10.94, while the median and mode are 11 and 11, respectively. Five students achieve higher scores: (one student scores out of 17 correct answers out of a possible 25, two students scores 16, and one student scores 14). Seven students pass the reading pre-test while thirteen students fail. The range is 17 with the maximum and minimum scores of 17 and 0, respectively. The high standard deviation of 4.151 indicates that the students' reading is further spread from the mean.

Reading post-test analysis: The results from Table 2 show that there is no missing value out of 450 test items. The average reading post-test score is 14.889, while the median and

mode are 15.50 and 16, respectively. Fifteen students pass the test, while only three students fail. The range is 9, with the maximum and minimum scores of 19 and 10, respectively. The low standard deviation of 2.111 indicates that the students' reading ability is on average close to the mean.

Different scores of the pre-test and post-test reading: As shown in Table 2, the reading post-test scores of RMUTLL students 15 out of 18 RMUTLL students are significantly higher than that of the reading pre-test scores with 2 students scoring the same in both tests and one exception. The difference of pretest and post-test scores average at +4.489. The scores of five students significantly increase (i.e. student ID 3, 4, 5 10, 12, and 18), with an increase of 10, 13, 5, 5, 7, and 7, respectively. The standard deviation also reduces from 4.297 to 2.111.



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III: Writing–Post-test

Table 3: Details of writing post-test scores as rated by the two raters

ID	Writing												AVG (of 100) $\frac{(\text{Rater 1} + \text{Rater 2})}{2}$	AVG (of 25) $\frac{(\text{Rater 1} + \text{Rater 2})}{2}$
	Scores by Rater No.1						Scores by Rater No.2							
	Criterion				Gained Scores	Converting scores	Criterion				Gained Scores	Converting scores		
	1	2	3	4			1	2	3	4				
1*	15	15	5	0	35	8.75	17	10	5	0	32	8	33.5	8.375
2	15	15	15	9	54	13.5	17	13	14	8.5	52.5	13.125	53.25	13.3125
3*	20	25	10	8	63	15.75*	22	20	13	8	63	15.75*	63	15.75*
4	27	29	15	9	80	20	27	27	15	8	77	19.25	78.5	19.625
5	25	28	14.5	7	74.5	18.625	28	27	13	8	76	19	75.25	18.8125
6*	30	30	15	7	82	20.5	28	28	15	8	79	19.75	80.5	20.125
7	28	25	12	7	72	18	29	25	13	8	75	18.75	73.5	18.375
8*	30	30	15	7	82	20.5	29	28	15	8	80	20	81	20.25
9*	28	28	13	9	78	19.5	30	25	14	8	77	19.25	77.5	19.375
10	30	30	15	9	84	21	30	28	15	8.5	81.5	20.375	82.75	20.6875
11*	26	25	10	8	69	17.25	25	23	11	8	67	16.75	68	17
12	19	18	9	8	54	13.5	20	18	10	8	56	14	55	13.75
13	28	28	15	9	80	20	28	27	15	8	78	19.5	79	19.75
14	28	30	13	7	78	19.5	30	27	14	8	79	19.75	78.5	19.625
15	30	30	15	10	85	21.25	32	27	15	9	83	20.75	84	21
16	25	25	12	9	71	17.75*	26	26	11	8	71	17.75*	71	17.75*
17*	30	29	13	7	79	19.75	28	28	13	8	77	19.25	78	19.5
18	20	20	8	6	54	13.5*	20	18	8	8	54	13.5*	54	13.5*
Mean												70.34722	17.58681	
SD												13.16776	3.29194	
Max												84	21	
Min												33.5	8.375	

Table 3, above, illustrates the mean of the writing post-test score of 70.35. The highest average score is 84 whereas the lowest average score is 33.5. When converting the score into 25 point scale, the mean score of the writing test is 17.587. The highest average score is 21 whereas the lowest average score is 8.375. Only one of the eighteen students failed the writing test. Three students' writing (i.e. student I.D. 3, 16, and 18) who were rated by the two raters have equal mean (pink shade area).

Students I.D. 1,3,6,8,9,11 and 17 wrote an essay whereas students I.D. 2, 4,5,7,10,12,13,14,15 and 16 wrote a short report. That is, eleven of eighteen students (61 percent) chose to write a short report whereas seven students (39 percent) chose to write an essay. The students' essay writing performances were rated by two raters.

Table 4: Details of writing post-test scores(essay) as rated by the two raters

ID	Writing													
	Scores by Rater No.1						Scores by Rater No.2						AVG (of 100) $\frac{(\text{Rater 1} + \text{Rater 2})}{2}$	AVG (of 25) $\frac{(\text{Rater 1} + \text{Rater 2})}{2}$
	Criterion				Gained Scores	Converting scores	Criterion				Gained Scores	Converting scores		
	1	2	3	4			1	2	3	4				
1	15	15	5	0	35	8.75	17	10	5	0	32	8	33.5	8.375
3	20	25	10	8	63	15.75	22	20	13	8	63	15.75	63	15.75
6	30	30	15	7	82	20.5	28	28	15	8	79	19.75	80.5	20.125
8	30	30	15	7	82	20.5	29	28	15	8	80	20	81	20.25
9	28	28	13	9	78	19.5	30	25	14	8	77	19.25	77.5	19.375
11	26	25	10	8	69	17.25	25	23	11	8	67	16.75	68	17
17	30	29	13	7	79	19.75	28	28	13	8	77	19.25	78	19.5
Mean	25.57	26.00	11.57	6.57	69.71	17.43	25.57	23.14	12.29	6.86	67.86	16.96	68.79	17.20

Table 4, above, illustrates the mean of the writing post-test score – essay 68.79. The highest average score is 80.5 whereas the lowest average score is 33.5. When converting the score into 25 point scale, the mean score of the writing test–essay is 17.20.

Table 5: Details of writing post-test scores –a short report as rated by the two raters

ID	Writing													
	Scores by Rater No.1						Scores by Rater No.2						AVG (of 100) $\frac{(\text{Rater 1} + \text{Rater 2})}{2}$	AVG (of 25) $\frac{(\text{Rater 1} + \text{Rater 2})}{2}$
	Criterion				Gained Scores	Converting scores	Criterion				Gained Scores	Converting scores		
	1	2	3	4			1	2	3	4				
2	15	15	15	9	54	13.5	17	13	14	8.5	52.5	13.125	53.25	13.3125
4	27	29	15	9	80	20	27	27	15	8	77	19.25	78.5	19.625
5	25	28	14.5	7	74.5	18.625	28	27	13	8	76	19	75.25	18.8125
7	28	25	12	7	72	18	29	25	13	8	75	18.75	73.5	18.375
10	30	30	15	9	84	21	30	28	15	8.5	81.5	20.375	82.75	20.6875
12	19	18	9	8	54	13.5	20	18	10	8	56	14	55	13.75
13	28	28	15	9	80	20	28	27	15	8	78	19.5	79	19.75
14	28	30	13	7	78	19.5	30	27	14	8	79	19.75	78.5	19.625
15	30	30	15	10	85	21.25	32	27	15	9	83	20.75	84	21
16	25	25	12	9	71	17.75	26	26	11	8	71	17.75	71	17.75
18	20	20	8	6	54	13.5	20	18	8	8	54	13.5	54	13.5
Mean	25.00	25.27	13.05	8.18	71.50	15.03	26.09	23.91	13.00	8.18	71.18	14.95	71.34	14.99

Table 5, above, illustrates the mean of the writing post-test score – a short report 71.34. The highest average score is 84 whereas the lowest average score is 53.25. When converting the score into 25 point scale, the mean score of the writing test–essay is 14.99.

Essay-post-test analysis: The results of inter-rater correlation show that the students gained academic writing knowledge and skills [Pearson coefficient correlation (r) = 0.998] (see Tables 6, 7 and 8 below).

Table 6: Raters' mean scoring on the essay post-test rated by two raters

Descriptive Statistics

	Mean	Mean (convert score: total 25 points)	Std. Deviation	Std. Deviation (convert scores: total 25 points)	Number
Rater 1	69.7143	17.4286	16.86925	4.21731	7
Rater 2	67.8571	16.9643	17.07267	4.26817	7

Table 7: Overall raters' correlation on the writing post-test scores

Correlation

		Rater 1	Rater 2
Rater1	Pearson Correlation	1	.998**
	Sig. (2-tailed)	.	.000
	N	7	7
Rater2	Pearson Correlation	.998**	1
	Sig. (2-tailed)	.000	.
	N	7	7

**Correlation is significant at the 0.01 level (2-tailed)

The mean difference of the essay writing post-test rated by the two raters is 1.8392 as shown in Table 6. The results in Table 7 show that the inter-rater reliability figures for all of criteria in this study is 0.998 ($p \leq 0.01$). This indicates that the two raters gave similar ratings when using the same instrument to measure the students' academic writing ability. Table 8 shows the raters' correlation of each criterion on the essay post- test.

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Table 8: Overall raters' correlation in each criterion – essay post-test

		Rater 1	Rater 2
Correlation			
Criteria 1: Content			
Rater 1	Pearson Correlation	1	.961**
	Sig. (2-tailed)	.	.000
	N	7	7
Rater 2	Pearson Correlation	.961**	1
	Sig. (2-tailed)	.000	.
	N	7	7
Criteria 2: Language			
Rater 1	Pearson Correlation	1	.987**
	Sig. (2-tailed)	.	.000
	N	7	7
Rater 2	Pearson Correlation	.987**	1
	Sig. (2-tailed)	.000	.
	N	7	7
Criteria 3: Organization			
Rater 1	Pearson Correlation	1	.950**
	Sig. (2-tailed)	.	.000
	N	7	7
Rater 2	Pearson Correlation	.950**	1
	Sig. (2-tailed)	.000	.
	N	7	7
Criteria 4: Referencing			
Rater 1	Pearson Correlation	1	.968**
	Sig. (2-tailed)	.	.000
	N	7	7
Rater 2	Pearson Correlation	.968**	1
	Sig. (2-tailed)	.000	.
	N	7	7

** Correlation is significant at the 0.01 level (2-tailed)

The results in Table 8, above, show a significant positive relationship existing between the two raters in all the four main aspects, with an r ranging from 0.950-0.987 ($p < 0.01$) indicating that the two raters gave similar ratings to assess the students' academic writing ability.

Short-report writing –analysis: The results of inter-rater correlation show that the students gained writing communication in business knowledge and skills [Pearson coefficient correlation (r) = 0.987] (see Tables 9, 10 , and 11).

Table 9: Raters' mean scoring on the short-report post-test rated by two raters

Descriptive Statistics					
	Mean	Mean (convert score: total 25 points)	Std. Deviation	Std. Deviation (convert scores: total 25 points)	Number
Rater 1	71.5000	17.8750	12.05612	3.10403	11
Rater 2	71.1818	17.7955	11.40235	2.85059	11

Table 10: Overall raters' correlation on the writing post-test scores

		Correlation	
		Rater 1	Rater 2
Rater1	Pearson Correlation	1	.987**
	Sig. (2-tailed)	.	.000
	N	11	11
Rater2	Pearson Correlation	.987**	1
	Sig. (2-tailed)	.000	.
	N	11	11
**Correlation is significant at the 0.01 level (2-tailed)			

The mean difference of the essay writing post-test rated by the two raters is 0.3182 as shown in Table 9. The results in Table 10 show that the inter-rater reliability figures for all of criteria in this study is 0.987 ($p \leq 0.01$) indicating that the two raters gave similar ratings when using the same instrument to measure the students' writing communication in business skills. Table 11 shows the raters' correlation of each criterion on the short-report post- test.

Table 11: Overall raters' correlation in each criterion – a short report post-test

		Correlation	
		Rater 1	Rater 2
Criteria1:Content			
Rater 1	Pearson Correlation	1	.977**
	Sig. (2-tailed)	.	.000
	N	11	11
Rater 2	Pearson Correlation	.977**	1
	Sig. (2-tailed)	.000	.
	N	11	11
Criteria 2: Language			
Rater 1	Pearson Correlation	1	.970**
	Sig. (2-tailed)	.	.000
	N	11	11
Rater 2	Pearson Correlation	.970**	1
	Sig. (2-tailed)	.000	.
	N	11	11
Criteria 3:Organization			
Rater 1	Pearson Correlation	1	.943**
	Sig. (2-tailed)	.	.000
	N	7	7
Rater 2	Pearson Correlation	.943**	1
	Sig. (2-tailed)	.000	.
	N	11	11
Criteria 4: Referencing			
Rater 1	Pearson Correlation	1	.625**
	Sig. (2-tailed)	.	.000
	N	11	11
Rater 2	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	.
	N	11	11
** Correlation is significant at the 0.01 level (2-tailed)			

The results in Table 11, above, show a significant positive relationship existing between the two raters in three main criteria, with an r ranging from 0.943-0.977 ($p < 0.01$) indicating that the two raters gave similar ratings in three criteria, namely, content, language use, and organization. There were a slight difference of scoring of referencing indicator [Pearson coefficient correlation (r) = 0.625].

IV: Speaking Skills: Table 12 reports of the students' scores in each indicator, namely, content, language use, performance, and presentation technique.

Table 12: Students' scores in each indicator of the oral communication skills

Presentation 3-Oral Performance																					Total	Covert Scores	Score Assign			
Group	Content					Language use					Performance					Presentation Techniques										
	C1	C2	C3	C4	C5	Total	Convert (35)	L1	L2	L3	Total	Convert (40)	PER1	PER2	PER3	PER4	Total	Convert (15)	PT1	PT2	PT3	Total	Convert (10)			
1	3	2	3	3	2	2.6	30.33	2	2	2	2	26.67	2	2	1	2	1.75	8.75	1	2	2	1.67	5.56	71.31	3.57	3.5
2	3	2	2	3	3	2.6	30.33	2	2	2	2	26.67	2	2	2	2	2	10.00	2	2	3	2.33	7.78	74.78	3.74	3.75
3	3	3	3	2	2	2.6	30.33	2	2	2	2	26.67	3	2	3	2	2.5	12.50	3	3	3	3	10.00	79.50	3.98	4
4	3	3	3	2	2	2.6	30.33	2	2	2	2	26.67	2	2	3	2	2.25	11.25	3	3	3	3	10.00	78.25	3.91	4
						2.6					2					2.13						2.50				

Note :

C1 = Address the topic
C2 = Provide an accurate and complete explanation
C3 = Provide a good opinion on issue.
C4 = Provide a interesting /relevant examples and ideas
C5= Presentation is clear ans logical

L1 = Use grammar accurately
L2= Demonstrate English fluency (i.e. a few errors of agreements, sentence completion)
L3= Use a variety of structure and vocabulary

Per1 = Use appropriate body language and gestures.
Per2 = Speak confidently and clearly
Per3 = Make eye contact
Per4 = Listen carefully to questions, and respond clearly to questions or be able to answer questions.

PT 1 = Keep within time constraints
PT 2 = Make interesting presentation
PT 3 = Use audio visual aids/hand out (if necessary)

Scoring Scales
3 = Excellent
2 = Good
1 = Needs Improvement

As shown in Table 12, it suggests that the students perform well in 'content' indicator (2.6 out of possible 3). The scores of the 'language use' is 2 (out of possible 3).

APPENDIX G

ITEM-OBJECTIVE CONGRUENCE INDEX OF THE BECA TEST

I. Validation Result and comments

1.1 Listening Section

IOC of the BECA test: Listening Section									
Item	Expert 1	Expert 2	Expert 3	AVG	Item	Expert 1	Expert 2	Expert 3	AVG
Part One					Part Two				
1	1	0	0	0.33	11	1	1	1	1.00
2	1	1	0	0.67	12	1	1	1	1.00
3	1	1	1	1.00	13	1	1	1	1.00
4	1	1	0	0.67	14	1	1	1	1.00
5	1	1	0	0.67	15	1	1	1	1.00
6	1	1	0	0.67	16	1	1	1	1.00
7	1	0	1	0.67	17	1	1	1	1.00
8	1	1	0	0.67	18	1	1	1	1.00
9	1	1	0	0.67	19	1	1	1	1.00
10	1	1	0	0.67	20	1	1	1	1.00
Part Three					Total = 0.84				
21	1	1	1	1.00					
22	1	1	1	1.00					
23	1	1	1	1.00					
24	0	1	1	0.67					
25	0	1	1	0.67					
Overall Evaluation-Listening Test									
Question	Expert 1	Expert 2	Expert 3	AVG					
1	1	1	1	1.00					
2	0	1	1	0.67					
3	0	1	1	0.67					
4	1	1	1	1.00					
5	1	1	1	1.00					
Total				0.87					

Expert 1: She mentioned that

- Part One: “All the items in this part possess very high degree of objective congruence. Vocabulary is not too difficult so that it does not interfere test takers’ listening ability.”
- Part Two: “The exact answers of this part are provided so that test takers need particular information and pay attention to listen to dialogue carefully in order to get the answer.”
- Part three → Item 24 and 25, test takers have to discriminate which distracters are true or false. They might focus on facts rather than main ideas.”

Overall, the listening test appropriate to measure the English listen ability of business students, especially vocabulary and situations in the test. They are relevant to those who study about business. Instructions in part three needs more examples to help test takers

clearly and easily understand. The expert was not quite sure on the listen tasks set at an appropriate level of difficulty. She mentioned that though the vocabulary is relevant to the domain of the test takers' language use, some vocabulary may be new to them. Accordingly, they may find the test quite difficult.

Expert 2:

- Part one. She suggested that
 - Item 1 → Keyword is 'the package'. If students fail to recognise this word, they won't be able to answer this question.
 - Item 7 → The right option uses exactly the same word as the tape script - 'went out of business'. Students might answer correctly without knowing the meaning.
 - Item 8 → Option (D) is out of context. It might not be an appropriate option.

Expert 3:

- Part One.
 - Item 1 → She mentioned that the objective of the item should be "making inference/conclusion".
 - Item 2 → She mentioned that the objective of the item should be "making inference/conclusion".
 - Item 8 → She mentioned that the objective of the item should be "listening for evaluating content in terms of information clearly available from the text".
 - Item 10 → She mentioned that the objective of the item should be "making inference/conclusion".
- Part Three
 - Item 24 → She mentioned that the objective of the item should be "making inference/conclusion".
 - Item 25 → She mentioned that the objective of the item should be "making inference/conclusion".

She also recommended that one famous expert once told her that each item should test one construct. So, test developer has to decide which construct it tests. Choose the most obvious one. There are other listening constructs that should be tested e.g. making inferences, making conclusion, etc.

Overall quality of the BECA test, the listening test part three- task one: note-taking, if it was not be graded, test developer can't claim that the objectives should be stated for that part. Test developer can just say "able to take notes" in general. Otherwise, the main idea, etc. related to the objectives you claim must be asked in one of your multiple choice questions. She mentioned that the time allotted for the listening test appropriate. She also suggested that for the listening part, the overall time depends on the length of the scripts and pauses. Don't forget to give the test takers enough time before a new item is introduced.

1.2 Reading Section

IOC of the BECA test:ReadingSection									
Item	Expert 1	Expert 2	Expert 3	AVG	Item	Expert 1	Expert 2	Expert 3	AVG
Part One					Part Four				
1	1	1	1	1.00	16	0	0	1	0.33
2	1	1	1	1.00	17	1	1	1	1.00
3	1	1	1	1.00	18	1	1	1	1.00
4	1	1	1	1.00	19	1	1	1	1.00
5	1	1	1	1.00	20	1	1	1	1.00
Part Two					Part Five				
6	-1	0	1	0.00	21	1	0	1	0.67
7	1	1	1	1.00	22	1	1	1	1.00
8	1	1	1	1.00	23	1	1	1	1.00
9	1	0	1	0.67	24	1	1	1	1.00
10	1	1	1	1.00	25	1	1	1	1.00
Part Three					Total = 0.91				
11	1	1	1	1.00					
12	1	1	1	1.00					
13	1	1	1	1.00					
14	1	1	1	1.00					
15	1	1	1	1.00					
Overall Evaluation-Reading Test									
Question	Expert 1	Expert 2	Expert 3	AVG					
1	1	1	1	1.00					
2	1	1	1	1.00					
3	1	1	1	1.00					
4	1	1	1	1.00					
5	0	1	1	0.67					
Total				0.93					

Expert 1:

- Part One: The expert mentioned that “the test tasks are authentic and relevant to the future use. Therefore, test takers can perceive that they are job applicants who are looking for jobs.”
- Part Two: The expert commented that “for Item 6, if test developer would like to measure scanning skill, exact key words or answers should be provided in the text.”
- Part Three: The expert said that the test task are very appropriate in order to get the heading of each paragraph, a test taker has to skim the whole paragraph for obtaining the general ideas.
- Part Four: The expert suggested that “for Item 16, there were three choices of the item. It was not consistent to have only three choices in this item so that she suggested “All items should have equal number of the distractors.” In order to improve this item, how about changing the question?, for example, “How does word trade affect the economic growth and poverty reduction?”

Altogether, she said that the reading test is appropriate to measure the English reading ability of business students. One comment is that due to the length of the passages, one hour may not be sufficient. Test takers may require 30 more minutes.

Expert 2:

- Part Three: She suggested that there should be the same number of choices (4 choices).

To sum up briefly, she suggested that the last two passages (part four and five) are very long. She was worried about time constraints. The reading content was well-organized but they focused on the theme “globalization” only. She suggested that there should be more variations. The structure of the reading test (5 parts – 25 questions) is appropriate but concerning the constructs to be tested, there are other reading constructs that should be included such as vocabulary knowledge, the ability to make inference, etc. And it’s better if the choices do not contain two options like “choices a and b” or “none of the above”. The time allotted for the reading test is appropriate. She also suggested that she thought test developer should add the time given to the students to complete each part to the instructions to remind the test takers how much time they have left. So, they don’t have to go to the first page to look at the time allotment again.

Expert 3:

- Part One:
 - Item 3 → The question is not clear - Which two jobs VS (choose only one job).
 - Item 4 → The question uses exactly the same statement as in the advertisement. Should some paraphrasing be helpful here?
- Part Two:
 - Item 6 → Options are highly similar. She recommended that Item 7 and 9, options ‘both b and c’ or ‘a,b,c’ might not be good options.
- Part Three: It was an interesting approach but It might be rather easy as test takers could detect the key words from the first sentence of the paragraphs (e.g. B,C,D).
- Part Four:
 - Item 16 → The sentence is clearly present in the 2nd paragraph. Students might not need to understand the meaning to answer this question correctly.
 - Item 19 → “None of the above” might not be a good option. She added that “None of the above, same as both b and c, might not be considered good options for multiple choice test.”
- Part Five:
 - Item 21 → Should the right answer be ‘C’? The right option should be ‘B’ as you asked which one is false.
 - Item 24 → The question is the right answer in item 23. Students might answer item 23 correctly when they read item 24.

Overall, the reading test is appropriate to measure the English reading ability of business students but it would be more user-friendly if a passage comes before the questions.

3 Writing Section

IOC of the BECA test: Writign Section									
Part One:Instruction					PartTwo: Test Content				
Question	Expert 1	Expert 2	Expert 3	AVG	Question	Expert 1	Expert 2	Expert 3	AVG
1	1	1	0	0.67	1	1	1	1	1.00
2	1	1	0	0.67	2	1	1	1	1.00
Total	0.67	3	1	1	1	1.00			
		4	1	1	1	1.00			
		5	1	1	1	1.00			
		6	1	1	1	1.00			
		7	1	1	1	1.00			
		8	1	1	1	1.00			
		9	1	1	0	0.67			
					Total				0.96
Part Three:Marking Criteria									
3.1 Essay					3.2 Short Report				
	Expert 1	Expert 2	Expert 3	AVG		Expert 1	Expert 2	Expert 3	AVG
Content					Content				
Excellent	0	0	0	0.00	Excellent	0	0	0	0.00
Good	0	0	0	0.00	Good	0	0	0	0.00
Need Improvement	0	1	1	0.67	Need Improvement	0	1	1	0.67
Total				0.22	Total				0.22
Language					Language				
Excellent	1	1	0	0.67	Excellent	1	1	0	0.67
Good	1	1	0	0.67	Good	1	1	0	0.67
Need Improvement	1	1	1	1.00	Need Improvement	1	1	1	1.00
Total				0.78	Total				0.78
Organizing					Organizing				
Excellent	0	1	0	0.33	Excellent	0	1	0	0.33
Good	0	1	0	0.33	Good	0	1	0	0.33
Need Improvement	0	1	1	0.67	Need Improvement	0	1	1	0.67
Total				0.44	Total				0.44
Referencing					Referencing				
Excellent	1	1	0	0.67	Excellent	1	1	0	0.67
Good	1	1	0	0.67	Good	1	1	0	0.67
Need Improvement	1	1	1	1.00	Need Improvement	1	1	1	1.00
Total				0.78	Total				0.78

Expert 1:

- Part One: The expert mentioned that the formats (both for essays and reports) given can be a guideline for test takers. Therefore, they tend to know what to do in this part.
- Part Three: The expert suggested that the content knowledge and knowledge of language should be equally weighted (40 % each) since this is a kind of communicative tests. Moreover, organization and referencing of essay should be similarly weighted (10%) each.

Expert 2

- Part Three: The expert mentioned that the content knowledge and knowledge of language should be equally weighted.

Expert 3

- Part Three: The expert disagreed with some of the criteria set is because the range is quite wide. For example, in her opinion – “excellent should be like 30-35 out of 35. And she does not think getting 15 out of 35 should be called “good” . She would like test developer adjust the range of score for measuring excellent and good level.

1.4 Speaking Section

LOC of the BECA test: Speaking Section										
Part One										
Item	Expert 1	Expert 2	Expert 3	AVG						
1	1	1	1	1.00						
2	1	1	1	1.00						
3	1	1	1	1.00						
4	1	1	1	1.00						
5	1	1	1	1.00						
6	1	1	1	1.00						
7	1	1	1	1.00						
8	1	1	1	1.00						
9	1	1	1	1.00						
10	1	1	1	1.00						
Total				1.00						
Part Two					Part Three					
Topic	Expert 1	Expert 2	Expert 3	AVG	Topic	Expert 1	Expert 2	Expert 3	AVG	
1	1	0	1	0.67	1	1	1	1	1.00	
2	1	1	1	1.00	2	1	1	1	1.00	
3	1	1	1	1.00	3	1	1	1	1.00	
4	1	1	1	1.00	4	1	1	1	1.00	
5	1	1	1	1.00	5	1	1	1	1.00	
Total				0.93	Total				1.00	
Comment					Comment					
Item					Item					
1	0	0	1	0.33	1	0	0	0	0.00	
2	1	1	1	1.00	2	1	1	1	1.00	
Total				0.67	Total				0.5	
Overall Evaluation-Speaking Test										
Item	Expert 1	Expert 2	Expert 3	AVG						
1	0	1	1	0.67						
2	1	1	1	1.00						
3	1	1	1	1.00						
4	0	1	1	0.67						
Total				0.83						

Expert 1:

- Part One: Test takers needed extra time to finish their speech.
- Part Two: The expert suggested that test takers need five minutes for preparing their talk in the test.
- Part Three: Item 1 → The expert worried about business students will have sufficient information about eco-tourism or not. If they have, the topic could be an interesting one.

Overall, the speaking test is appropriate to measure the English speaking ability of business students but in some part, esp. Part 1 (consisting of 10 questions), the test unfairness might occur

since some item asks only one point while the other ask several points. Test takers may find it difficult to organize their ideas. In addition, the expert suggested that test takers may require more time for their preparation, for example, 2-3 minutes in part 1 to finish the task may not be sufficient.

Expert 2:

- Part Two:
 - Topic 1 → She was uncertain about the appropriateness of this topic as most of the students have no working experience. Talking about a good boss and essential qualities could be a topic they do not have adequate knowledge to talk about.
 - Topic 3 → The topic might not be very interesting.
- Part Three
 - Topic 1 → The expert mentioned that the topic could be an interesting one but business students should have sufficient information on eco-tourism.
 - Topic 3 → The expert recommended that “Will the students understand the term ‘cross-cultural competence’? “ She suggested that an alternative question – How does culture affect business takings in various countries?
 - Topic 4 → The expert mentioned the term ‘obesity’ might not be known to students. They might also lack interest in the topic as not many of them would have this problem.

Expert 3:

- Part One:
 - Item 4 → The expert suggest that the question should change, for example, the students might not compare what they’re doing now and what they are going to do in the future.
 - Item 6 → She recommended that the objective of this item should not be “talking about past experience”.
 - Item 10 → She recommended that the objective of this item should not be “requesting clarification
- Part Three:
 - Topic 4 → She recommended that the objective of this item should not be “agreeing and disagreeing” part.

1.5 Overall Quality of the BECA test

Overall Quality of the BECA test				
Item	Expert 1	Expert 2	Expert 3	AVG
1	1	1	1	1.00
2	1	1	1	1.00
3	1	1	1	1.00
4	1	1	1	1.00
5	1	1	1	1.00
6	1	1	1	1.00
7	1	1	1	1.00
8	0	1	1	0.67
Total				0.96

Overall, the three experts think that the test is appropriate to measure the business English communicative competency of business students. The content of the test represents various situations related to objectives of *Business English for a Global World* course. The test can discriminate adequately between the performances of candidates at different levels of attainment. The tasks are set at an appropriate level of difficulty. The content of the test or test format represents authentic situations related to the objectives of *Business English for a Global World* course. The test provides clear instructions for how to take takers answer the questions. The format and layout of the test presents a user-friendly. The tasks can be answered satisfactorily in the time allowed but it would be better if test takers have more time for their speaking preparation.

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APPENDIX H

H1: The experts' reflection on the quality of the case study by experts

H2: The experts' reflection on the quality of the developed online CBCL module by experts



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H1: THE EXPERTS' REFLECTION ON THE QUALITY OF THE CASE STUDY

Expert1

Overall, the case-based lessons are well-planned and the content also serves the course objectives sufficiently. The web-based videos as language input are very interesting. The videos, class/group discussion, and presentations promote authentic language use by encouraging students to communicate in situations as found in real life. However, to improve the effectiveness of the cases, some suggestions are given as follows.

This learning method of learning is quite unfamiliar to Thai EFL students, especially those in rural areas. Therefore, the students should be trained or prepared properly to deal with the case-based tasks. This training or preparation can be done with the proceeding lessons (in Communication Skills for International Students in Business Module) to ensure that the students are prepared properly for the case-based tasks.

Although the key words and language structures focused in each lesson are mentioned, but there is no exercise or practice to support the students to use them in the tasks given.

Despite being attractive, most videos I watched from the Internet do not display the pictures as smoothly as they should be. These scattering pictures may demotivate students before they finish watching the whole videos.

With web-based tasks, how do you plan to deal with students' irresponsibility or limitation such as low proficiency of English or illiteracy of computer/Internet?

The format of handouts/task sheets can be designed in a more motivating way. For example:

- In each lesson, learning objectives, keywords and language structures may be set in frames or tables to make the contents (the reading passage) more outstanding.
- The reading passages may be put in the box with clear instruction at the top.
- To prevent confusion, the sequence of the task instructions should be in a chronological order. For example, the 'before class' instruction should come before the reading selection, followed by the 'during class' instruction and 'discussion activity' before ending with the instructions for assignments and information sources.
- There is too much repetitive of summary and instructions. To prevent boredom or overloaded reading, some similar parts such as the summary of task description or evaluation rubric can be provided at the beginning of the first lesson of case-based lessons, separately from the other handouts/task sheets."

Expert 2: The expert mentions that... "All cases are fine for their designated purposes. Instructor will need to be sure, however, that students at a level where they know something about strategy (in a couple of cases) and marketing, otherwise the discussion session will fates."

Expert 3: The expert recommends that ... "The cases corresponded well to the learning objectives and well organization and design. However, students need to have both language knowledge and skills, and business knowledge. It might be difficult for students

in a rural region. As a result, the teacher needs to extremely take care to students in order to help them learn it effectively. Teacher and students should work together to achieve the objectives had been set in the study. She also mentioned that not only language skills students will gain but also the skills need for their future work.



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H2: THE EXPERTS' REFLECTION ON THE QUALITY OF THE DEVELOPED ONLINE CBCL MODULE

Language Expert 1:

Help” or “Web guide” should be provided during taking the course. Students might get lost during learning through the web. Students may find it difficult to understand to read the contents or some instructions in English. That is, course seemed to be difficult for Thai EFL learners but the learning content helped them to learn both business communication and language skills. The types of assessments were relevant to everyday life but as I am business English teacher, I thought that you should revise it if the students had low English language ability. I was worry about students’ English language ability. If they were lower than you expected. You needed to revise both learning content and assessment method.

Language Expert 2:

The answer of exercises should be provided especially in English for Global Business sub-module. After doing the exercise, it might be better to show students’ scores. I thought the learning course provided rich content related to course objectives but it might be difficult in term of Thai EFL learners. I thought that it might be suitable for graduate students. You need to work hard in order to teach them.

Language Expert 3:

Item 8, 9, 15, 20, and 35 were not clear so that I did not rate them. Overall, course was useful and contained both language and professional knowledge and skills but it seemed to be difficult for Thai EFL learners especially learners with low language ability.

WBI expert 1:

Some pages lack direction. Student’s manual might be useful for increasing the quality of the program. To increase the students’ motivation, you should add more video, animation, photos to the web page.

WBI expert 2:

Font consistency: Need to adjust the font size because it is too small. It’s quite difficult to follow up. You ought to select different colors for different text or contents.

Text quality: According to overall text quality, there is not using a variety of texts in different topics and subtopics, including text coloring, font size, font type, and font styles. So it might be easier to support students to catch up the contents, the overview of web pages need to be adjusted.

Tables and Frames: The details of tables and frames are appropriated to clear in understanding and fixed with each web page.

Media: I strongly recommended that you needed to use a variety of photos, music, graphics and animations through movies, music from MP3, video or photos to encourage students and to attract students spend more time in developing in listening and speaking skills.

Content presentation: Overall of content presentation is clear to make students to understand easily. Furthermore, learning resources and information is balanceable in all and possible o search up-to-date knowledge.”

Instructional design: The total of instructional design provided accurate, adequate, and usable learning contents to make online students sufficient in depth comprehensiveness. However, a wide range resource which has been provided for the learners is not sufficient. You need to guide your students how to find out variety resources by using online learning resources or free information searching.”

WBI expert 3:

Overall, the design was usable; however, it would be better if the user Interface would be provided. For example, the topic of discussion should be organized and make it in subtopics.



APPENDIX I

20 Available Questions for presentation 2-English practic presentation

1. Do you like your studies? What is your favorite subject? Do you like studying English? Why are you taking Business English?
2. What do you like to do in your free time?
3. How important do you think English will be for you in the future?
4. What do you imagine yourself doing in, say, five or ten years' time?
5. What are your ambitions/hopes? What drives you as a person?
6. What kind of food do you like?
7. What is your favorite movie? Why?
8. What sort of film do you like? Why?
9. What was the last book you read? What was it about?
10. Where in your hometown would you recommend to Westerners? If a foreign visitor has only one day to spend in your country, where should this visitor go and why?
11. Who is your favorite movie star? Why?
12. What are the best things about your life? Why?
13. Do you enjoy playing sports? What type of sports do you like? Why?
14. Do you think smoking will be banned in all public places?
15. Do you prefer to go out or stay at home during holiday? Why?
16. How computers or Internet change your life?
17. What are your favorite foods? Is there anything you never eat?
18. Could you talk about something that represents your country?
19. Do you think that famous people–movie star, model are influenced to teenagers?
20. What are your strongest and weakest characteristics? Why?

Appendix J

J1: Means of each indicator used for assessing the quality of the BCGW course

Item	1	2	3	4	5	Sum	Summary		Mean	Grand Mean	
	no. of students						Mean	SD			
Subject matter quality indicator											
1. Course organization and planning											
1	0	0	2	15	1	71	3.94	1.94	3.96	3.88	
2	0	0	2	15	1	71	3.94	1.97			
3	0	0	9	9	0	63	3.50	1.72			
4	0	0	0	15	3	75	4.17	1.94			
5	0	0	0	9	9	81	4.50	2.20			
6	0	0	7	9	2	67	3.72	1.97			
2. Communication											
7	0	0	8	9	1	65	3.61	1.97	3.71		
8	0	0	10	8	0	62	3.44	1.72			
9	0	0	12	6	0	60	3.33	1.64			
10	0	0	0	9	9	81	4.50	2.28			
11	0	3	4	7	4	66	3.67	2.12			
3. Student support											
12	0	0	1	10	7	78	4.33	1.97	4.31		
13	0	0	0	13	5	77	4.28	2.03			
4. Teacher/student interaction											
14	0	0	0	11	7	79	4.39	2.28	4.10		
15	0	0	0	10	8	80	4.44	2.28			
16	0	0	0	10	8	80	4.44	2.36			
17	0	0	4	9	5	73	4.06	2.12			
18	0	0	5	13	0	67	3.72	1.87			
19	0	2	1	8	7	74	4.11	2.12			
20	0	0	8	10	0	64	3.56	1.80			
5. Assignment, exams, and grading											
21	0	0	3	14	1	70	3.89	1.97	3.99		
22	0	0	5	13	0	67	3.72	1.87			
23	0	1	0	9	8	78	4.33	2.43			
24	0	2	3	8	5	70	3.89	2.06			
25	0	0	4	12	2	70	3.89	2.03			
26	0	0	1	12	5	76	4.22	2.12			
6. Course outcomes											
27	0	0	9	9	0	63	3.50	1.87	3.54		
28	0	0	6	11	1	67	3.72	1.97			
29	0	0	13	5	0	59	3.28	1.64			
30	0	0	6	12	0	66	3.67	1.87			
7. Student effort and involvement											
31	0	0	10	8	0	62	3.44	1.72	3.44		
32	0	9	5	4	0	49	2.72	1.53			
33	0	0	4	7	7	75	4.17	2.03			
8. Overall quality											
34	0	0	3	15	0	69	3.83	1.94	3.83		

J1(cont.): Means of each indicator used for assessing the quality of the BCGW course

Item	1	2	3	4	5	Sum	Summary		Mean	Grand Mean			
	no. of students						Mean	SD					
Multimedia instructional quality indicator													
1. Online organization and design													
35	0	0	2	12	4	74	4.11	2.12	3.81	3.80			
36	0	0	14	4	0	58	3.22	1.72					
37	0	0	1	10	7	78	4.33	2.20					
38	0	0	1	14	3	74	4.11	1.97					
39	0	0	13	5	0	59	3.28	1.64					
2. Instructional design and delivery													
40	0	0	10	8	0	62	3.44	1.80	3.56		3.80		
41	0	0	8	10	0	64	3.56	1.72					
42	0	0	6	12	0	66	3.67	1.87					
3. Assessment and evaluation of student learning													
43	0	0	4	12	2	70	3.89	2.06	3.61			3.80	
44	0	0	3	13	2	71	3.94	1.97					
45	0	0	14	4	0	58	3.22	1.55					
46	0	0	11	7	0	61	3.39	1.80					
4. Appropriate & effective use of technology													
47	0	0	0	11	7	79	4.39	2.12	4.28	3.80			
48	0	0	0	8	10	82	4.56	2.20					
49	0	0	3	14	1	70	3.89	1.97					
5. Learner support and resources													
50	0	0	5	13	0	67	3.72	1.80	3.78		3.80		
51	0	0	3	13	2	71	3.94	1.80					
52	0	0	6	12	0	66	3.67	1.87					
6. Overall quality													
53	0	0	3	15	0	69	3.83	1.87	3.83			3.80	
Grand Mean								3.78					3.80
Crobach'alpha								0.73					

As shown in Table, above, the grand mean is 3.78. The means of two indicators (i.e. subject matter quality and multimedia instructional quality) are 3.88 and 3.80, respectively. In general, the means range from 3.44 to 4.31.

J2: Details of mean of each item: subject matter quality indicator

Indicators	Highest mean	Lowest mean
1. Course organization and planning	Item 5: Teacher summarizes important points in both online and offline classes. M = 4.50	Item 3: Command of the subject matter is clear. M = 3.50
2. Communication	Item 10: Teacher uses challenging questions/problems. M = 4.50	Item 9: Teacher uses examples to clarify materials. M = 3.33
3. Student support	Item 13: Written information is supplied to the student about the program. M = 4.33	Item 12: Technical assistance is available to all students throughout the duration of the course/program. M = 4.28
4. Teacher/student interaction	Item 15: Teacher demonstrates concern for students' progress. Item 16: Examples are available. M = 4.44	Item 20: Each module requires students to engage themselves in analysis, synthesis, and evaluation as part of their course assignments. M = 3.56
5. Assignment, exams, and grading	Item 23: Exams cover all important course aspects M = 4.33	Item 22: Exam questions are clearly clarified. M = 3.72
6. Course outcomes	Item 28: Students gain their progress or achievement through course objectives Mean = 3.72	Item 29: Students increase their motivation and interest in the subject. M = 3.28
7. Student effort and involvement	Item 33: The course is challenging. M = 4.17	Item 32: Students study or prepare all activity requirements before attending class. M = 2.72
8. Overall quality	M = 3.83	

As shown in Table, the means of 7 indicators (out of possible 8) are higher than the standard requirement (i.e. acceptable quality should be *equal to or more than 3.50*), except 'student effort and involvement' indicator ($M = 3.44$). The highest mean – 'student support' indicator is 4.31 whereas the lowest mean – 'student effort and involvement' is 3.44.

If we closely investigate each item of the subject matter quality indicator, it shows the mean of each item is higher than the standard requirement as well except items 9, 29, and 32. These findings suggest that the three items needed to be revised. It can be interpreted that when the BCGW course will be implemented in the future, the teacher should provide more examples (i.e. easy ones as students suggested) to clarify materials. At the same time, the teacher should try to discover strategies and methods to increase the students' motivation and interest in the subject. On the other hand, the students themselves should prepare for studying the course by pre-reading all activity requirements before attending classes.

J3: Details of the arithmetic mean of each item on the multimedia instructional quality

Indicators	Highest mean	Lowest mean
1. Online organization and design	Item 37: The aesthetic design effectively presents and communicates information necessary to the course M = 4.33	Item 36: Syllabus is identified and clearly delineates the role the online environment will play in the total course. M = 3.22
2. Instructional design and delivery	Item 42: Strategies for meeting diverse learning styles and promoting critical thinking skills are clearly implemented M = 3.67	Item 40: Course offers multiple opportunities for interaction and communication among students, between students and instructor, and between students and content. M = 3.44
3. Assessment and evaluation of student learning	Item 44: Multimedia elements and/or learning objects are relevant and optimized for student engagement. M = 3.94	Item 45: Students have ample opportunity for self assessment prior to and during course components. M = 3.22
4. Appropriate & effective use of technology	Item 48: Multimedia elements and/or learning objects are relevant and optimized for student. Internet users and effectively engage students in the learning process M = 4.56	Item 49: Ongoing student feedback is used to continually improve delivery of course content. M = 3.89
5. Learner support and resources	Item 51: Course information is linked to the Welcome Page and provides a variety of course-specific resources to enhance online student learning. M = 3.94	Item 52: Course offers access to a range of media resources appropriate to course, such as CD-ROM based tutorials and necessary applications. M = 3.67
6. Overall quality	M = 3.83	

As shown in Table , the means of 5 indicators are higher than the standard requirement. The indicator with the lowest mean is ‘instructional design and delivery’ indicator ($M = 3.56$) while the indicator with the highest mean is ‘appropriate and effective use of technology’ indicator ($M = 4.14$).

If we closely investigate each item of the multimedia instructional quality indicator, it reports that the mean of each item is higher than the standard requirement (higher than 3.50), except items 36, 40, and 45. The highest mean of multimedia quality is related to how effectively students are engaged in the learning process (item 48: $M = 4.56$). The two items of multimedia quality (items 36 and 45) need to be revised as soon as possible since their means are the lowest ($M = 3.22$). It should be noted that the students did not assess themselves because they were afraid of doing so as it would then affect their final grade at the end of the course, and resulted in an unrealistic scores (item 45).

As shown in Table, above, the results from TOCCP suggested that RMUTLL students preferred studying with the conventional class evidenced by a comparison with the number of times students accessed the online CBCL Module and the number of times students attended class (item 1: $M = 3.22$ and item 7: $M = 4.83$).

As shown in Table, the grand mean of the students' participation is 2.88. The means of online and face-to-face class participation are 2.44 and 3.17 respectively.

For online class participation, the mean shows that the students 'moderately' access the online course ($M = 2.44$). They usually access the learning content ($M = 3.22$) but they sometimes did exercise ($M = 2.72$). They posted questions to both discussion board and e-mail ($M = 2.39$) but they seldom posted the answers ($M = 1.64$). Most of the questions and answers posted on the discussion board were everyday conversation but sometimes asked in academic circumstance. If we closely investigate Table 4.9, it shows that the students rarely access the online CBCL Module in the second period of observation (17-23 December, 2007) whereas the frequency of accessing time sharply increase during the last time of observation (21-27 January, 2008). The second period of observation was before mid-term examination. This course did not require the students to sit in the mid-term examination so that they spent their time for other subject test preparation. Meanwhile, the frequency of accessing the online CBCL Module increased sharply during the last observation because they needed to prepare for their final examination.

For the face-to-face class, the students 'moderately' participated and attended both offline consultative and discussion class ($M = 3.17$). They regularly attended the class ($M = 4.83$). They sometimes asked questions in the class ($M = 3.44$) but rarely answered the questions ($M = 3.00$). Students paid attention in the consultation class ($M = 3.83$). The two lowest means of the face-to-face class were to 'prepare for each class with questions' ($M=2.50$) and 'respond logically to comments made by others' ($M = 2.22$).

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J5: Eight observable sub-skills used for assessing the students' general writing skills performed by six students

Teacher's Observation Checklists of English Performance-TOCEP																									
Presentation 2																									
I.D.	Content												Language Use												
	C1			C2			C3			C4			L1			L2			L3			L4			
	R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		
2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	
3	5	4	4.5	4	3	3.5	4	3	3.5	4	3	3.5	3	3	3	3	3	3	3	4	3	3.5	3	3	3
9	5	4	4.5	3	3	3	3	3	3	3	2	2.5	3	3	3	3	2	2.5	2	2	2	3	3	3	
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
15	5	5	5	5	5	5	5	4	4.5	5	4	4.5	5	4	4.5	4	4	4	4	4	4	4	5	4	4.5
16	5	5	5	5	4	4.5	4	3	3.5	5	4	4.5	4	4	4	4	4	4	4	4	4	5	5	5	
Average	4.17			3.67			3.42			3.50			3.42			3.08			3.08			3.58			
	3.69												3.29												
Presentation 4-Part 1																									
I.D.	Content												Language Use												
	C1			C2			C3			C4			L1			L2			L3			L4			
	R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		
2	4	4	4	3	3	3	4	3	3.5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
3	5	4	4.5	3	3	3	4	3	3.5	3	3	3	4	4	4	3	3	3	3	3	3	3	3	3	
9	4	4	4	4	4	4	4	3	3.5	3	3	3	3	3	3	2	2.5	3	3	3	3	3	2	2.5	
12	5	5	5	5	5	5	5	4	4.5	4	4	4	4	4	4	3	3	3	4	4	4	4	3	3.5	
15	5	5	5	5	4	4.5	5	5	5	5	4	4.5	5	5	5	5	4	4.5	5	5	5	5	5	5	
16	5	5	5	5	4	4.5	5	4	4.5	5	4	4.5	5	5	5	4	4	4	5	4	4.5	5	5	5	
Average	4.58			4.00			4.08			3.67			4.00			3.33			3.75			3.67			
	4.08												3.69												
Note :																									
R =	Rater																								
C1 =	addressing the topic											L1 = using grammar accurately or using correct writing structures													
C2 =	providing an accurate and complete explanation											L2 = using a variety of word-choice, structure and vocabulary, using clear, coherent, and comprehensible English													
C3 =	providing interesting /relevant examples											L3 = demonstrating careful proof-reading													
C4 =	demonstrating a clear and logical presentation.											L4 = providing overall comprehensibility of the writing.													
1 =	poor																								
2 =	need work																								
3 =	fair																								
4 =	Good																								
5 =	Excellent																								

As shown in Table, the most distinguished performance of these six students was 'addressing the topic' (presentation 2: M = 4.17, presentation 4 – part 1: M = 4.58).

As can be seen from Table, for content criteria, in general, the findings lead us to believe that the six students were able to answer the topic (C1). For language criteria, the students had illustrated an awareness of English writing since the scores assigning for proof reading increased significantly (L3).

Identifying grammatical errors: The grammatical errors of the writing documents for presentation 2 performed by the six students were examined to observe the behavioral changes or the awareness of English writing.

J6: Records of grammatical errors

Presentation 2												
Error identification	First Draft											
	Errors											
	ID.2		ID. 3		ID.9		ID.12		ID.15		ID.16	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Grammatical error (s)	0	0	1	1	3	3	0	0	0	0	0	0
Structure of sentence	0	0	1	1	3	3	0	0	1	1	2	2
Adjective formation	0	0	1	1	0	0	0	0	1	1	0	0
Capital letter	0	0	1	1	5	5	3	3	2	2	2	2
Spelling mistake	0	0	2	2	0	0	1	1	1	1	0	0
Subject-verb agreement	0	0	1	1	3	3	0	0	1	1	2	2
Wrong verb tense	0	0	1	1	0	0	0	0	1	1	0	0
Final Draft												
Error identification	Errors											
	ID.2		ID.3		ID.9		ID.12		ID.15		ID.16	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Grammatical error (s)	0	0	0	0	2	2	0	0	0	0	0	0
Structure of sentence	0	0	1	1	1	2	0	0	0	0	0	0
Adjective formation	0	0	0	0	1	1	0	0	0	0	0	0
Capital letter	0	0	0	0	2	2	0	0	0	0	0	0
Spelling mistake	0	0	0	0	0	0	0	0	0	0	0	0
Subject-verb agreement	0	0	1	1	2	2	0	0	0	0	0	0
Wrong verb tense	0	0	0	0	2	2	0	0	0	0	0	0
Presentation 4-Part One												
Error identification	First Draft											
	Errors											
	ID.2		ID. 3		ID.9		ID.12		ID.15		ID.16	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Grammatical error (s)	0	0	0	0	0	0	0	0	0	0	0	0
Structure of sentence	0	0	1	1	1	1	3	3	1	1	1	1
Adjective formation	0	0	0	0	0	0	0	0	2	2	0	0
Capital letter	0	0	1	1	6	6	2	2	0	0	0	0
Spelling mistake	1	1	0	0	0	0	3	3	1	1	0	0
Subject-verb agreement	2	2	1	1	1	1	5	5	2	2	0	0
Wrong verb tense	1	1	0	0	3	3	1	1	0	0	0	0
Final Draft												
Error identification	Errors											
	ID.2		ID.3		ID.9		ID.12		ID.15		ID.16	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Grammatical error (s)	0	0	0	0	1	1	0	0	0	0	0	0
Structure of sentence	0	0	0	0	0	0	1	1	0	0	0	0
Adjective formation	0	0	0	0	0	0	0	0	0	0	0	0
Capital letter	0	0	0	0	0	0	1	1	0	0	0	0
Spelling mistake	3	3	0	0	0	0	0	0	0	0	0	0
Subject-verb agreement	0	0	0	0	1	1	1	1	0	0	0	0
Wrong verb tense	0	0	0	0	0	0	0	0	0	0	0	0

As shown in Table, in general all of the grammatical errors were noticeably reduced from the first draft to the final draft. In particular, three grammatical errors, namely, capitalisation errors, subject-verb agreements and spelling mistakes were fewer. Moreover, a comparison the grammatical errors made by the students with low, average, and high English ability reveals they made the same grammatical errors but the students with high ability did them less. These findings suggest that the students possibly learn

some English grammar. Also, the students' were aware of using English since they made fewer errors.

It should be noted that student I.D.2 (in orange shaded areas) did not make any mistakes since she did not send the first draft to the teacher. For the final draft, she copied all information from the Internet. Then she was assigned to write a passage to illustrate her English performance. However, she wrote three sentences without any mistakes.



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J7: Eight observable skills of a résumé and a cover letter performed by six students and observed by two raters

The findings report that the students were noticeably able to write a résumé and a cover letter (see Table , below). Table shows the eight observable skills of a résumé and a cover letter performed by six students and observed by two raters.

Teacher's Observation Checklists of English Performance-TOCEP																								
Resume																								
I.D.	Content												Language Use											
	C1		C2		C3		C4		L1		L2		L3		L4		L1		L2		L3		L4	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
2	4	4	4	3	3	3	4	3	3.5	4	4	4	2	2	2	2	2	2	3	2	2.5	2	2	2
3	4	4	4	3	3	3	3	2	2.5	4	4	4	3	3	3	3	3	3	2	2.5	3	2	2.5	2.5
9	4	4	4	4	3	3.5	5	4	4.5	4	4	4	4	3	3.5	4	3	3.5	3	3	3	4	3	3.5
12	5	5	5	4	4	4	4	4	4	5	4	4.5	4	3	3.5	4	4	4	4	4	4	4	4	4
15	5	5	5	4	4	4	4	4	4	5	4	4.5	4	4	4	4	3	3.5	4	4	4	4	4	4
16	5	5	5	4	4	4	4	4	4	5	4	4.5	4	3	3.5	3	3	3	4	4	4	4	4	4
Average	4.50		3.58		3.75		4.25		3.25		3.17		3.33		3.33		3.27		3.27		3.33		3.33	
Cover Letter																								
I.D.	Content												Language Use											
	C1		C2		C3		C4		L1		L2		L3		L4		L1		L2		L3		L4	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
2	4	4	4	4	3	3.5	3	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	2	2.5
3	4	4	4	4	3	3.5	3	3	3	3	3	3	3	3	3	3	3	3	2	2.5	3	2	2.5	2.5
9	4	4	4	4	3	3.5	4	3	3.5	4	4	4	3	3	3	3	2	2.5	3	3	3	4	4	4
12	4	4	4	4	4	4	4	4	4	5	5	5	4	3	3.5	4	3	3.5	4	3	3.5	3	3	3
15	5	5	5	4	4	4	4	4	4	5	5	5	4	4	4	4	3	3.5	4	3	3.5	4	3	3.5
16	4	4	4	4	4	4	4	4	4	5	5	5	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3.5
Average	4.17		3.75		3.58		4.33		3.33		3.17		3.17		3.17		3.17		3.17		3.17		3.17	
3.96																								
3.21																								
Note :																								
R = Rater																								
C1 = addressing the topic						L1 = using grammar accurately or using correct writing structures																		
C2 = providing an accurate and complete explanation						L2 = using a variety of word-choice, structure and vocabulary, using clear, coherent, and comprehensible English																		
C3 = providing interesting /relevant examples						L3 = demonstrating careful proof-reading																		
C4 = demonstrating a clear and logical presentation.						L4 = providing overall comprehensibility of the writing.																		
1 = poor																								
2 = need work																								
3 = fair																								
4 = Good																								
5 = Excellent																								

As shown in Table, the students were able to write a résumé and a cover letter, especially, their written document noticeably addressed the business topic, providing an accurate and complete explanation related to business orientation, illustrating interesting/relevant examples related to business orientation, and demonstrating a clear and logical presentation according to layout they required to (i.e. full-block layout). Since the means of résumé and a cover letter are 3.17 and 3.20, respectively, these results suggest that the students needed more training.

J8: Eight observable critical thinking skills performed by six students

Teacher's Observation Checklists of Professional Behavior-TOCPB								
A Plan of Presentation 2								
I.D.	Critical Thinking Skills							
	CTS1 R 1	CTS2 R 1	CTS3 R 1	CTS4 R 1	CTS5 R 1	CTS6 R 1	CTS7 R 1	CTS8 R 1
2	3	4	2	3	4	3	3	3
3	3	3	3	3	3	2	3	4
9	3	2	3	3	2	2	3	3
12	4	4	4	4	4	4	4	4
15	4	4	4	4	5	4	4	4
16	4	4	4	4	4	4	4	4
Average	3.50	3.50	3.33	3.50	3.67	3.17	3.50	3.67
3.48								
A Plan of Presentation 4-Part 2 and 3								
I.D.	Critical Thinking Skills							
	CTS1 R 1	CTS2 R 1	CTS3 R 1	CTS4 R 1	CTS5 R 1	CTS6 R 1	CTS7 R 1	CTS8 R 1
2	4	4	4	3	4	3	3	3
3	3	4	3	3	3	3	3	4
9	4	3	4	3	4	3	3	4
12	4	4	4	4	4	3	4	4
15	5	5	5	5	5	4	4	5
16	5	4	4	5	5	4	4	5
Average	4.17	4.00	4.00	3.83	4.17	3.33	3.50	4.17
3.90								
Note :								
R = Rater								
CTS1 = finding information to support the topic								
CTS2 = summarizing information from resources								
CTS3 = identifying their ideas								
CTS4 = brainstorming their ideas								
CTS5 = organizing or structuring their ideas into categories(
CTS6 = making reasonable judgment on how far on what students read are appropriated to be use as support								
CTS7 = synthesizing on what students read								
CTS8 = logically presenting their ideas								
1 = poor								
2 = need work								
3 = fair								
4 = Good								
5 = Excellent								

As shown in Table, for presentation 2, the students noticeably performed in the following activities which demanded critical thinking skills: organizing or structuring their ideas into categories – CTS5 and logically presenting their ideas – CTS 8 (M=3.67). On the other hand, their written documents illustrated that they seldom made reasonable judgment on what students read (M = 3.17).

For presentation 4 – parts 2 and 3, what is more interesting is that what they behaved in this activity similar to presentation 2. That is, they noticeably organized or structured their ideas into categories and logically presented their ideas into categories (M = 4.17) whereas they seldom made reasonable judgment on what students read (M = 3.33).

BIOGRAPHY

Mantana Meksophawannagul was born in Uttaradit, Thailand. She graduated from University of Thai Chamber of Commerce in 1994 with a degree in Human Resource Management. For seven years, she worked as a junior specialist in Personnel Department at Bank of Asia Co. Ltd. She completed a Master of Art in English as an International Language from Chulalongkorn University in 2003. Following the completion of her Ph.D., she will begin work as a lecturer at King Mongkut's University of Technology North Bangkok. Her research interests are teaching business English by using authentic environment, teaching English for young learners, teaching English through WBI, and designing and evaluating a language course.



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