APPENDICES

APPENDIX A
DATA COLLECTION LETTER

849 หมู่ 4 ต.โพธิ์กลาง
อ.เมืองนครราชสีมา
จ. นครราชสีมา30000

พฤศจิกายน 2564

เรื่องขอความอนุเคราะห์ข้อมูลเพื่อการวิจัย
เรียน

    ด้วยข้าพเจ้า นางนวินดา สุจินพรัหม รหัสประจำตัวนักศึกษา D6200237 นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต (ภาษาอังกฤษศึกษา) สาขาวิชาภาษาต่างประเทศ สำนักวิชาเทคโนโลยีสังคม มหาวิทยาลัยเทคโนโลยีสุรนารี ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง "รูปแบบการเรียนการสอนที่ใช้ประเภทผลงานเป็นฐานกับการเรียนรู้แบบขับเคลื่อนด้วยข้อมูลเพื่อการเขียนจดหมายอิเล็กทรอนิกส์ที่ใช้ภาษาอังกฤษเชิงธุรกิจในฐานะภาษากลาง " (Instructional Model of Genre-based Approach and Data-Driven Learning for Business English as a Lingua Franca (BELF) Email Writing) โดยมี รองศาสตราจารย์ ดร.อัญชลี วรรณรักษ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

    ในการนี้ข้าพเจ้าจึงขอความอนุเคราะห์ข้อมูลไปรษณีย์อิเล็กทรอนิกส์ที่เขียนโดยใช้ภาษาอังกฤษเพื่อติดต่อธุรกิจ จำนวน 5 ฉบับ โดยท่านอาจลบข้อมูลที่ระบุตัวตนของท่านหรือผู้เกี่ยวข้องออก เช่น ชื่อ หมายเลขโทรศัพท์ ชื่อบริษัท เป็นต้น แต่ขอให้คงข้อมูลตำแหน่งงานของผู้เกี่ยวข้องหากมีการระบุไว้ในเนื้อความ และส่งข้อมูลได้ที่ไปรษณีย์อิเล็กทรอนิกส์ navinda.suj@gmail.com ทั้งนี้ ข้าพเจ้าสัญญาว่าจะไม่มีการใช้ข้อมูลเกินกว่าวัตถุประสงค์เพื่อการวิจัย และจะเก็บข้อมูลที่ได้รับเป็นความลับ ทั้งนี้ ท่านสามารถติดต่อข้าพเจ้าได้ที่หมายเลขโทรศัพท์ 086-2246398 ไปรษณีย์อิเล็กทรอนิกส์ navinda.suj@gmail.com หรือติดต่ออาจารย์ที่ปรึกษา รองศาสตราจารย์ ดร.อัญชลี วรรณรักษ์ ไปรษณีย์อิเล็กทรอนิกส์ wannaruk@sut.ac.th

    จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ จะขอบคุณยิ่ง

ขอแสดงความนับถือ

(นางนวินดา สุจินพรัหม)
นักศึกษา

(รองศาสตราจารย์ ดร.อัญชลี วรรณรักษ์)
อาจารย์ที่ปรึกษาวิทยานิพนธ์

849 M. 4, Phoklang,

Muang Nakhon Ratchasima,

Nakhon Ratchasima, Thailand 30000

November 2021

Subject: Permission to Collect Research Data

Dear:

I am Ms. Navinda Sujinpram, student ID: D6200237, a student of Doctoral Program in English Language Studies, School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology. I am writing in connection with the current thesis entitled "Instructional Model of Genre-based Approach and Data-Driven Learning for Business English as a Lingua Franca (BELF) Email Writing" which is supervised by Assoc. Prof. Dr. Anchalee Wannaruk.

Since the important data of the study are business emails written in English, I would like to ask for permission to collect the said data. It would be grateful if you could grant this request by sending 5 business emails in English to my email: navinda.suj@gmail.com. You may remove information that personally identifies your or related parties such as your name, phone number and company name, but please retain the job titles of the related parties if they are included in the content of your emails. I assure you that there will be no misuse of whatever information I get and that the data will be treated confidentially. If you have any questions, please do not hesitate to contact me through my email address: navinda.suj@gmail.com, or contact my supervisor Assoc. Prof. Dr. Anchalee Wannaruk through her email: wannaruk@sut.ac.th.

Thank you very much for your kind consideration and cooperation.

Your Sincerely,

(Ms. Navinda Sujinpram)

Student

(Assoc. Prof. Dr. Anchalee Wannaruk)

Supervisor

APPENDIX B

DATA COLLECTION FORM

Dear Sir/Madam,

I am Ms. Navinda Sujinpram, a student of Doctoral Program in English Language Studies, School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology. I would like to thank you for your contribution to this email data collection.

I would like to ask if you could give me at least 5 business emails in English by completing the email collection form and send the completed form to my email: navinda.suj@gmail.com. In the email collection form, please fill in the information of the email writer (if you know) and paste the email content **excluding** the information that personally identifies you or related parties.

To express my appreciation of your contribution, I would like to send a 300-baht Starbucks Card or a 300-bath The Mall Gift Voucher to you. Please give me your address in the form below and select the gift so that I can send it to you shortly.

If you have any questions, please do not hesitate to contact me through my email address or contact my supervisor Assoc. Prof. Dr. Anchalee Wannaruk through her email: wannaruk@sut.ac.th.

Best regards,
Navinda Sujinpram

Please write your address here. It can be in Thai or English.

Name:

Address:

Phone number:

Please select the gift: ☐ a Starbucks card   ☐ The Mall gift voucher

Please fill in the information of the writer of each email (if you know) and paste the email (name deleted) in the space provided.

<u>Email 1</u>

Nationality of the writer:	Job title:
Nationality of the addressee:	Job title:

Social status of the writer:

☐ higher than you   ☐ lower than you   ☐ the same as you

Relationship:

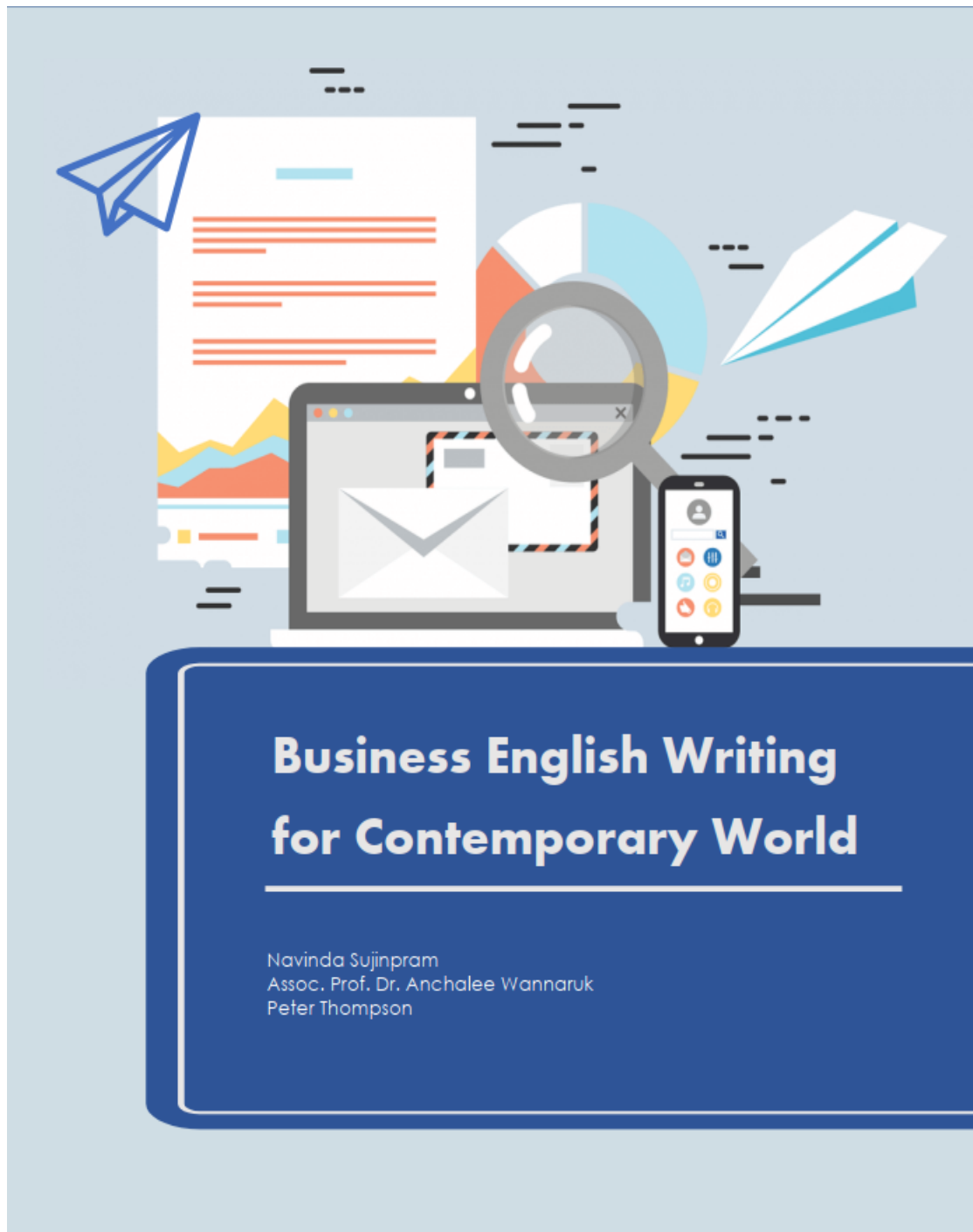☐ boss-employee relationship ☐ buyer-seller relationship ☐ close coworker

☐ business acquaintance   ☐ Others (please specify)

Paste email 1 here

APPENDIX C

SAMPLE OF TEACHING MATERIALS

Business English Writing for Contemporary World

Navinda Sujinpram
Assoc. Prof. Dr. Anchalee Wannaruk
Peter Thompson

Unit 1:
Introduction to data-driven learning

Before Lesson:

1. Think about writing a business email in English. What would help you write an effective one?

2. Have you ever used sample sentences to facilitate your writing?

3. Complete the sentences below. Give reasons why the words are selected.

- We thank you _____ your cooperation.
- You confirmed the requested delivery date _____ 15th March.
- I'm looking forward to _____ from you soon.

I Data-driven learning (DDL)

Data-driven learning (DDL) is a direct application of data that represents language use. You can study how a target word is used in sample sentences, infer its patterns, and apply them to your own writing. In this unit, you will learn the technique of using DDL to facilitate business email writing.

1 Getting the right form

1. We thank you _____ your cooperation.

Items	Examples
1.	I thank you for your business and look forward to your next.....
2.	This gift is our small way of saying thank you for your business through the years.
3.	Thank you for your suggestions, and thank you for your business.
4.	Again. thank you for your comments.
5.	We appreciate the opportunity to do business with you and thank you for your continued confidence in Altmark Funds.

Pattern:

2. You confirmed the requested delivery date _____ 15th March.

Items	Examples
1.	When the promised delivery date of December 18 passed, I called your fulfillment dep...
2.	You also mentioned a delivery date of May 6.
3.	Your delivery date on the brochures is 21 days past due.
4.	on regarding our credit as well as an approximate delivery date for our first order...
5.	You were promised a delivery date of May 15, but received the order on May 28.

Pattern:

3. I'm looking forward to _____ from you soon.

Items	Examples
1.	I am certainly looking forward to hearing from you again soon!
2.	We are looking forward to hearing from you in the near future.
3.	I am looking forward to meeting you in New York soon!
4.	I am looking forward to hearing from you soon
5.	We are now looking forward to his arrival.
Pattern:	

2　Getting useful language patterns

1. ...quotation... (request for a quotation)

Items	Examples
1.	Please let us have your lowest quotation by return.
2.	I wonder if you could let me have the quotation by telephone.
3.	We would like to have a quotation for 500 sets of each of your models XA-245 and XA-243.
4.	Would you kindly send us your quotation for spring and summer clothing that you could supply?
5.	Please send us your lowest quotation for your 'Tasso' and 'Onset' Pens.
6.	...we would appreciate receiving your quotation in triplicate on the chemicals required for this matter.
Pattern:	

2. ...price... (asking for price)

Items	Examples
1.	Please send brochures and price information on any of these types of products
2.	Please send me specification sheets and a price list for ZR200 treadmill.
3.	Will you please send us your current catalogue and price list for bicycles.
4.	Please send me your illustrated catalogue and a price list.
5.	Please send us detailed information such as (1) price, (2) packaging, and (3) delivery.
Pattern:	

3 Comparing the use of words

1. quotation

Items	Examples
1.	Please let us have your lowest quotation by return.
2.	I wonder if you could let me have the quotation by telephone.
3.	We would like to have a quotation for 500 sets of each of your models XA-245 and XA-243.
4.	Would you kindly send us your quotation for spring and summer clothing that you could supply?
5.	Please send us your lowest quotation for your 'Tasso' and 'Onset' Pens.
6.	...we would appreciate receiving your quotation in triplicate on the chemicals required for this matter.

Pattern:

2. price

Items	Examples
1.	Please send brochures and price information on any of these types of products.
2.	Please send me specification sheets and a price list for ZR200 treadmill.
3.	Will you please send us your current catalogue and price list for bicycles.
4.	Please send me your illustrated catalogue and price list.
5.	Please send us detailed information such as (1) price, (2) packaging and (3) delivery.

Pattern:

> **Can you see any differences between 'quotation' and 'price' sentences? Share your ideas with class.**

4	Getting collocations

1. delivery

Items	Examples
1.	If you can guarantee prompt delivery and can quote really competitive prices...
2.	...it will affect the timely delivery and quality of the whole project...
3.	Please investigate the cause of delay in delivery and remedy it properly as early as possible, as we...
4.	...possible is being done to ensure that you receive delivery ASAP
5.	...and we would ask you to arrange delivery at the earliest, as we expect a quick response to...
6.	The prices include delivery at your works.
7.	For the record, I guarantee meeting your delivery date.

Words that come with 'delivery'

2. meeting

Items	Examples
1.	Thank you for your efforts in arranging that meeting and allowing us to make this quote on our system.
2.	So I called a staff meeting and asked everyone to contribute ideas for getting...
3.	...be contacting you to arrange an introductory meeting and see how we might better serve you.
4.	I wrote down the wrong date for our scheduled meeting and, I'm afraid, left you hanging.
5.	I write to confirm our meeting at 10 am on August 18 at Meeting Room A.
6.	Please accept my sincere apologies for postponing our meeting at such short notice.
7.	The dinner meeting begins at 6.30, followed by the speaker's present.

Words that come with 'meeting'

5   Business Letter Corpus Online KWIC Concordancer

Business Letter Corpus (BLC) online KWIC concordancer is a web application that allows you to access to a collection of business letters. It offers sample sentences which you may apply to your own writing. The steps below introduce you how to use the BLC online KWIC concordancer:

1. Scan the QR code to visit the website. On the homepage, you will see the search box (search string), and the default setting of search type, line width, corpus and sort type.

http://www.someya-net.com/concordancer/

2. Input the search word 'problem' in the search box. You will get 646 examples of complete or incomplete sentences with 'problem'.

    2.1 You may observe how 'problem' is used in sentences (getting right forms/patterns and collocation)

```
2      BLC2:06:03101] I hope every " problem " is so easily resolved.
        - the problem is resolved              - resolve the problem

10     2:18:04808] The problems with this unit include ( problem 1 )
and ( problem 2 )
```
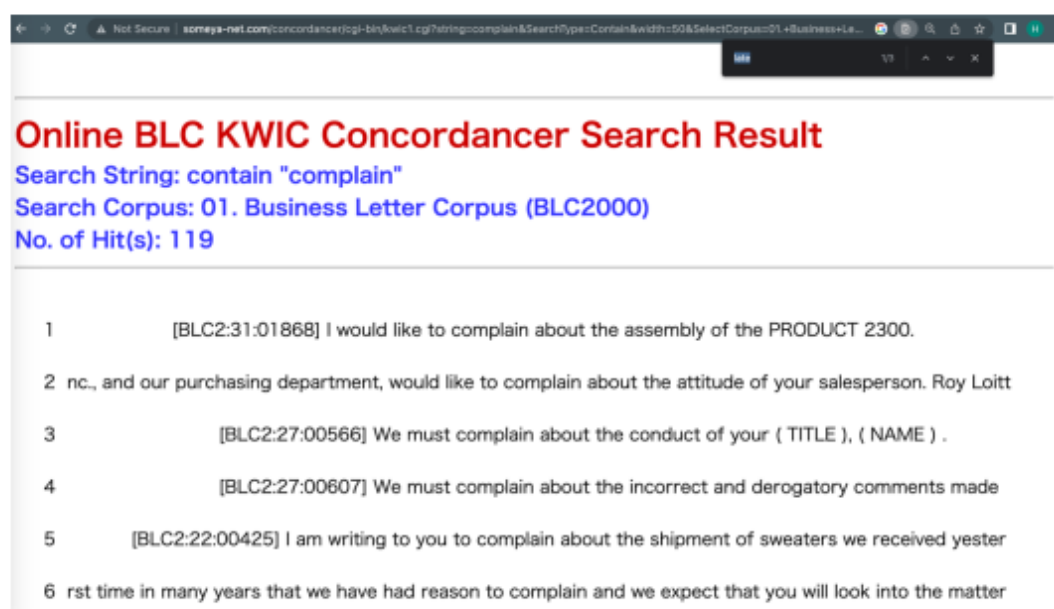_____

```
15     ] It will eliminate our current critical capacity problem and
allow us to move forward with our plan to pro
```
_____

```
24     [BLC2:03:00112] Please investigate the problem and let me know
as soon as possible what you can
```
_____

2.2 You may search your target word together with some other words by using search box (search string) and Ctrl+F to help you.

For example, you want to complain about late shipment. You input 'complain' in the search box and use Ctrl+F to find 'late'

How many results do you get? Observe those results. Which example(s) might be useful for you?

Online BLC KWIC Concordancer Search Result
Search String: contain "complain"
Search Corpus: 01. Business Letter Corpus (BLC2000)
No. of Hit(s): 119

1   [BLC2:31:01868] I would like to complain about the assembly of the PRODUCT 2300.

2 nc., and our purchasing department, would like to complain about the attitude of your salesperson. Roy Loitt

3   [BLC2:27:00566] We must complain about the conduct of your (TITLE), (NAME) .

4   [BLC2:27:00607] We must complain about the incorrect and derogatory comments made

5   [BLC2:22:00425] I am writing to you to complain about the shipment of sweaters we received yester

6 rst time in many years that we have had reason to complain and we expect that you will look into the matter

3. Uppercase and lowercase letters affect the results.

    3.1 Input 'Invitation' in the search box. How many examples do you get?
    3.2 Input 'invitation' in the search box. How many examples do you get?
    3.3 Based on your observation, what are the differences between 'Invitation' and 'invitation'?
    3.4 You may try other words with uppercase and lowercase letter. Share your ideas to class.

4. You may change default setting to facilitate your search.

    4.1 Search type: change from contain to equal to, start with, and end with. Input 'invite' and observe the results. Discuss your results with class.
    4.2 Line width: change from 50 to 100, 150, and 200. Input 'invite' and observe the results. Discuss your results with class.

Unit 2:
Writing an inquiry email

Before Lesson:

1. Do you know what an inquiry email is? In what situation would you write an inquiry email?

2. You have different purposes when writing an email. Mark a ü in the box in front of the situation(s) you think you would write an inquiry email.

☐ You have to confirm a meeting with your business partners.

☐ You want to notify a supplier of frequently delayed delivery.

☐ You need more product information.

☐ You want to have additional staff for your project.

I) Inquiry email

An inquiry email is used when you ask for information from your colleagues or business partners. When writing an inquiry email, you need to be clear about what you want and use polite language.

Task 1	Understanding an inquiry email

1A. Skim Email 1 and answer the questions below.

Email 1

New Message   — ↗ ✕

To   emily.brown@adsolution.com

Cc   rob.robinson@wqs.com

Bcc |

Subject   Index not found on website

Dear Ms. Brown:

We are currently reviewing our index range under the new guidelines, applicable by March 2015. One of the requirements is to provide investors with free, easily accessible, and complete composition information on the sponsor website.

It appears that the composition of the index we track is not available on the website. Please find in the attachment the index information that I was unable to find the composition details of on the website.

Where can I find this information on the website? If it is not already published somewhere on the site, do you plan on publishing the information for the index concerned?

Many thanks in advance for your reply.

Kindest regards
Elise

↶ ↷ Sans Serif ▾ ⊤T ▾ **B** *I* U̲ A̲ ▾ ☰▾ ⅓☰ ☰ ▾

Send ▾ A̲ 📎 ⧉ 🙂 △ 🖼 🕙 ✏ ⋮ 🗑

Understanding the text

Choose the best answer for each question.

1. Who is the email writer?

      a. Emily Brown   b. Elise   c. Rob Robinson

2. Who is/are the email receiver(s)?

      a. Emily Brown   b. Rob Robinson   c. Both Emily and Rob

3. What is the purpose of the email?

      a. To update an index on the website

      b. To give more information about the website

      c. To inquire about the information published on the website

Understanding the context

Read Email 1 again and complete the following form. Share your answers with your classmate.

1. What is the social status of the writer?	☐ Higher than the recipient ☐ Lower than the recipient ☐ Equal to the recipient
2. What is the relationship between the writer and the receiver?	☐ Boss-Employee ☐ Buyer-Seller ☐ Close co-worker ☐ Business acquaintance ☐ Other: _____
3. Do you know the nationality of the writer?	☐ Yes ☐No
4. Do you know the nationality of the receiver?	☐ Yes ☐ No

What are CC and BCC in email?

1B. Skim Email 2 and answer the questions below.

<u>Email 2</u>

New Message	— ↗ ✕

To wilson.ch@adsolution.com

Cc

Bcc |

Subject Update on website

Hi Will,

I guess you might be super busy this week, but I need to be sure that the website will be ready on schedule. If possible, please keep me updated about how the website is going by this Friday.

Thanks

Em

Understanding the text

Choose the best answer for each question.

1. Who is the email writer?

    a. Wilson   b. Em   c. Rob Robinson

2. Who is/are the email receiver(s)?

    a. Wilson   b. Em   c. Both Wilson and Em

3. What is the purpose of the email?

    a. To set a schedule with a customer on the website

    b. To make sure that the website will be ready on schedule

    c. To ask about the progress of the website

Understanding the context

Read Email 2 again and complete the following form. Share your answers with your classmate.

1. What is the social status of the writer?	☐ Higher than the recipient ☐ Lower than the recipient ☐ Equal to the recipient
2. What is the relationship between the writer and the receiver?	☐ Boss-Employee ☐ Buyer-Seller ☐ Close co-worker ☐ Business acquaintance ☐ Other: _____
3. Do you know the nationality of the writer?	☐ Yes. ☐ No.
4. Do you know the cultural background of the receiver?	☐ Yes. ☐ No.

1C. After reading the two emails, discuss the following points with your classmates.

1. How do you know the communicative purposes of the emails?

2. How do you know the status and the relationship between the writer and the receiver? Do you think they affect email writing? If so, why?

3. How can we know the cultural background of the writer and the receiver in the emails? What is the role of culture in the emails?

Task 2	Analyzing an inquiry email

2A. An inquiry email comprises several elements. Each element performs a different communicative function. Listed below are common elements found in an inquiry email.

Elements	Communicative functions
Subject	**Giving a short description of the topic to get receiver's attention** ▪ *Request for AC installation quotation*
Greeting	**Starting the email with salutation** ▪ *Dear Mr. Wilson,*
Opening	**Giving an introduction to the email** Email writer may express regret, appreciation or thanks or make an apology. ▪ *I am sorry to bother you with this email.* ▪ *Hope this email finds you well.*
Reasoning supportive move	**Giving justification or explanation** ▪ *We are planning to install new air conditioning in our new office building.*
Making inquiry	**Conveying the inquiry statement to achieve the communicative purpose** ▪ *Would you kindly send us your quotation for the installation of 10 AC units by the end of this month?*
Closing	**Finishing the email with gratitude or a call-to-action statement** ▪ *We sincerely thank you for your great support always.* ▪ *If you have any questions, please do not hesitate to contact me.* ▪ *I am looking forward to hearing from you soon.*

Sign-off and signature	**Words or phrases used to end an email and writer's signature**
	▪ *Best regards*
	  Thomas Lee
	▪ *Sincerely yours*
	  Yamamoto Aiko

2B. Identify the elements of Email 1 and Email 2 based on their communicative functions on page 12.

Email 1

New Message — ↗ ×

To   rob.robinson@wqs.com

Cc   emily.brown@adsolution.com

Bcc |

Subject Index not found on website —————————————

Dear Ms. Brown: ——————————————

We are currently reviewing our index range under the new guidelines, applicable by March 2015. One of the requirements is to provide investors with free, easily accessible, and complete composition information on the sponsor website.

It appears that the composition of the index we track is not available on the website. Please find in the attachment the index information that I was unable to find the composition details of on the website.

Where can I find this information on the website? If it is not already published somewhere on the site, do you plan on publishing the information for the index concerned?

Many thanks in advance for your reply. ——————————

Kindest regards

Elise

Sans Serif ▾ | ᴛT ▾ | **B** *I* U̲ A ▾ | ≡ ▾ | ☰ ☰ | ▾

Send ▾ | A 📎 ⊂⊃ ☺ △ 🖼 📷 ✏   ⋮ 🗑

Email 2

New Message — ↗ ✕

To   wilson.ch@adsolution.com

Cc

Bcc |

Subject   Update on website ————————————————— [ ]

Hi Will, ——————————————— [ ]

I guess you might be super busy this week, but I need to be sure that [ ]
the website will be ready on schedule./ If possible, please keep me
updated about how the website is going by this Friday./ [ ]

Thanks ⎱
Em   ⎰————————————— [ ]

↶ ↷ **Sans Serif** ▾ ┳̄ ▾ **B** *I* U̲ A̲ ▾ ≡ ▾ ⦂☰ ☰ ▾

Send ▾   A 📎 🔗 ☺ △ 🖼 🕐 ✏   ⋮ 🗑

2C. Below are the excerpts of email elements. Identify the elements of the emails based on their communicative functions on page 12.

_____ 1. Could you please quote the charges for shipment and insurance?

_____ 2. Please do not hesitate to contact me if you have any questions.

_____ 3. Regards,

_____ 4. Hi Michael,

_____ 5. As there are some questions as part of the final review process,…

_____ 6. More information needed

_____ 7. I'm looking forward to hearing from you soon. Thank you.

_____8. I would like more information about the latest promotion you offer.

_____ 9. We are sorry about any inconvenience this may bring to you.

_____ 10. Because I became anxious about the delivery,……

| Task 3 | Discussing email elements |

What elements do you find from Email 1 and Email 2? Discuss the organization with your classmates

II ELF Awareness

Task 4 Analyzing culture-related aspects

4A. Email 3 is written by a Vietnamese senior shipping officer to a subcontractor in Thailand. Identify the elements of the emails based on communicative functions on page 13 and answer the questions that follow.

Email 3

New Message   _ ↗ ×

To   Natty Sophon<natty-sop@ttpinterfreight.com>   Cc Bcc

Subject   Early July Shipment

Morning!

Dear Natty

We will continue load 2 sets drier machine around early July 2021, now everything was been fixed in Vietnam.

Please urgent offer your crane charges for this time (2 sets = 2 x 40tons (2mafi) + 2 x 3tons)

Look forward to receiving your response

Thanks

B.rgds

Nguyen Minh Toan

Sans Serif ▾ ⊤T ▾ B I U A ▾ ☰▾ ☷ ☰ ⊒ ▾

Send ▾ A ◍ ⌕ ☺ △ ▦ ⌾ ✎   ⋮ 🗑

Understanding the context

1. Who is the writer?

2. Who is the receiver?

3. What is the communicative purpose of the email?

4. What is the social status of the writer?

5. What is the relationship between the writer and the receiver?

6. Does the email reflect the cultural background of the writer and/or the receiver? If so, in what part?

Focusing on the email

1. Does the writer use the appropriate email subject? Can it be replaced with the subjects below? Share your ideas with your classmates.

     a. Please offer crane charges

     b. Urgently needed

     c. Crane charges for July shipment

     d. Greeting from Vietnam

2. Does the writer make a clear and appropriate inquiry? Write other possible inquiry statements for this email. You may consult BLC online KWIC concordancer for some ideas.

Original statement: Please urgently offer your crane charges for this time (2sets = 2 x 40tons (2mafi) + 2 x 3tons)

Possible statement 1: _____

_____

Possible statement 2: _____

_____

You may try these keywords:
how much
charge
quote
quotation

3. Does the writer use any phrases or sentences to soften his inquiry? If so, what are they? Do you think they are necessary for an inquiry email?

4B. Email 4 is written by a Thai customer to the staff of a hotel located in Thailand asking about the overcharge by the hotel. Rearrange the elements of the email and fill out the form that follows. Discuss your answers with the class.

a. Just one question as I look through the receipt once again
b. Sawasdee ka
c. Looking forward to hearing from you
d. GGF charge
e. We had a very good stay
f. Could you please advise?
g. Best Regards
h. Sorry, I didn't check it carefully upon check out as my assistant was the one who paid.

Email 4

New Message	— ↗ ✕

To   Sales@goodviewhotel.com   Cc Bcc

Subject   1. _____

2. _____.

3. _____. 4. _____.

The charge for go green fund is 2 USD per night which should be around 62 THB. However, GGF for 2 and 3rd night was charged 1,247.63 – not so sure if it's correct. 5. _____

6. _____.

7. _____. Thank you.

8. _____.

Ammy

[Sans Serif ▾ 🇹▾ B I U A▾ ≡▾ ☰ ☰ ⬗ ▾]

[Send ▾   A 📎 🔗 ☺ △ 🖼 🕐 🖉   ⋮ 🗑]

Focusing on the email

	Yes	No
1. What is the communicative purpose of the email?		
2. Does the writer use the appropriate subject?	☐	☐
3. Does the writer use the appropriate greeting?	☐	☐
4. Does the writer make a clear and appropriate inquiry?	☐	☐
5. Does the writer give specific support to her inquiry?	☐	☐
6. Does the writer use any phrases or sentences to soften her inquiry?	☐	☐
7. Does the email reflect the cultural background of the writer and/or the receiver?	☐	☐
8. Does the writer use the appropriate ending?	☐	☐

4C. Email 5 is written by a Thai jewelry entrepreneur - who has lived in the UK for 10 years - to a jewelry courier service provider. Read the email and answer the questions that follow. Discuss your answers with the class.

<u>Email 5</u>

New Message   — ⤢ ✕

To   lms@morris–network.com   Cc Bcc

Subject   Sending gemstones

Hello Ben,

I got your contact from Rob, Monica Jewelry.

I'm looking to send some loose gemstones to IGI (Antwerp) and HRD, and they suggested me sending the stone via Morris Network.

I therefore would like ask how the process will work. My business is based at an office in Hatton Garden and also found out that we're located very near.

Please kindly suggest.

Kindest regards,
C.Chatnoi

Sans Serif ▾   ⤺ ⤻   ꞆT ▾   **B** *I* U̲ A ▾   ☰ ▾ ☷ ☰ ⬚ ▾

Send ▾   A 🔗 ☺ △ 🖼 🕒 ✒   ⋮ 🗑

Focusing on the email

1. What is the communicative purpose of the email?

	Yes	No
2. Does the writer use the appropriate subject?	☐	☐
3. Does the writer use the appropriate greeting?	☐	☐
4. Does the writer make a clear and appropriate inquiry?	☐	☐
5. Does the writer give specific support to her inquiry?	☐	☐
6. Does the writer use any phrases or sentences to soften her inquiry?	☐	☐
7. Does the email reflect the cultural background of the writer and/or the receiver?	☐	☐
8. Does the writer use the appropriate ending?	☐	☐

Task 5 **Discussing email variation**

What are the similarities and differences in emails 1 to 5? Share your ideas with the class.

Task 6   **Useful language**

Making an inquiry

6A. The following sentences are inquiries. Identify language patterns that make the inquiries polite and create your own sentences using those patterns.

Would you please confirm that S+V

1. <u>Would you please confirm that</u> you have something exactly similar?

   <u>Would you please confirm that the goods will be delivered on the proposed date?</u>

2. Could you please quote a rate for the new RX-9 model?

   _____

3. I would be grateful if you would supply the following information.

   _____

4. I would greatly appreciate your letting me have details of the problem.

   _____

5. Please let me know how we may deal with this matter.

   _____

Creating a good rapport

One of the main goals for business communication is to create a good rapport with business partners. When writing an inquiry email, you may use the mitigating strategies below to soften the inquiry and create a good business relationship.

Strategies	Examples
Tag questions/ Rhetorical questions	Is that alright?
Gratitude expressions	We would appreciate any information you could share regarding the matter.
Apologies	We apologize for any inconvenience this may cause you.
Positive endings	If you have any questions, please feel free to contact us.
Politeness markers	Please submit the price quote to me as soon as possible.

Proposed by Yao, Song and Sheng (2021)

6C. Match the mitigating strategies in the left column with the statements in the right column.

Strategies	Statements
a. Tag questions/ Rhetorical questions	_____ 1. Please urgently offer your crane charges for this time.
	_____ 2. Thanks.
b. Gratitude expressions	_____ 3. Sorry I didn't check it carefully upon check out as my assistant was the one who paid.
c. Apologies	
d. Positive endlings	_____ 4. You will be able to give us the information on schedule, right?
e. Politeness markers	_____ 5. Please kindly suggest.

III Writing an inquiry email

Task 7   **Analyzing task**

7A. Read the given situation and fill in the form below.

> You are a purchasing officer of a construction company. You want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete. You contact Mananya, a sales representative from Wibooncement, one of the biggest concrete suppliers in Thailand (sales@wibooncement.com). Your company is a client of her firm, and you contact her from time to time to ask for quotations and order products. The quotation needs to be submitted before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok. As usual, you attach terms and conditions with the email and stress that the terms and conditions will be applied to all purchase orders.

1. What is the communicative purpose of the email?

2. What is the social status of the writer?	☐ Higher than the recipient ☐ Lower than the recipient ☐ Equal to the recipient
3. What is the relationship between the writer and the receiver?	☐ Boss-Employee ☐ Buyer-Seller ☐ Close co-worker ☐ Business acquaintance ☐ Other: _____

Task 8   Getting useful language

8A. What greetings can be used in the given task? Underline the appropriate greetings. How can you mark them appropriate or inappropriate?

Dear Mananya	Hi Mananya	Sawasdee ka	Khun Mananya
Dear Madam	Hello	Good morning ka	Dear K. Mananya

8B. What sign-offs can be used in the given task? Underline the appropriate sign-offs. How can you mark them appropriate or inappropriate?

Best regards	Regards	With love	Cheers
Best wishes	Bye	Sincerely yours	Take c...

8C. The following words and phrases are likely used in the given task. Visit BLC online KWIC concordancer to get some ideas for writing.

Words	Patterns
quotation	**#35** [BLC2:26:00008] Would you kindly send us your quotation for spring and summer clothing that you could sup Would you kindly send us your quotation for N?
delivery (date)	**#294** e monogrammed " G " in Old English lettering, and delivery was requested not later than May 15. ...delivery is requested not later than...(date)
terms and conditions	**#32** All other terms and conditions remain as stated in our March 26, 1999 letter. ...terms and conditions remain as stated in...

Task 8 | Writing

8A. Write the email based on the situation in 7A.

New Message _ ↗ ✕

To   Cc Bcc

Subject

↶ ↷ | Sans Serif ▾ | T ▾ | **B** _I_ U̲ A ▾ | ≣ ▾ | ≣ ≣ ⇥ | ▾

[Send ▾] A 📎 🔗 🙂 △ 🖼 🕐 ✏️   ⋮ 🗑

==_Write down the searched words here!_==

8B. Revise the above email using DDL to correct your grammatical errors.

New Message	— ↗ ✕
To	Cc Bcc
Subject	

↶ ↷ Sans Serif ▾ 𝐓 ▾ **B** *I* U̲ A̲ ▾ ☰ ▾ ≣ ≔ ⮒ ▾

Send ▾ A̲ 🔗 ☺ △ 🖼 🕒 ✒ ⋮ 🗑

8C. After writing an inquiry email, use the checklist below to make sure that your email is well written.

Yes	No	Items
		1. The email is well-organized.
		2. I use a relevant and clear subject.
		3. I use the appropriate greeting.
		4. My opening gives a good introduction to the topic.
		5. My closing is relevant to the situation.
		6. I use appropriate sign-off.
		7. My inquiry statement is clear and polite.
		8. The email content is clear, accurate, and concise.
		9. I use appropriate language based on the interlocutors' status and relationship.
		10. I use correct grammar.
		11. I use appropriate vocabulary.

APPENDIX D
PRETEST AND POSTTEST

Email 1

> As a purchasing staff member for Rose Furniture Company, you need to write an email to Green Valley Company, a wood supplier in Thailand, to place your first order. The order consists of 800 of Red Oak hardwood thin lumber, with dimensions of 1 inch thick, 3-3.5 inches wide x 23 inches long. Additionally, you need to order 500 pieces of board lumber, with dimensions of 2 inches thick x 4 inches wide x 46 inches long. It's important that all pieces of lumber are kiln-dried around 6-9 moisture content.
>
> Please request that the supplier deliver the goods to your company's warehouse in Wangnoi, Ayutthaya. Also, refer to the previous quotation provided by the supplier. As this is your first order, ask the supplier to suggest a payment method that works for both parties.

Write the email based on the situation

New Message	_ ⟋ ✕
To	Cc Bcc
Subject	

Sans Serif ▾ ⊤T ▾ **B** *I* U A ▾ ≣ ▾ ≣ ≣ ≣ ▾

Send ▾ A 🔗 ☺ △ 🖼 🕐 ✏ ⋮ 🗑

Email 2

To:	DBL Online
From:	Mary Jenkins
Subject:	Order
Attachments:	PO#S82379 ⊗

Dear Mr. Chapman,

Further to my previous enquires and your helpful responses, I would like to place an order for one thousand washing machines of the various sizes and prices as in the attached document. I am slightly concerned with the delivery date and must clarify that the goods must arrive before the seasonal holidays begin in the middle of June (please let me know).

We would like confirmation on how long you can hold the present quoted prices for future purchases, as price changes may necessitate further negotiation regarding future orders of this size.

On behalf of my company, I would like to thank you for your help in making this order possible, and we look forward to doing business again with you.

Best regards,

Mary Jenkins
HousePro Ltd.

Write an acknowledge to order email in response to the email

New Message	_ ⤢ ✕
To	Cc Bcc
Subject	

↶ ↷ Sans Serif ▾ T̄ ▾ **B** *I* U A ▾ ☰ ▾ ☷ ☰ ⫘ ▾

Email 3

You work for a health products supply company and have recently received your order for vitamin supplements under reference number 2381. The supplements arrived yesterday afternoon and passed inspection. Write an email to Mrs. Clarke to inform her that you received the order and directed the invoice for the goods, totaling $632 to the finance officer. They will settle the payment via electronic transfer tomorrow. You will send copies of all payment documents to Mrs. Clarke next week.

Write the email based on the situation

New Message   — ⤢ ✕

To   Cc Bcc

Subject

Sans Serif   ┬T   B   I   U   A   ≡   ⋮≡   ≔   ⫤

Send   A   📎   🔗   ☺   △   🖼   🕓   ✒   ⋮   🗑

Email 4

You are an operational staff member of a clothing company. Write an email to all staff in your department to inform them that QuikFreight, the transportation service provider that you regularly use, will be visiting your distribution depot to discuss a new contract. The discussion will include cost-cutting measures, new pick-up conditions, and other related topics.

Write the email based on the situation.

New Message — ↗ ✕

To   Cc Bcc

Subject

Sans Serif ▾ | T ▾ | B *I* U A ▾ | ≣ ▾ | ≣ ≣ ≣ | ▾

Send ▾ | A ⎘ ⧉ ☺ △ ▣ 🕓 ✎ | ⋮ 🗑

APPENDIX E
GUIDED QUESTIONS FOR INTERVIEWS

Preset questions for semi-structured interview
1. นักศึกษาคิดว่า GBA ช่วยนักศึกษาในการเขียนอีเมลธุรกิจหรือไม่ อย่างไร
2. นักศึกษาใช้ DDL ช่วยนักศึกษาในการเขียนอีเมลธุรกิจหรือไม่ มากน้อยแค่ไหน ยกตัวอย่างส่วนที่นักศึกษาใช้ DDL ในการเขียน และนักศึกษาคิดอย่างไรกับการใช้เทคนิคนี้ในการเขียนอีเมลธุรกิจ
3. นักศึกษาคิดอย่างไรกับการใช้ตัวอย่างอีเมลธุรกิจจริงในการสอน

APPENDIX F

RESEARCH ETHICS

Human Research Ethics Committee Suranaree University of Technology	ข้อมูลคำอธิบายสำหรับผู้เข้าร่วมในโครงการวิจัย (Information Sheet for Research Participant)

สำหรับโครงการวิจัยทางสังคมศาสตร์ที่ใช้แบบสัมภาษณ์

เนื่องด้วยข้าพเจ้า นางนุวินดา สุจินพรัหม นักศึกษาปริญญาเอก หลักสูตรภาษาอังกฤษศึกษา สังกัดสำนัก เทคโนโลยีสังคม มหาวิทยาลัยเทคโนโลยีสุรนารีกำลังดำเนินการวิจัย เรื่อง "รูปแบบการเรียนการสอนการเขียนจดหมาย อิเล็กทรอนิกส์เชิงธุรกิจโดยบูรณาการแนวทางที่ใช้ประเภทผลงานเป็นฐาน การเรียนรู้แบบขับเคลื่อนด้วยข้อมูล และการ ตระหนักรู้ต่อการใช้ภาษาอังกฤษในฐานะภาษากลาง" โดยมีวัตถุประสงค์ของการวิจัย เพื่อศึกษาผลของการบูรณาการ แนวทางที่ใช้ประเภทผลงานเป็นฐานกับการเรียนรู้แบบขับเคลื่อนด้วยข้อมูลต่อการใช้ภาษาอังกฤษเชิงธุรกิจในฐานะ ภาษากลาง และเพื่อศึกษาการรับรู้ของกลุ่มตัวอย่างต่อการสอนด้วยวิธีดังกล่าว ประโยชน์โดยตรงที่อาสาสมัครจะได้รับ จากการเข้าร่วมโครงการวิจัยในครั้งนี้ คือ อาสาสมัครจะได้รับความรู้และแนวทางในการเขียนจดหมายอิเล็กทรอนิกส์ที่ใช้ ภาษาอังกฤษเพื่อการติดต่อธุรกิจ และข้อคิดเห็นจากอาสาสมัครจะสามารถนำไปใช้พัฒนาการเรียนการสอนการเขียน จดหมายอิเล็กทรอนิกส์ที่ใช้ภาษาอังกฤษในการติดต่อธุรกิจต่อไป

ข้าพเจ้าจึงใคร่ขอความร่วมมือจากท่านในการสัมภาษณ์ โดยจะสัมภาษณ์แบบตัวต่อตัว ใช้เวลาประมาณ 15 นาที ทางออนไลน์ผ่านระบบ Zoom ผู้วิจัยจะทำการนัดหมายวันและเวลาที่สะดวกในการสัมภาษณ์ ในระหว่างการ สัมภาษณ์ผู้วิจัยขออนุญาตบันทึกเสียง ทั้งนี้เพื่อความถูกต้องของเนื้อหา ผู้วิจัยจะใช้รหัสแทนชื่อและนามสกุลจริงของท่าน ลงในแบบบันทึกข้อมูลเทปการสัมภาษณ์ **ข้อมูลและเอกสารสัมภาษณ์นี้จะถูกเก็บไว้เป็นเวลา 3 ปี และทำลายทิ้งเมื่อ ครบกำหนดดังกล่าว**

ข้าพเจ้าขอรับรองว่าข้อมูลที่ได้รับจากท่านจะถูกเก็บเป็นความลับและจะนำเสนอผลการวิจัยในภาพรวมเท่านั้น ซึ่งจะไม่ก่อให้เกิดความเสียหายแก่ท่านแต่ประการใด จะไม่มีการระบุชื่อ/ข้อมูลส่วนตัวของท่าน "จะไม่มีการเผยแพร่ ภาพถ่ายหรือวิดีโอที่มีรูปของท่านแก่สาธารณะ" ผู้วิจัยขอรับรองว่าข้อมูลที่ได้รับจากท่านจะถูกเก็บเป็นความลับและจะ นำเสนอผลการวิจัยในภาพรวมเท่านั้น ซึ่งจะไม่ก่อให้เกิดความเสียหายแก่ท่านแต่ประการใด จะไม่มีการระบุชื่อ/ข้อมูล ส่วนตัวของท่าน

ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ท่านเข้าร่วมด้วยความสมัครใจและสามารถถอนตัวเมื่อใดก็ ได้ โดยไม่เสียสิทธิ์ใดๆทั้งสิ้นไม่ว่าท่านจะเข้าร่วมการวิจัยครั้งนี้หรือไม่ ดังนั้นจึงไม่เกิดผลกระทบต่อตัวท่าน และต่อการ เรียนของท่าน ทั้งนี้อาสาสมัครจะ**ได้รับ**ค่าตอบแทนในการเข้าร่วมงานวิจัยเป็นเงิน 1,000 บาท โดยจะได้รับเมื่อ อาสาสมัครเข้าอบรมตลอดทั้งโครงการไม่น้อยถ้าร้อยละ 80 และให้ข้อมูลครบถ้วนสำหรับการวิจัย หากท่านมีปัญหา สงสัยหรือต้องการทราบข้อมูลเกี่ยวกับผลการวิจัยสามารถติดต่อสอบถามผู้วิจัยได้ที่ นุวินดา สุจินพรัหม โทร 086-2246398

หากท่านมีปัญหาสงสัยเกี่ยวกับสิทธิของท่านขณะเข้าร่วมการวิจัยนี้ ต้องการทราบข้อมูลเพิ่มเติม โปรด สอบถามได้ที่ "สำนักงานคณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยเทคโนโลยีสุรนารี โทร. 044--224757

ขอขอบพระคุณอย่างสูง

....
(นางนุวินดา สุจินพรัหม)

	Human Research Ethics Committee Suranaree University of Technology	ข้อมูลคำอธิบายสำหรับผู้เข้าร่วมในโครงการวิจัย (Information Sheet for Research Participant)

สำหรับโครงการวิจัยทางสังคมศาสตร์ที่ใช้การทดสอบก่อนเรียนและหลังเรียน

เนื่องด้วยข้าพเจ้า นางนุวินดา สุจินพรัหม นักศึกษาปริญญาเอก หลักสูตรภาษาอังกฤษศึกษา สังกัดสำนัก เทคโนโลยีสังคม มหาวิทยาลัยเทคโนโลยีสุรนารีกำลังดำเนินการวิจัย เรื่อง "รูปแบบการเรียนการสอนการเขียนจดหมาย อิเล็กทรอนิกส์เชิงธุรกิจโดยบูรณาการแนวทางที่ใช้ประเภทผลงานเป็นฐาน การเรียนรู้แบบขับเคลื่อนด้วยข้อมูล และการ ตระหนักรู้ต่อการใช้ภาษาอังกฤษในฐานะภาษากลาง" โดยมีวัตถุประสงค์ของการวิจัย เพื่อศึกษาผลของการบูรณาการ แนวทางที่ใช้ประเภทผลงานเป็นฐานกับการเรียนรู้แบบขับเคลื่อนด้วยข้อมูลต่อการใช้ภาษาอังกฤษเชิงธุรกิจในฐานะ ภาษากลาง และเพื่อศึกษาการรับรู้ของกลุ่มตัวอย่างต่อการสอนด้วยวิธีดังกล่าว ประโยชน์โดยตรงที่อาสาสมัครจะได้รับ จากการเข้าร่วมโครงการวิจัยในครั้งนี้ คือ อาสาสมัครจะได้รับความรู้และแนวทางในการเขียนจดหมายอิเล็กทรอนิกส์ที่ใช้ ภาษาอังกฤษเพื่อการติดต่อธุรกิจ และข้อคิดเห็นจากอาสาสมัครจะสามารถนำไปใช้พัฒนาการการเรียนการสอนการเขียน จดหมายอิเล็กทรอนิกส์ที่ใช้ภาษาอังกฤษในการติดต่อธุรกิจต่อไป

ข้าพเจ้าจึงใคร่ขอความร่วมมือจากท่านในการทำแบบทดสอบก่อนเรียนและหลังเรียน โดยการสอบก่อนเรียน อาสาสมัครจะได้รับสถานการณ์จำลองให้เขียนจดหมายอิเล็กทรอนิกส์เป็นภาษาอังกฤษ จำนวน 4 สถานการณ์ ใช้เวลา ประมาณ 2 ชั่วโมง ในการทดสอบหลังเรียน อาสาสมัครจะได้รับสถานการณ์จำลองให้เขียนจดหมายอิเล็กทรอนิกส์เป็น ภาษาอังกฤษ จำนวน 1 สถานการณ์ หลังการเรียนในแต่ละบทเรียน (รวมทั้งสิ้น 4 บทเรียน) ใช้เวลาประมาณ 30 นาที/ บทเรียน ผู้วิจัยจะใช้รหัสแทนชื่อและนามสกุลจริงของท่านในแบบทดสอบก่อนเรียนและหลังเรียน <u>**โดยข้อมูลจาก แบบทดสอบนี้นี้จะถูกเก็บไว้เป็นเวลา 3 ปี และทำลายทิ้งเมื่อครบกำหนดดังกล่าว**</u>

ข้าพเจ้าขอรับรองว่าข้อมูลที่ได้รับจากท่านจะถูกเก็บเป็นความลับและจะนำเสนอผลการวิจัยในภาพรวมเท่านั้น ซึ่งจะไม่ก่อให้เกิดความเสียหายแก่ท่านแต่ประการใด จะไม่มีการระบุชื่อ/ข้อมูลส่วนตัวของท่าน ซึ่งจะไม่ก่อให้เกิดความ เสียหายแก่ท่านแต่ประการใด

ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ท่านเข้าร่วมด้วยความสมัครใจและสามารถถอนตัวเมื่อใดก็ ได้ โดยไม่เสียสิทธิ์ใดๆทั้งสิ้นไม่ว่าท่านจะเข้าร่วมการวิจัยครั้งนี้หรือไม่ ดังนั้นจึงไม่เกิดผลกระทบต่อตัวท่าน และต่อการ เรียนของท่าน ทั้งนี้อาสาสมัครจะ**ได้รับ**ค่าตอบแทนในการเข้าร่วมงานวิจัยเป็นเงิน 1,000 บาท โดยจะได้รับเมื่อ อาสาสมัครเข้าอบรมตลอดทั้งโครงการไม่น้อยกว่าร้อยละ 80 และให้ข้อมูลครบถ้วนสำหรับการวิจัย หากท่านมีปัญหา สงสัยหรือต้องการทราบข้อมูลเกี่ยวกับผลการวิจัยสามารถติดต่อสอบถามผู้วิจัยได้ที่ นุวินดา สุจินพรัหม โทร 086-2246398

หากท่านมีปัญหาสงสัยเกี่ยวกับสิทธิของท่านขณะเข้าร่วมการวิจัยนี้ ต้องการทราบข้อมูลเพิ่มเติม โปรด สอบถามได้ที่ "สำนักงานคณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยเทคโนโลยีสุรนารี โทร. 044--224757

<div align="center">

ขอขอบพระคุณอย่างสูง

....

(นางนุวินดา สุจินพรัหม)

</div>

		AF/13-08/02.0
	Human Research Ethics Committee Suranaree University of Technology	หนังสือแสดงเจตนายินยอมเข้าร่วมโครงการวิจัย (Informed Consent Form)

สำหรับโครงการวิจัยทางสังคมศาสตร์ที่ใช้แบบสัมภาษณ์

ข้าพเจ้า (นาง / นางสาว / นาย) .... นามสกุล .... อายุ .... ปี บ้านเลขที่ .... หมู่ที่ .... ตำบล .... อำเภอ .... จังหวัด .... ได้รับฟังคำอธิบายจาก นางนวินดา สุจินพรัหม เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัย เรื่อง "รูปแบบการ เรียนการสอนการเขียนจดหมายอิเล็กทรอนิกส์เชิงธุรกิจโดยบูรณาการแนวทางที่ใช้ประเภทผลงานเป็นฐาน การเรียนรู้แบบขับเคลื่อนด้วยข้อมูล และการตระหนักรู้ต่อการใช้ภาษาอังกฤษในฐานะภาษากลาง" โดย ข้อความที่อธิบายประกอบด้วย วัตถุประสงค์ของการวิจัย ประโยชน์โดยตรงที่อาสาสมัครจะได้รับจากการเข้า ร่วมโครงการวิจัยในครั้งนี้ ขั้นตอนการปฏิบัติตัว โดยมีการขออนุญาตในการบันทึกเสียง โดยใช้เวลาประมาณ 15 นาที เพื่อนำข้อมูลไปวิเคราะห์และพัฒนาการเรียนการสอนการเขียนจดหมายอิเล็กทรอนิกส์ที่ใช้ ภาษาอังกฤษในการติดต่อธุรกิจต่อไป **ตลอดจนได้รับแจ้งจากผู้วิจัยว่าจะเก็บรักษาข้อมูลที่ได้เป็นระยะเวลา 3 ปี และจะทำลายทิ้งเมื่อครบกำหนด ผู้วิจัยได้รับรองว่า**จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับ และ ไม่ระบุชื่อหรือข้อมูลส่วนตัวเป็นรายบุคคลต่อสาธารณชน โดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมที่เป็น การสรุปผลการวิจัยเพื่อประโยชน์ทางวิชาการเท่านั้น "ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ" และข้าพเจ้าสามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้า ปรารถนาและหากเกิดมีเหตุการณ์ที่ไม่พึงประสงค์

ข้าพเจ้าได้อ่านและเข้าใจตามคำอธิบายข้างต้นแล้ว จึงได้ลงนามยินยอมเข้าร่วมโครงการวิจัยนี้

ลงชื่อ .... อาสาสมัคร

(...)

วันที่ .... เดือน .... พ.ศ. ....

Human Research Ethics Committee Suranaree University of Technology	หนังสือแสดงเจตนายินยอมเข้าร่วมโครงการวิจัย (Informed Consent Form)

29   **สำหรับโครงการวิจัยทางสังคมศาสตร์ที่ใช้แบบทดสอบก่อนและหลังเรียน**

30

31   ข้าพเจ้า (นาง / นางสาว / นาย) .... นามสกุล .... อายุ .... ปี

32 บ้านเลขที่ .... หมู่ที่ .... ตำบล .... อำเภอ .... จังหวัด ....

33 ได้รับฟังคำอธิบายจาก นางนวินดา สุจินพรัหม เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัย เรื่อง"รูปแบบการ

34 เรียนการสอนการเขียนจดหมายอิเล็กทรอนิกส์เชิงธุรกิจโดยบูรณาการแนวทางที่ใช้ประเภทผลงานเป็นฐาน

35 การเรียนรู้แบบขับเคลื่อนด้วยข้อมูล และการตระหนักรู้ต่อการใช้ภาษาอังกฤษในฐานะภาษากลาง" โดย

36 ข้อความที่อธิบายประกอบด้วย วัตถุประสงค์ของการวิจัย ประโยชน์โดยตรงที่อาสาสมัครจะได้รับจากการเข้า

37 ร่วมโครงการวิจัยในครั้งนี้ ขั้นตอนการปฏิบัติตัว โดยมีการขอเก็บข้อมูลจากการทดสอบก่อนเรียน ใช้เวลา 2

38 ชั่วโมง และการทดสอบหลังเรียน ใช้เวลา 30 นาที/ครั้ง รวม 4 ครั้ง เพื่อนำข้อมูลไปวิเคราะห์ผลกระทบจาก

39 การเรียนการสอนการเขียนจดหมายอิเล็กทรอนิกส์ที่ใช้ภาษาอังกฤษในการติดต่อธุรกิจ **ตลอดจนได้รับแจ้ง**

40 **จากผู้วิจัยว่าจะเก็บรักษาข้อมูลที่ได้เป็นระยะเวลา 3 ปี และจะทำลายทิ้งเมื่อครบกำหนด ผู้วิจัยได้รับรอง**

41 **ว่า**จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับ และไม่ระบุชื่อหรือข้อมูลส่วนตัวเป็นรายบุคคลต่อ

42 สาธารณชน โดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมที่เป็นการสรุปผลการวิจัยเพื่อประโยชน์ทางวิชาการ

43 เท่านั้น "ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ" และ

44 ข้าพเจ้าสามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้าปรารถนาและหากเกิดมีเหตุการณ์ที่ไม่พึง

45 ประสงค์

46

47   ข้าพเจ้าได้อ่านและเข้าใจตามคำอธิบายข้างต้นแล้ว จึงได้ลงนามยินยอมเข้าร่วมโครงการวิจัยนี้

48

49

50   ลงชื่อ .... อาสาสมัคร

51   (.................................)

52   วันที่ .... เดือน .... พ.ศ. ....

APPENDIX G

PILOT STUDY

1. Pilot Study

This pilot study was conducted in June 2022. To conduct this pilot study, the researcher followed the process as presented in Figure 3.9. This pilot study aimed to answer the following research questions:

1. What are the effects of the teaching approach integrating GBA, DDL and ELF-aware teaching on EFL students' business email writing ability?

2. How can GBA affect students' business writing ability?

3. What are students' attitudes towards the teacher, the course and themselves after the course?
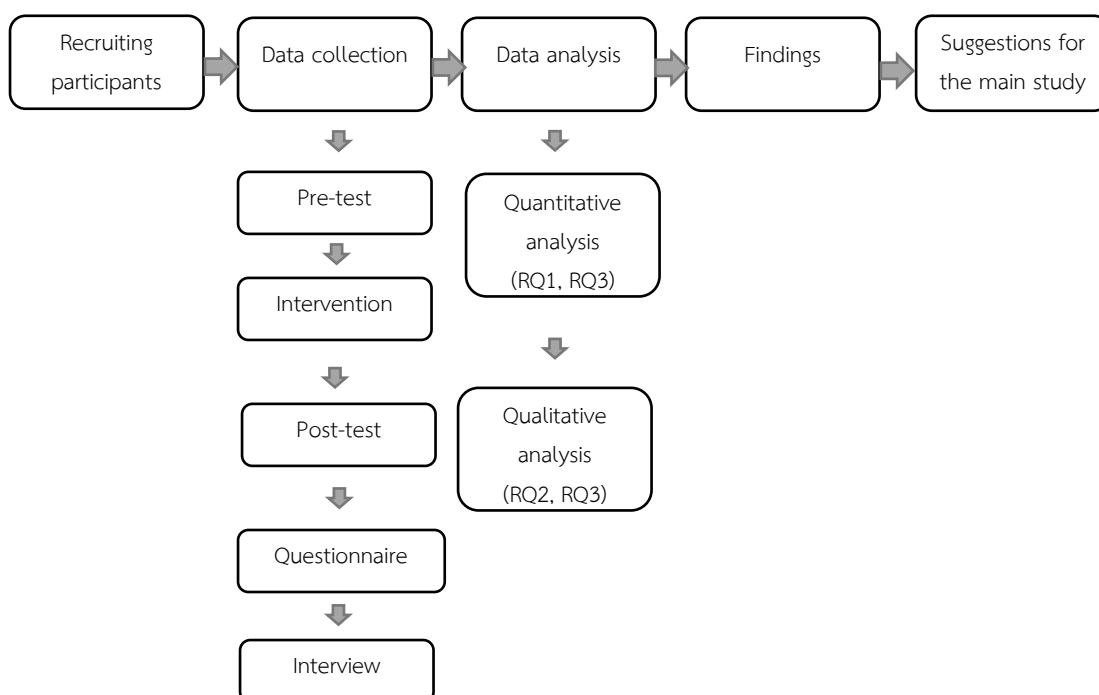
Figure 3.9 Process of conducting pilot study

1.1 Recruiting participants

To get the research participants, the researcher called for participation in an online email writing course through Foreign Language Resource Unit (FLRU) at SUT. The characteristics of the participants required for the pilot study were the same as the main study. That is, they studied EFL in Thailand for at least 10 years, had no working experience in business setting and did not write business emails on a regular basis. The

researcher interviewed each of the applicants to make sure that he/she was qualified for the study. Finally, 12 participants were selected to the study. Six of them reached CEFR level A2 and the other six reached CEFR level B1.

1.2 Data collection

The data collected in this pilot study included pre-test and post-test and learners' attitudes towards the genre-based approach (GBA), data-driven learning (DDL) and ELF-aware teaching and their suggestions for course improvement. Table 3.3 shows the training schedule.

Table 1.1 Training schedule

Session	Duration	Activities
1	2 hours	Pre-test
		Introduction to DDL
2	3 hours	Unit 1: Writing an Inquiry Email
3	3 hours	Unit 2: Writing a Complaint Email

According to the training schedule, the participants attended an 8-hour online training course. In the first session (2 hours), the participants took a pretest and received DDL training. The pre-test in this pilot study was taken from the two units of the training course in the main study, so the participants were assigned to write an inquiry email and a complaint email (Appendix C). For DDL training, the researcher followed the steps teaching DDL with PPP (Sah, 2015). The researcher presented the participants examples of concordance lines and encouraged them to infer linguistic patterns of those lines. Then, the participants discussed the inferred patterns with peers, and the researcher helped shape the inferences in order to avoid over and undergeneralization. After that, the researcher introduced the participants to BLC online KWIC concordancer, explained the available functions and let the participants practice using it to generate linguistic patterns through practice.

In the second and third sessions (3 hours per session), the participants were engaged in genre and ELF awareness-raising activities and DDL practices for business email writing and took a post-test after each session (Appendix A). The researcher used the same materials as the main study in case that the participants gave useful comment to modify materials at the end of the course. The teaching materials was organized based on the teaching-learning cycle (Hyland, 2003). The first part aimed to experience the participants with well written business emails to raise their genre awareness of email structure and context. The second part presented the participants

with authentic business emails and raised their awareness of ELF business email communication. After that, the participants took the post-test.

After the intervention, all of the participants completed a questionnaire about their attitudes towards the teaching approaches and had individual semi-structured interviews (using Thai language) about the use of DDL in zzzzzzzzztheir writing, their attitudes towards the teaching approaches in details and their comments for course improvement.

1.3 Data analysis

To answer research question 1, the participants' pre-test and post-test were rated based on the communicative effectiveness score descriptors (Figure 3.8) and analyzed using one sample t-test. The analysis compared overall scores from pre-test and post-test and the scores in each aspect (framing move, content move, grammar and vocabulary).

To answer research question 2, the participants' pre-test and post-test were analyzed qualitatively to investigate how their writing changed after the intervention.

To answer research question 3, descriptive statistics was used to analyze the answers from close-ended questionnaire, and qualitative analysis was used generate themes from open-ended questionnaire and semi-structured interviews.

1.4 Findings

Research question 1: What are the effects of the integration of GBA, DDL and ELF-aware teaching on EFL students' business email writing ability?

The results from t-test showed statistically significant difference between pre-test and post-test in Unit 1 (p = .000) and Unit 2 (p = .000), indicating that, overall, the participants performed better in business email writing after receiving the intervention (Table 3.4).

Table 1.2 T-test analysis of pre-test and post-test scores

	Pre-test		Post-test		Sig.
	Mean	SD	Mean	SD	
Unit 1	12.83	4.821	18.33	1.723	.000
Unit 2	10.75	3.166	16.00	2.558	.000

Further inspection of the results obtained from t-test (Table 3.5) revealed that there was a statistically significant difference between pre-test and post-test in each aspect in Unit 1. This means that the participants did better in text organization,

content, grammar and vocabulary. The same results were found in Unit 2 except in grammatical aspect (p = .082) (Table 3.6). From the researcher's observation, the participants used exact phrases from the scenario-based tests, making their scores in grammar were not different in pre-test and post-test.

Table 1.3 Unit 1. T-test analysis of pre-test and post-test scores classified in aspects

	Pre-test		Post-test		Sig.
	Mean	SD	Mean	SD	
Framing	2.75	1.42	4.58	.793	.000
Content	3.00	1.128	4.42	.515	.000
Grammar	3.42	1.443	4.67	.492	.006
Vocabulary	3.67	1.435	4.67	.492	.046

Table 1.4 Unit 2. T-test analysis of pre-test and post-test scores classified in aspects

	Pre-test		Post-test		Sig.
	Mean	SD	Mean	SD	
Framing	2.00	1.044	4.17	.718	.000
Content	2.25	1.055	3.67	1.073	.000
Grammar	2.92	1.084	3.67	.888	.082
Vocabulary	3.58	1.165	4.50	.674	.005

Research question 2: How can GBA affect students' business writing ability? Framing move

For framing move, it was found that, overall, the participants followed conventional email structure and included all required elements of business email after the treatment. Table 3.7 compared the use of subjects in Unit 1 pre-test and post-test in. It is apparent that the participants' subjects varied in pre-test but rather lenient in post-test. They used more concrete and concise subjects in the post-test, and the most frequently used subject was 'Request for quotation'. This may result from the fact that 'Request for quotation' appears first in the BLC online KWIC concordancer.

Table 1.5 The use of subject in Unit 1 pre-test and post-test

Participant	Pre-test	Post-test
Student 1	Quotation of ready-mixed concrete	Quotation of ready-mixed concrete
Student 2	Request to quotation	Quotation request from DDP Kiattisak
Student 3	Quotation for construction site	Quotation Request
Student 4	To ask for quotation	Request for quotation

Participant	Pre-test	Post-test
Student 5	About the quotation	Quotation for ready-mix concrete
Student 6	Quotation for 2000 cubic yards of M5 ready-mixed concrete	Quotation for 2000 cubic yards of M5 ready-mixed concrete
Student 7	Quotations and order product	Request for quotation
Student 8	Asking for quotations and order products	Request for quotations
Student 9	A quotation for the yards from DDP Kiatisak construction site	Request for a quotation
Student 10	-	Request for quotation
Student 11	Quotation for MS ready-mixed concrete	Request for Quotation
Student 12	Concrete quotation	Quotation For concrete

Like an inquiry email writing in Unit 1, the participants followed conventional email structure and included all required elements of business complaint emails in Unit 2. Table 3.8 shows the results the comparison of subject line in Unit 2 pre-test and post-test. It is clearly seen from the table that after the intervention the participants' subjects were more concrete. Even though some of the subjects were still not clear in Unit 2 post-test, the findings revealed the use of letter capitalization (student 9) and exclamation marks (student 4) to express their emotion.

Table 1.6 Unit 2. The use of subject pre-test and post-test

Participant	Pre-test	Post-test
Student 1	Problem on new photocopying system	Problem on new photocopying system
Student 2	complain about your service	Terrible service of your staff
Student 3	Importan due set up a new photocopying	Inconvenienced from the new software setup
Student 4	To complain photocopying System	Poor service provider!
Student 5	About the New Photocopying System	Complain about the new system of your photocopying
Student 6	Complain and request action on the matter	Problem about installing software
Student 7	Installing new software on computer	the software installation
Student 8	Complain and request to take action	Complain about install software
Student 9	Complain and request action in a new photocopying system	Complain about PHOTOCOPYING SYSTEM
Student 10	-	Printer problem
Student 11	Complain and request action on the matter	Complain about software installation
Student 12	Complain and request action on the problem	Photocopying trouble

The results from qualitative analysis of greeting (Table 3.9) showed that many of the participants used 'Dear + name' for greeting in Unit 1 pre-test and post-test.

However, in pre-test, some irrelevant information such as job position of the receiver was added (Student 3 and Student 4), and unconventional email greeting was used (Student 12). After the intervention, the effects of contextual awareness in business email writing were apparent, for example, Student 4 changed from 'Dear Mananya, sales representative' in pre-test to 'Hello Mananya:' in post-test. Student 9 was also the case when he changed 'Dear, Mananya' to 'Hi Mananya'. These are because the participants were aware of the intimacy between the writer and the receiver. The findings also showed that the participants had more cultural sensitivity, for example, Students 8, 11 and 12 added 'K.' or 'Khun' as a way to call someone politely in Thai.

Table 1.7 Unit 1. The use of greeting in pre-test and post-test

Participant	Pre-test	Post-test
Student 1	Hello, Mananya.	Dear Mananya
Student 2	Dear Manaya,	Dear Mananya
Student 3	Dear Mananya, sales representative Wibooncement	Dear Mananya :
Student 4	Dear Mananya, sales representative	Hello Mananya:
Student 5	Hello Mananya,	Hello Mananya,
Student 6	Hello Manaya (in the same line with content)	Hello, Mananya
Student 7	Dear Manany,	Dear Mananya
Student 8	Dear Mananya	Dear K. Mananya
Student 9	Dear, Manaya	Hi Mananya
Student 10	Dear customer	Dear Mananya
Student 11	Dear Ms. Mananya :	Dear K. Mananya
Student 12	Greeting from purchasing officer of a construction company, Thaksina	Dear Khun Mananya,

In Unit 2 pre-test and post-test, the participants were assigned to write to a customer service manager whom they had never contacted before, so the name and the lingua-cultural background of the receiver were not provided in the test. In the teaching materials, the participants were guided how to greet people using, for example, 'Dear Sir' or 'Dear + position'. So, the findings revealed that the participants used appropriate greeting despite unobtrusive errors such as capitalization and mechanics (Table 3.10). Additionally, because lingual-cultural background of the receiver was unknown, cultural influence such as 'K.' or 'Khun' disappeared in Unit 2 post-test.

Table **1.8** Unit 2. The use of greeting in pre-test and post-test

Participant	Pre-test	Post-test
Student 1	Hello	Dear Sir
Student 2	Dear customer service manerger	Dear customer service manager.
Student 3	Dear customer service manager	Dear Sir:
Student 4	Dear customer service manager	Dear sir,
Student 5	Hello,	Dear Customer service manager
Student 6	-	Dear customer service manager
Student 7	Dear service manager	Dear Mr. Manager
Student 8	Dear the customer service manager	Dear Manager
Student 9	To customer service manager	Dare, Manager
Student 10	Dear officer	Dear Manager:
Student 11	-	Dear Manager
Student 12	Greeting from *name* company	Dear Customer Service manager,

The use of sign-offs was more conventional in Unit 1 post-test (Table 3.11), and the most frequently used was 'Best regards'. It was also found that some participants' sign-offs were right-aligned in the pre-test (Students 3, 4, 7 and 10), but these right-aligned sign-offs did not appear after the training. Using right alignment may be influenced by the participants' native culture because right-aligned sign-offs is common in letter writing in Thai. However, the participants were aware of full block format in email writing and followed it after the training.

Table **1.9** Unit 1. The use of sign-offs in pre-test and post-test

Participant	Pre-test	Post-test
Student 1	-	Best regards,
Student 2	Best reguard,	Best regards,
Student 3	Your Faithfully (right aligned)	Best Regards,
Student 4	Thank you (right aligned)	Best regards, (left aligned)
Student 5	Keep me posted	Best Regards,
Student 6	-	Many thanks!
Student 7	Sincerely (right aligned)	Best regards (left aligned)
Student 8	Best Regards,	Best regards
Student 9	-	Best regards Take care
Student 10	thanks you for trusting us (right indent)	Please kindly conduct Thanks
Student 11	Thank you	Thank you Best regards
Student 12	Thank you,	Best regards,

Qualitative analysis showed that the participants' sign-offs were better organized in Unit 2 post-test (Student 3, Student 4, Student 7 and Student 10) as it was found in Unit 1. However, the participants' sign-offs varied in Unit 2 post-test. It was also observed that five participants used gratitude expressions such as 'Thanks' and 'Thank you very much' in the position of sign-offs. Probably, this was a strategy to maintain rapport while they had to make complaint (Table 3.12)

Table 1.10 Unit 2. The use of sign-offs in pre-test and post-test

Participant	Pre-test	Post-test
Student 1	We hope you fix there soon as soon (in the paragraph)	Thanks!
Student 2	Best reguard	Sincerely,
Student 3	Yours Faithfully (right aligned)	Sincerely,
Student 4	Look forward to your action (right aligned)	Sincerely yours,
Student 5	Please let me know (in the paragraph)	Thank you so much Best regards
Student 6	I hope you take action on the matter. (in the paragraph)	Thank you Best regards
Student 7	thank you (right aligned)	Thanks! (left aligned)
Student 8	Look forward to receiving your reply ASAP Respectful,	Sincerely
Student 9	Thank you	Kind Regards
Student 10	Thaks you for reporting (right aligned)	Please kindly resolve it. Thanks
Student 11	Best regrad	Sencerely
Student 12	Hope to see you soon. Thank you,	Best regards,

When it comes to signature, the findings showed that the participants omitted email signature in both Unit 1 (Table 3.13) and Unit 2 (Table 3.14) pre-test. However, only some students (Student 10 in Unit 1 and Student 6 and Student 10 in Unit 2) did not include their signatures in the post-test. So, it can be assumed that the participants were more aware of important elements in business email writing.

Table 1.11 The use of signatures in Unit 1 pre-test and post-test

Participant	Pre-test	Post-test
Student 1	-	B. Aphichaya
Student 2	ANAWAT P.	Anawat P.
Student 3	-	Phuwadon D.
Student 4	-	Kiatisak

Participant	Pre-test	Post-test
Student 5	-	Thipasawee W.
Student 6	-	Purchasing officer
Student 7	Kanyaphut Purchasing office (right aligned)	Kanyaphut (left aligned)
Student 8	Phonpatha Sahakitchatchawan	Phonpatha S.
Student 9	Chutharat Phone: +6682-1234567 email: D6300111@g.sut.ac.th	CHUTHARAT
Student 10	Mananya (sales representative)	-
Student 11	-	Nathathai
Student 12	Thaksina	Thaksina

Table 1.12 Unit 2. The use of signature in pre-test and post-test

Participant	Pre-test	Post-test
Student 1	-	B. Aphichaya
Student 2	ANAWAT P.	Anawat P.
Student 3	-	Phuwadon D.
Student 4	-	Suraphol
Student 5	-	Thipasawee W.
Student 6	-	-
Student 7	Kanyaphut	Kanyaphut
Student 8	Phonpattha Sahakitchatchawan	Phonpattha S.
Student 9	Chutharat Phone: +6682-1234567 email: D6300111@g.sut.ac.th	THANCHONNANG CH.
Student 10	Service manager	-
Student 11	-	Nathathai R.
Student 12	Thaksina	Thaksina

Content move

Unit 1: Writing an inquiry email

For content, analysis of pre-test showed that some students (Student 6 and Student 9) opened the email by introducing themselves even though it was clearly stated in the given situation that the writer (the participant) and the receiver contacted each other from time to time.

I'm purchasing officer of a construction company. (Student 6)
I'm Chutarat. (Student 9)

However, in the post-test, Student 1 and Student 4 used opening to lead to the main move while Student 3 used opening to maintain rapport.

> *I want to placing order with you for 2000 cubic yards of M5 ready-mixed concrete...* (Student 1)
> *We are interested in purchasing your ready-mixed concrete.* (Student 4)
> *I hope this email finds you well.* (Student 3)

When making inquiry in Unit 1, the participants performed better in post-test because they used common patterns for requesting a quotation. Those patterns facilitate readers to understand the communicative purpose of the writer.

> *We would appreciate it if you would send us a quotation based on the following terms...* (Student 4)
> *We would like to have a quotation for...* (Student 5)
> *I'm writing this email to request a quotation for...* (Student 11)

The participants also made it clear when they want the quotation to be submitted in the post-test as they used common patterns as follows:

> *Please send your quotation on before 15th June 2022 and make delivery date 30th June 2022 at the DDP Kiatisak construction site, Bangkok.* (Student 3, Pre-test)
> *Please submit a quotation before 15th June 2022 and the delivery date 30th June 2022 at DDP Kiatisak construction site, Bangkok.* (Student 3, Post-test)

For closing, some participants offered if they can be of any assistance by stating 'If you have any problem please let me know' (Student 4), 'If you need more the information, do forget to contact me.' (Student 9). However, in post-test, the most frequently used phrase is 'look forward to + Ving'. It was clearly seen that the participants expressed their gratitude at the end of the email content in both tests by saying 'thank you'.

Unit 2: Writing a complaint email

Qualitative analysis of pre-test revealed that the participants used opening to refer to the situations but did not mention the problem clearly.

> *This is to inform you on the topic of your new photocopying system which requires all computers to install new software.* (Student 6)
> *From my company finished installing the software about all new photocopying system last week.* (Student 9)

In post-test, only Student 5 wrote "Hope this email finds you well" as opening. Instead of referring to the situation, the opening functioned as maintaining rapport.

When making a complaint, the participants who did not used opening made direct complaint at the beginning of the email content. They used "I'm writing to complain about..." (Student 2, Student 8 and Student 11), "I would like to complain about..." (Student 4) and "We have problem on..." (Student 1) in their pre-test. However, after training, all participants used common expressions found in business complaint emails. Those were "*I'm writing in connection with...*", "*I'm writing to complain about...*", "*I write to complain to you about...*", "*I would like to complain about...*".

In supportive move, the participants gave receiver the background of the problem. Some participants summarized the ideas from the given situation, but that seemed too short to provide the receiver a clear understanding of the situation.

> *The software are inconvenience and delay at work because of long queue.* (Student 2)
> *...you system it did not work at all.* (Student 4)

In the post-test, participants' supportive move was longer since the participants elaborated the situations in details. The participants used almost exact phrases and sentences from the given situation. Some of them did not even change pronouns, causing confusion to the receiver.

For closing, the participants expressed their expectation that the problem was solved in the pre-test, for example, *"Please action on the matter about your service.",* *"We hope you fix there soon as soon."* and *"..., I hope you take action on the matter."* The post-test analysis revealed that participants wrote longer sentences, and they used various strategies for closing, including showing expectation, gratitude and negative attitudes as well as maintaining rapport.

> *So, please treat this matter as one of extreme urgency.* (Student 8; showing expectation)
> *Thank you so much.* (Student 5; showing gratitude)
> *I was so upset, but that doesn't relieve my negative feeling to your service at all.* (Student 4; expressing negative attitudes)
> *However, we trust you will take action on the matter to remedy our complaints and to ensure that it does not recur in the future.* (Student 3; maintaining rapport)

Research question 3: What are students' attitudes towards the teacher, the course and themselves after the course?

Descriptive statistics for the survey results of participants' attitudes towards the teacher is presented in Table 3.15. Overall, the participants had very positive attitudes towards the teacher (M=4.62, SD=.339). They were most positive with teacher's response to their needs and problems (M=4.83, SD=.389) and least positive with the teacher' time management (M=3.92, SD=.515).

Table 3.16 showed the participants' attitudes toward the course. The participants were strongly positive with the course (M=4.59, SD=.441). The usefulness of the course for future career (M=4.83, SD=.389) and materials (M=4.83, SD=.389) was rated the highest. The course organization (M=4.42, SD=.669) and assessment criteria (M=4.42, SD=.515) were rated the least.

The results from participants' self-evaluation are as presented in Table 3.17. They reported that they attended class regularly (M=4.92, SD=.289), but did not consistently prepare for the class (M=3.83, SD=.835).

Table 1.13 Students' attitude towards teacher

		Mean	SD
1.	The teacher was well-prepared for the class.	4.75	.452
2.	The teacher managed class time effectively.	3.92	.515
3.	Teacher's communication was easy to understand.	4.67	.492
4.	The teacher stated course objectives clearly.	4.67	.492
5.	The teacher stated the evaluation criteria clearly.	4.58	.669
6.	The teacher presented the content clearly.	4.67	.492
7.	The teacher encouraged participation.	4.67	.651
8.	The teaching method helped me learning.	4.58	.669
9.	The teacher was responsive to students' needs and problems.	4.83	.389
10.	The teacher dealt with my problems effectively.	4.75	.452
11.	The teacher gave feedback on students' assignments timely.	4.67	.492
12.	The teacher's feedback on students' assignments was very helpful.	4.75	.452
	Total	**4.62**	**.339**

Table 1.14 Students' attitude towards course

		Mean	SD
1.	The objectives of the course were clear.	4.67	.651
2.	The course was well-organized (good balance of lecture, activities and assessment).	4.42	.669
3.	The content of the course stimulates my interest.	4.50	.798
4.	The content of the course was useful to my future career.	4.83	.389
5.	The content, activities and assignments of the course complement each other.	4.67	.492
6.	Course workload was appropriate.	4.50	.674
7.	The content and activities of course materials was well-organized.	4.50	.798
8.	Course materials was useful.	4.83	.389
9.	Assessment criteria were reasonable.	4.42	.515
	Total	**4.59**	**.411**

Table 1.15 Students' attitude towards themselves

		Mean	SD
1.	I think this course meets the needs.	4.67	.492
2.	I attended class regularly.	4.92	.289
3.	I actively participated the class.	4.42	.669
4.	I consistently prepared for the class.	3.83	.835
5.	I think I made progress after participating the course.	4.58	.515
6.	I was happy with the amount of time spent for the course.	4.50	.674
7.	I was happy with the activities of the course.	4.58	.515
8.	I will recommend the course to other students.	4.58	.515
	Total	**4.51**	**.389**

Two open-ended questions were asked in the questionnaire. The first question focused on further improvement of the course. Overall, the participants mentioned about time constraint of the course that made it impossible to cover all tasks in the materials. Although they requested more time for a lesson, they thought that 3 consecutive hours was too long. For the second open-ended question, the participants were asked about the most useful activities based on their opinions. The results showed that they viewed discussion and DDL could help them most in writing business email. Some participants expressed their excitement in a new tool for email writing.

Semi-structured interviews of participants' perceptions to the teaching approach and the course can be classified in themes as follows:

Firstly, DDL is helpful for business email writing. Direct accessibility to examples of business language provides useful guide for participants. They frequently consulted the BLC online and used inferred linguistic patterns in their own writing.

Secondly, DDL is easy to use. This, in fact, results from the user-friendliness of the BLC online KWIC concordancer. Users just key in the target word, and the results show in a second. Moreover, the tool allows users to access to business letter corpus which is relevant to their tasks, so the participants were not overwhelmed with irrelevant data.

Thirdly, authentic emails equip the participants with useful experiences of today's business email writing. They felt more relaxed and confident as they realized no need for perfect grammar and difficult vocabulary.

Fourthly, the course was very useful for their future career. The participants viewed that the course prepare them to written communication in the workplace, and they asked for a full course.

Lastly, more time should be provided for each unit. The participants suggested that four hours per unit (2 hours per session) might be enough to cover all tasks.

1.5 Suggestions for the main study

1. More time should be given for each unit so that it is possible to cover all tasks in the materials, and learners can have adequate time for corpus consultation.

2. The design of pre-test and post-test must be done more carefully. As it was found that the participants copied down the phrases and sentences from the given situation in complaint email writing when they were given detailed information of the problem. This certainly affects research findings.

3. Semi-structured interview, if done after the qualitative data analysis, tends to be more useful for research. It will allow the researcher to understand the language use after the training better.

4. Some research questions should be added and revised so that the researcher can understand the effects of each teaching approach more clearly.

APPENDIX H

SAMPLE OF STUDENT'S PRETEST AND POSTTEST

Pre-test

To Sales @ Wibooncement.com
cc:
Subject Ask for quotation

Dear Mananya,

From my company is a client of your company. We want to get a quotation for 200 cubic yards of M5 ready-mixed concrete. Can I get that before 10th June 2022? I hope to delivery at the DDP Kiatisak construction site, Bangkok on 30th June 2022. If you have some problem please contact in the Email

Sincerely
Siwaphat

Pre-test

To Sales @ wibooncement.com
cc:
Subject Request for quotation

search:
quotation
deliver

Dear Khun Mananya,

I would like to have a quotation for 2000 cubic yards of M5 ready-mixed concrete. Could you please submit the quotation before 15th June 2022, And please confirm that the good will be delivered on 30th June 2022 at the DDP Kiatisak construction Site, Bangkok. I have attached terms and conditions, which will be applied to all purchase orders.

Best regards,
Siwaphat.