

APPENDICES

PAYYAP UNIVERSITY

APPENDIX A

**LESSON PLAN OF THE COOPERATIVE
LEARNING METHOD**

PAYYAP UNIVERSITY

Proto-Syllabus

Subject: Business English I

Course Description:

Practice the appropriate expressions used in greeting and receiving visitors, selling, telephone conversations, talking to people in business and in daily life situations. Study of taking messages, short messages and memos. Practice arranging the filing system alphabetically. Filling in the application forms and order forms. Writing application letters and resumes. Reading instructions, job and product advertisements. Making inquiries, orders and replying. This course involves practicing 4 skills; reading, speaking, listening and writing in business situations.

Course Objectives:

1. To enable students to use appropriate expressions in greeting and receiving visitors, selling, telephone conversations, talking to people in business and in daily life situations.
2. To enable students to take messages, write the memos and take short messages in business situations.
3. To enable students to arrange filing systems alphabetically.
4. To enhance students ability to write application letters and resumes.
5. To enhance students ability to fill in application forms and order forms.
6. To enable students to read and write various kinds of business letters.
7. To enhance students ability to develop reading skills in many kinds of advertisements

Business English I (2 period per week)

Objective	Content	Periods
7	Unit 1 Job advertisement	3
	Function: Job advertisement	
	Language form: Present simple tense	
	Reading and writing: - read the advertisements in a newspaper	
	- write the answers from the ads.	
	Speaking and listening: - tell and retell each part of job advertisements.	
1	Unit 2 Calling about a job	2
	Function: Calling about a job	
	Language form: - Could , May, Can, Would as requests, permission	
	Writing : - create conversations	
2,5,6	Unit 3 Resume, Application letter & Application form	6
	Function: applying for a job	
	Language form: Present simple tense, past simple tense, present perfect tense	
	Reading and Writing: - identify parts of resume	
	- write resume	
	- fill in an application form	
	- state kinds of application letters	
	- write the application letters	
1	Unit 4 Job interview	2
	Function: Applying for a job	
	Language form: Present simple tense, present perfect tense	
	Writing : - create the conversation	
	Speaking and listening: - Do role play	
2,3	Unit 5 Filing system	3
	Function: Filing system alphabetically.	
	Language form: English alphabet.	

	Reading and writing: arrange documents into English alphabetical system	
1,2	Unit 6 Memo and Note taking	4
	Function: Dealing within the company	
	Language form: Present simple tense, future tense	
	Speaking and listening : - identify parts of memo	
	- listening to the conversation and fill in the telephone message	
	-discuss the answers after reading the memo	
	Reading: -reading the conversation and fill in the telephone message	
	Writing: - writing the short memo	
	Method: Jigsaw, STAD	
2,6	Unit 7 Business letters	9
	Function: Dealing with business	
	Language form: Formal, courteous language	
	Writing and reading :- write parts of business letters	
	- write enquiries, replies, quotations and orders	
	Speaking and listening - discuss forms of business letters orally	
	- present the 4 point plan, ABC rule, Language and tone	
	Method: Jigsaw, Think Pair Share	
7	Unit 8 Advertising	3
	Function: Product advertisement	
	Reading: - read the advertisements in a newspaper	
	Speaking and listening: - tell each part of advertisements orally	
	- discuss the answer after reading the ads.	
	Writing : - write the answer after reading the ads.	
	Method: Think Pair Share, STAD	
	Total	32

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Memos

Time: 2 periods

Terminal Objective: Students are able to write a short memo shortly in an appropriate way.

Enabling Objectives: Students are able to

1. identify the differences between the memo and the business letters. (analysis)
2. tell the different forms and parts of memos. (analysis)
3. rewrite inappropriate memos. (synthesis, evaluation)

Teaching Procedure: Period 1

- 1.1 Teacher tells the content and the objectives of the unit to students, then gives students the pre-test.
- 1.2 Teacher asks the questions about the meaning and the purpose of a memo to check their background knowledge.
- 1.3 Teacher shows examples of various forms of memo.
- 1.4 Students are divided into groups of 4-5. One student from each group goes to the expert group to look at each part of the memo and discuss the meaning of each part. After that, they go back to their home group and explain the meaning of each part to their colleagues.
- 1.5 Students in home group discuss the different forms and parts of each memo.
- 1.6 Students answer then compare the answers with the whole class.
- 1.7 Students do the exercise individually.
- 1.8 Students check the answer of the exercise.

Period 2:

- 2.1 Students, working in pairs, read 2 memos, then find the inappropriate one and improve it.
- 2.2 Some students answer then compare the answers with the whole class.
- 2.3 Students do the exercise individually.
- 2.4 Some students to check the answers of the exercise.
- 2.5 Students do the post-test individually.
- 2.6 Students write a short memo individually. They can use their own subject or select from the instructions given. After students have finish their work, ask their colleagues to check spelling and content before turning it in to the teacher as homework.

Teaching aids:

1. The examples of various kinds of memos
2. The worksheets and exercises

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercises
 3. From grading students' memos

Worksheet 1

- What are the different parts of a memo ?
- What is the subject of this memo.

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Note-taking

Time: 2 periods

Terminal Objective: Students are able to write the short telephone message form in an appropriate way.

Enabling Objectives: Students are able to

1. tell the differences between the memo and the telephone message forms (analysis)
2. identify the different forms and parts of telephone message forms . (analysis)

Teaching Procedure: Period 1

- 1.1 Teacher tells the students the content and the objectives of the unit to students, then gives students the pre-test.
- 1.2 Teacher asks questions about the meaning and the purpose of telephone message forms to check their background knowledge.
- 1.3 Teacher shows the students examples of various forms of the telephone message.
- 1.4 Students are divided into groups of 4-5. One student from each group goes to the expert group to look at each part of a telephone message and discuss the meaning of each part. After that they come back to their home group and explain the meaning of each part to their colleagues.
- 1.5 Students in their home groups discuss the difference of each telephone message.
- 1.6 Some students answer then compare the answers with the whole class.

Period 2:

- 2.1 Students read the conversation and fill in the form then answer the questions in pairs.
- 2.2 Teacher elicits the answers of the exercise from students.
- 2.3 Students read the conversation and fill in the form then answer the questions individually.
- 2.4 Some students check the answers of the exercise
- 2.5 Students do the post-test individually.

Teaching aids:

1. The examples of the various kinds of telephone message forms
2. The worksheets

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercises
 3. From grading students' messages

Pre- Post Test Unit 2

Read the telephone message for Mr. Brown, then answer the questions

Message for <u>Mr. Brown</u>			
While you were out			
Mr. <u>Karn Somwong</u>			
OF <u>Karn & Sue Co.Ltd.</u>			
Tel no <u>4132784</u> or (01) <u>2744199</u>			
Telephone		Please ring	
Called to you		Will call again	
Wants to see you	/	Urgent	/
Message:			
<u>Mr. Karn needs to speak with you immediately regarding your conversation about the cost of the resort in Chiangrai you proposed to buy. The owner of resort wants to meet you.</u>			
Date : <u>July 15</u>		Time: <u>10.00 AM.</u>	
Received by: <u>Susan Stanley</u>			

Questions

1. Who needs to speak with Mr. Brown ?
2. When should Mr. Brown telephone ?
3. Who wants to buy the resort?
4. What is the relationship of the two men? (Analysis)
5. What should Mr. Brown do if the telephone number 4132784 is engaged ?
(Synthesis)
6. Do you think the owner of the resort wants to sell the resort to Mr. Brown ?
Why? (Evaluation)

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Parts of Business Letter, Forms of Business Letter, the 4 Point Plan, ABC Rule, Language and Tone

Time: 3 periods

Terminal Objective: Students are able to identify the forms and parts of business letters.

Students are able to state the appropriate manner in writing business letters.

Enabling Objectives: Students are able to

1. identify the different parts and forms of business letters.(analysis)
2. discuss the appropriate and inappropriate manner in writing business letter. (evaluation)

Teaching Procedure: Period 1

- 1.1 Teacher tells the students the objectives and the content of the lesson and asks students to do the pre-test.
- 1.2 Teachers asks questions about the parts of the business letter to check their background knowledge.
- 1.3 Students look at the example of letter head in textbook in pairs then answer the questions and meaning of vocabulary;
 - What is in the letter head ?
 - What is the continuation sheet?
- 1.4 Teacher gives examples of various parts of letters.
- 1.5 Students are divided into groups of 4-5. One student from each group goes to the expert group to look at each part of the business letter then discuss the meaning of each part.

After, go back to their home group to explain the meaning of each part to their colleagues.

- 1.6 Students to rearrange the business letter into the correct order.
- 1.7 Students check the answers.

Period 2:

- 2.1 Students look at the different parts of the business letter in the textbook and answer the questions in each part. Some of the questions are:
 1. What is the inside address?
 2. What does it consist of?
- 2.2 Students write each part of the business letter individually.
- 2.3 Teacher gives examples of 4 forms of Business letter, Full block, Block, Semi block and Official style and asks students to work in groups to discuss the difference between each one.
- 2.4 Students write the answers on the whiteboard. Then compare the answers and explain more reasons for their answers.
- 2.5 Students to do the exercise individually.
- 2.6 Teacher elicits answers of the exercise from students.

Period 3:

- 3.1 Students are divided into groups of 4-5. One student from each group goes to the expert group to select one of four suggestions in writing business letters. The 4 point plan, Language and tone and ABC Rule to conclude the important points. After that they come back to their home group and explain the meaning of each part to their friends.
- 3.2 Students discuss with the whole class.
- 3.3 Students do exercises.
- 3.4 Some students check the answers.

Teaching aids:

1. The parts of a business letter
2. The examples of the kinds of forms of business letter

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercises

Exercise

To show consideration for your correspondent and to write in a courteous style, what will you do if.....

1. you feel some comments are not quite suitable ?

2. you cannot answer any correspondence immediately?

3. your correspondent is wrong ?

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Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Enquiry and Reply Letters

Time: 2 periods

Terminal Objective: Students are able to write enquiry and reply letters.

Enabling Objectives: Students are able to select the appropriate expressions in writing enquiry and reply letters.

Teaching Procedure:

Period 1

- 1.1 Teacher asks questions on the purpose of using enquiry and reply letters, to check their background knowledge.
- 1.2 Teacher explains the informal enquiry and the enquiry letter then asks student to study the examples in the textbook.
- 1.3 Students work in groups of 4-5 to read the examples of enquiry and reply letters and select one to underline the main words or expressions in each part, then summarize the content and present it to their colleagues.
- 1.4 Students study, in pairs, the example of enquiry and reply letter in the textbook, then answer the questions.
- 1.5 Students study the appropriate expressions of reply letters in each paragraph.

Period 2 :

- 2.1 Students in groups write the enquiry and reply letters. One group writes the Enquiry letter to another group, who has to reply. After finishing they discuss, in groups, how to improve the letters.
- 2.2 Two students write enquiry and reply letters .

One person writes the Enquiry letter to another who has to reply.
This will be done as homework.

Teaching aids:

1. textbook
2. worksheets

Evaluation:

1. From observing students while they are doing exercises
2. From checking students' exercises
3. From grading students' letters

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Letter of enquiry

Situation: John Otto, the sales manager of SP wants to inquire about some stationery for sales at Thepsuwan.

Read the following letter of enquiry. Then answer the questions.

SP assessories Co.Ltd.
99 Witthayu Road Bangkok 10250

August 21,2001

Thepsuwan
35 Ladpraw Road
Dindang, Bkk 10200

Dear Sirs,

We would be pleased to receive details of fax machines which you supply, together with prices.
We need a model suitable for sending complex diagrames and printed messages mostly within BKK.

Yours faithfully,

John Otto
Purchasing Manager

Questions

1. What kind of letter is this?
2. What is the style of this letter ?
3. Who wrote the letter?
4. What is the writer's address ?
5. Who is the letter going to?
6. What is the address of the person receiving the letter?
7. What is John inquiring?
8. Do you think the two companies had the business deals before? How do you know?
9. If you are the manager, what would you do after receiving the letter?
10. Do you think the form and the content of the letter are appropriate to the kind of letter? Why or why not?

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Quotations

Time: 2 periods

Terminal Objective: Students are able to write quotations.

Enabling Objectives: Students are able to select the appropriate expressions in writing quotations

Teaching Procedure:

Period 1

- 1.1 Teacher asks the questions on the quotation to check their background knowledge.
- 1.2 Teacher explains the informal quotation and asks students to look at the examples in the textbook.
- 1.3 Students work in groups of 4 to read the examples of quotation and select one to underline the main words or expressions in each part of the quotation then summarize the content and present it to their colleagues.
- 1.4 Students study, in pairs, examples of quotation letters in textbook then answer the questions;
- 1.5 Students study the appropriate expressions in each paragraph of quotation letter.

Period 2 :

- 2.1 Students ,in groups, to write a quotation. One group writes the quotation to another group who has to reply. After finishing they discuss, in groups, how to improve the quotation.
- 2.2 Two students to write the quotation . One person writes the quotation to another who has to reply. This will be done as homework.

Teaching aids:

1. textbook
2. worksheets

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercise
 3. From grading students' quotation

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Letter of quotation

Situation: Five days later, John receives an answer which is a letter of quotation from Thepsuwan.

Read the following letter of quotation. Then answer the questions.

THEPSUWAN

36 Ladpraw Road Dindang, Bkk 10200

August 22,2001

SP assessories Co,Ltd.

99 Withayu Road Bangkok 10250

Dear Sirs,

Thank you for your enquiry of July 21. We are pleased to quote the following price:

FX No.456	at bath	5,000
Fx No.455	at bath	4,500
Fx No.454	at bath	4,300

We can maintain these prices only until the end of this year.

Payment: by cash within 30 days

Delivery: as soon as you confirm the order.

We hope that our offer will be interested to you.

Yours faithfully,

Nikom Rakchart

Sales manager

Questions

1. What kind of letter is this?
2. Who wrote the letter ?
3. What is the writer s' address ?
4. Who is the letter going to?
5. What is the address of the person receiving the letter?
6. Are the prices confirmed until next year?
7. Do you think the customer will order after receiving the letter or not? Give reason.
8. Do you think the form and the content of the letter are appropriate to this kind of letter? Why or why not?

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Student

Content: Orders

Time: 2 periods

Terminal Objective: Students are able to write an order letter and fill in an order form properly.

Enabling Objectives: Students are able to select the appropriate expressions in writing order letters.

Teaching Procedure:

Period 1

- 1.1 Teacher asks the questions on the order letter to check their background knowledge.
- 1.2 Teacher explains the informal order letter and asks the students to look at the examples in the textbook.
- 1.3 Students to work in groups of 4 to read the examples of order letter and reply letters and select one to underline the main words or expressions in each part of the order letter then summarize the content and present it to their colleagues.
- 1.4 Students study, in pairs, the examples of order letters in the textbook and answer the questions;
- 1.5 Students study the appropriate expressions of the order letter in each paragraph.

Period 2 :

- 2.1 Students, in groups, to write the order and reply letter. One group writes the order letter to another group who has to reply. After finishing they discuss, in groups, how to improve the order letter.

2.2 Students write the order and reply letters . One person writes the order letter to another who has to reply. This will be done as homework.

2.3 Students do the post-test.

Teaching aids:

1. textbook
2. worksheets

Evaluation:

1. From observing students while they are doing exercises.
2. From checking students' exercises.
3. From grading students' orders

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Pre- Post Test Unit 3

ABB Co.,Ltd.(Thailand)

105 Sathom Road, Bangkok 10500

July 15,2001

Manager

Susana Co.,Ltd.

199 Loikroh Road,

Chiangmai 50000

Dear Sir,

Thank you very much for your enquiry of yesterday. As requested we enclose samples of different qualities of paper suitable for poster work.

We are pleased to quote as follows:

A1 quality Printing Paper white 120 Baht per kg

A2 quality Printing Paper white 100 Baht per kg

A3 quality Printing Paper white 80 Baht per kg

These prices include packing and delivery.

We can promise delivery within one week from receiving your order, and hope you will find both samples and prices satisfactory.

Yours faithfully,

Mr. Surachai Boonmak

Manager

1. What kind of letter is this ?
2. Who is the writer?
3. Why did he write the letter to the manager ?
4. What did he send ?
5. What is the address of the sender?
6. What is the relationship between the two persons? (analysis)
7. Do you think the content is clear and proper ? If so, give the reason. If not, how will you improve this letter ? (evaluation and synthesis)

Lesson Plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Product Advertisement

Time: 3 periods

Terminal Objective: Students are able to read product advertisements.

Enabling Objectives: Students are able to

1. get some information after reading advertisements.
2. compare the differences of product advertisements.(analysis)
3. discuss the techniques in the product advertisement used.
(synthesis)
4. identify the differences of the attractive and unattractive product advertisements appropriately.(evaluation)

Teaching Procedure: Period 1

- 1.1 Teacher tells the objectives and the content of the lesson and asks students to do the pre-test.
- 1.2 Teacher shows examples of the advertisements to students.
- 1.3 Students tell which one is job advertisement and which one is product advertisement.
- 1.4 Students look at the product advertisements and answer these questions in pairs.
 - What is the name of the product ?
 - What type of product is it ?
 - Who is the owner of the property?
 - What is the main theme of advertising ?
 - Does it persuade the reader?
- 1.5 Students do the exercise individually.
- 1.6 Students check the answers.

Period 2 :

- 2.1 Students, in groups, look at the advertisements and find the attractiveness of them.
- 2.2 Students explain the techniques in making the advertisement to be more effective and write them on the whiteboard.
- 2.3 Students work in pairs and look at two advertisements then discuss how effective each one is and why. Then exchange ideas with another group.
- 2.4 Students do the exercise individually.
- 2.5 Some students check the answer.

Period 3 :

- 3.1 Students, in groups, to discuss the advantages and disadvantages of methods in advertisement.
- 3.2 Students, in pairs, find out appropriate methods in advertising one product and give reasons for choosing those methods.
- 3.3 Some pairs present their ideas with the whole class.
- 3.4 Students do the post-test.

Teaching aids:

1. Advertisements in the newspapers, magazines
2. Worksheets

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercises

Read the advertisement and answer the questions



1. Who offers the advertisement?
2. What kind of product is advertised in the ad?
3. Who should be the target group of this ad?
4. After you read the ad from the magazine, do you think this ad is attractive to the readers or not? Give reasons. If it is unattractive, how would you make it more attractive?
5. Do you think this kind of product advertising in magazine is the most effective way to reach the customers? Why and why not? If not, what might be better? Give reasons.

Business English I (2 period per week)

Objective	Content	Periods
7	Unit 1 Job advertisement	3
	Function: Job advertisement	
	Language form: Present simple tense	
	Reading and writing: - read the advertisements in a newspaper	
	- write the answers from the ads.	
	Speaking and listening: - tell and retell each part of job advertisements.	
1	Unit 2 Calling about a job	2
	Function: Calling about a job	
	Language form: - Could , May, Can, Would as requests, permission	
	Writing : - create conversations	
2,5,6	Unit 3 Resume, Application letter & Application form	6
	Function: applying for a job	
	Language form: Present simple tense, past simple tense, present perfect tense	
	Reading and Writing: - identify parts of resume	
	- write resume	
	- fill in an application form	
	- state kinds of application letters	
	- write the application letters	
1	Unit 4 Job interview	2
	Function: Applying for a job	
	Language form: Present simple tense, present perfect tense	
	Writing : - create the conversation	
	Speaking and listening: - Do role play	
2,3	Unit 5 Filing system	3
	Function: Filing system alphabetically.	
	Language form: English alphabet.	
	Reading and writing: arrange documents into English alphabetical system	

1,2	Unit 6 Memo and Note taking	4
	Function: Dealing within the company	
	Language form: Present simple tense, future tense	
	Speaking and listening : - identify parts of memo	
	- listening to the conversation and fill in the telephone message	
	-discuss the answers after reading the memo	
	Reading: -reading the conversation and fill in the telephone message	
	Writing: - writing the short memo	
	Method: traditional group work	
2,6	Unit 7 Business letters	9
	Function: Dealing with business	
	Language form: Formal, courteous language	
	Writing and reading :- write parts of business letters	
	- write enquiries, replies, quotations and orders	
	Speaking and listening - discuss forms of business letters orally	
	- present the 4 point plan, ABC rule, Language and tone	
	Method: traditional group work	
7	Unit 8 Advertising	3
	Function: Product advertisement	
	Reading: - read the advertisements in a newspaper	
	Speaking and listening: - tell each part of advertisements orally	
	- discuss the answer after reading the ads.	
	Writing : - write the answer after reading the ads.	
	Method: traditional group work	
	Total	32

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Memos

Time: 2 periods

Terminal Objective: Students are able to write the memo shortly in an appropriate way.

Enabling Objectives: Students are able to

1. identify the differences of the memo and the business letters. (analysis)
2. tell the different forms and parts of memos. (analysis)
3. rewrite the inappropriate memos. (synthesis, evaluation)

Teaching Procedure: Period 1

- 1.1 Teacher tells the content and the objectives of the unit to students, then gives students the pre-test.
- 1.2 Teacher asks questions about the meaning and the purpose of memo to check their background knowledge.
- 1.3 Teacher shows examples of various forms of memo.
- 1.4 Students are divided into groups of 4-5 to look at each part of the memo. Then students give the meaning of each part and tell the differences of each memo.
- 1.5 Students in groups discuss the different forms and parts of each memo.
- 1.6 Teacher asks some students to answer then compare the answers with the whole class.
- 1.7 Students do the exercise individually.
- 1.8 Teacher asks some students to check the answers of the exercise.

Period 2:

- 2.1 Students, working in pairs, to read 2 memos, then find the inappropriate one and improve it.
- 2.2 Teacher asks some students to answer then compare the answers with the whole class.
- 2.3 Students do the exercise individually.
- 2.4 Teacher asks some students to check the answers of the exercise.
- 2.5 Students do the post-test individually.
- 2.6 Students write a short memo individually. They can use their own the subject or select from the instructions given. After students finish their work, ask their friends to check spelling and content before turning it in to the teacher as homework.

Teaching aids:

1. The examples of various kinds of memos
2. The worksheets and exercises

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercises
 3. From grading students' memo

Worksheet 1

- What are the different parts of a memo ?
- What is the subject of this memo.

Pre-Test and Post –Test Unit 1

Memo

To : Personnel Manager **Date:** August 10,2001
From: Mr. Benson, marketing manager
Subject :
The marketing department needs two programmers urgently.
Could you put an ad in the newspaper?

Read the above memorandum and answer the questions.

Questions

1. Who wrote the memo?
2. To whom is it written?
3. What is the subject of the memo?
4. Why did the writer write this memo? (Analysis)
5. Suppose you are the personnel manager, what would you do after reading this memo ? (Synthesis)
6. Do you think the issue in the memo is important or not? Why? (Evaluation)

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Note-taking

Time: 2 periods

Terminal Objective: Students are able to write the short telephone message forms in an appropriate way.

Enabling Objectives: Students are able to

1. tell the differences of the memo and the telephone message forms (analysis)
2. identify the different forms and parts of telephone message forms . (analysis)

Teaching Procedure: Period 1

- 1.1 Teacher tells students the content and the objectives of the unit then gives students the pre-test.
- 1.2 Teacher asks questions about the meaning and the purpose of telephone message forms to check their background knowledge.
- 1.3 Teacher shows the students the example of various forms of the telephone message.
- 1.4 Students are divided into groups of 4-5. Students look at each part of the telephone message. Then tell the meaning of each part and the differences of each telephone message .
- 1.5 Students in groups discuss the difference of each telephone message.
- 1.6 Teacher asks some students to answer then compare the answers with the whole class.

Period 2:

- 2.1 Students read the conversation and fill in the form answer the questions in pairs.

- 2.2 Teacher elicits the answers of the exercise from students.
- 2.3 Students read the conversation and fill in the form then answer the questions individually.
- 2.4 Teacher asks some students to check the answers of the exercise
- 2.5 Students do the post-test individually.

Teaching aids:

1. The examples of the various kinds of the telephone message forms
2. The worksheets

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercises
 3. From grading students' messages

Pre- Post Test Unit 2

Read the telephone message for Mr. Brown, then answer the questions

Message for <u>Mr. Brown</u>			
While you were out			
Mr. <u>Karn Somwong</u>			
OF <u>Karn & Sue Co. Ltd.</u>			
Tel no <u>4132784</u> or (01) <u>2744199</u>			
Telephone		Please ring	
Called to you		Will call again	
Wants to see you	/	Urgent	/
Message:			
<u>Mr. Karn needs to speak with you immediately regarding your conversation about the cost of the resort in Chiangrai you propose to buy. The owner of resort wants to meet you.</u>			
Date : <u>July 15</u>	Time: <u>10.00 AM.</u>		
Received by: <u>Susan Stanley</u>			

Questions

1. Who needs to speak with Mr. Brown ?
2. When should Mr. Brown telephone ?
3. Who wants to buy the resort?
4. What is the relationship of the two men? (Analysis)
5. What should Mr. Brown do if the telephone number 4132784 is engaged ?
(Synthesis)
6. Do you think the owner of the resort wants to sell the resort to Mr. Brown ?
Why? (Evaluation)

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Parts of Business Letter, Forms of Business Letter, the 4 Point Plan, ABC Rule, Language and Tone

Time: 3 periods

Terminal Objective: Students are able to identify the forms and parts of business letters.

Students are able to state the appropriate manner in writing business letters.

Enabling Objectives: Students are able to

1. identify the different parts and forms of business letters. (analysis)
2. discuss the appropriate and inappropriate manner in writing business letters. (evaluation)

Teaching Procedure: Period 1

- 1.1 Teacher tells students the objectives and the content of the lesson and asks students to do the pre-test.
- 1.2 Teachers asks questions about the parts of the letter and business letter to check their background knowledge.
- 1.3 Students look at the example of letter head in textbook in pairs and answer the questions and meaning of vocabulary;
 - What are in the letter head ?
 - What is the continuation sheet?
- 1.4 Teacher gives the example of various parts of letters.
- 1.5 Students are divided into groups of 4-5. Then look at each part of the business letter and discuss the meaning of each part in groups.
- 1.6 Students rearrange the business letter into the correct order.
- 1.7 Teacher asks some students to check the answers.

Period 2:

- 2.1 Students look at the different parts of the business letter in the textbook and answer the questions in each part. Some of the questions are:
 1. What is the inside address?
 2. What does it consist of?
- 2.2 Students write each part of the business letter individually.
- 2.3 Teacher gives examples of 4 forms of Business letter, Full block, Block, Semi block and Official style and asks students to work in group and discuss the difference between each one.
- 2.4 Students write answers on the whiteboard then compare the answer and explain more.
- 2.5 Students to do the exercise individually.
- 2.6 Teacher elicits answers of the exercise from students.

Period 3:

- 3.1 Students are divided into groups of 4-5. Students select one of three suggestions in writing business letters. The 4 point plan, language and tone and the ABC Rule to conclude the important points. Then explain the meaning of each part to their colleagues.
- 3.2 Students discuss with the whole class.
- 3.3 Students do exercises.
- 3.4 Teacher asks some students to check the answer.

Teaching aids:

1. The parts of business letter
2. The examples of the kinds of forms of business letter

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercises

Exercise

To show consideration for your correspondent and to write in a courteous style, what will you do if.....

1. you feel some comments are not quite suitable ?

2. you cannot answer any correspondence immediately?

3. your correspondent is wrong ?

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Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Enquiry and Reply Letters

Time: 2 periods

Terminal Objective: Students are able to write enquiry and reply letters.

Enabling Objectives: Students are able to select the appropriate expressions in writing enquiry and reply letters.

Teaching Procedure:

Period 1

- 1.1 Teacher asks questions on the enquiry and reply letter to check their background knowledge.
- 1.2 Teacher explains the informal enquiry and the enquiry letter and asks student to study the examples in the textbook.
- 1.3 Students work in groups of 4-5 and read the examples of enquiry and reply letters then select one to underline the main words or expressions in each part and summarize the content and present to their colleagues.
- 1.4 Students study the examples of enquiry and reply letter in textbook in pairs then answer the questions.
- 1.5 Students study the appropriate expressions of reply letter in each paragraph.

Period 2 :

- 2.1 Students groups to write the enquiry and reply letters. One group writes the enquiry letter to another group, who has to reply. After finishing they discuss, in group, how to improve the letters.
- 2.2 Two students write enquiry and reply letters . One person writes the Enquiry letter to another who has to reply. This will be done as homework.

Teaching aids:

1. textbook
2. worksheets

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercises
 3. From grading students' letters

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Letter of enquiry

Situation: John Otto, the sales manager of SP wants to inquire about some stationery for sales at Thepsuwan.

Read the following letter of enquiry. Then answer the questions.

SP accessories Co.Ltd.
99 Witthayu Road Bangkok 10250

August 21,2001

Thepsuwan
35 Ladpraw Road
Dindang, Bkk 10200

Dear Sirs,

We would be pleased to receive details of fax machines which you supply, together with prices. We need a model suitable for sending complex diagrams and printed messages mostly within BKK.

Yours faithfully,

John Otto
Purchasing Manager

Questions

1. What kind of letter is this?
2. What is the style of this letter ?
3. Who wrote the letter?
4. What is the writer's address ?
5. Who is the letter going to?
6. What is the address of the person receiving the letter?
7. What is John inquiring?
8. Do you think the two companies had the business deals before? How do you know?
9. If you are the manager, what would you do after receiving the letter?
10. Do you think the form and the content of the letter are appropriate to the kind of letter? Why or why not?

Lesson plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Quotations

Time: 2 periods

Terminal Objective: Students are able to write quotations.

Enabling Objectives: Students are able to select the appropriate expressions in writing quotations

Teaching Procedure:

Period 1

- 1.1 Teacher asks questions on the quotation to check their background knowledge.
- 1.2 Teacher explains the informal quotation and asks student to look at the examples in the textbook.
- 1.3 Students work in groups of 4-5 to read the examples of quotation and select one and underline the main words or expressions in each part of the quotation. Then summarize the content and present to their colleagues.
- 1.4 Students study the example of quotation letter in textbook in pairs and answer the questions;
- 1.5 Students study the appropriate expressions of quotation letter in each paragraph.

Period 2 :

- 2.1 Students, in groups, write a quotation. One group writes the quotation to another group who has to reply. After finishing they discuss, in group, how to improve the quotation letter.
- 2.2 Two students write the quotation. One person writes quotation to

another who has to reply. This will be done as homework.

Teaching aids:

1. textbook
2. worksheets

- Evaluation:**
1. From observing students while they are doing exercises
 2. From checking students' exercise
 3. From grading students' quotation

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Letter of quotation

Situation: Five days later, John receives an answer which is a letter of quotation from Thepsuwan.

Read the following letter of quotation. Then answer the questions.

THEPSUWAN

36 Ladpraw Road Dindang, Bkk 10200

August 22,2001

SP assessories Co,Ltd.

99 Withayu Road Bangkok 10250

Dear Sirs,

Thank you for your enquiry of July 21. We are pleased to quote the following price:

FX No.456	at bath	5,000
Fx No.455	at bath	4,500
Fx No.454	at bath	4,300

We can maintain these prices only until the end of this year.

Payment: by cash within 30 days

Delivery: as soon as you confirm the order.

We hope that our offer will be interested to you.

Yours faithfully,

Nikom Rakchart

Sales manager

Questions

1. What kind of letter is this?
2. Who wrote the letter ?
3. What is the writer s' address ?
4. Who is the letter going to?
5. What is the address of the person receiving the letter?
6. Are the prices confirmed until next year?
7. Do you think the customer will order after receiving the letter or not? Give reason.
8. Do you think the form and the content of the letter are appropriate to this kind of letter? Why or why not?

Lesson plan

Subject: Business English I

Class: Higher vocational student

Content: Orders

Time: 2 periods

Terminal Objective: Students are able to write order letter and fill in the order form properly.

Enabling Objectives: Students are able to select the appropriate expressions in writing business letters.

Teaching Procedure:

Period 1

- 1.1 Teacher asks questions on the order letter to check their background knowledge.
- 1.2 Teacher explains the informal order letter and asks student to look at the examples in the textbook.
- 1.3 Students work in groups of 4-5 to read the examples of order letter and reply letter, and select one to underline the main words or expressions in each part of the order letter. Then summarize the content and present to their colleagues.
- 1.4 Students study the example of order letter in textbook in pairs and answer the questions;
- 1.5 Students study the appropriate expressions of order letter in each paragraph and give meaning in Thai.

Period 2 :

- 2.1 Students, in groups, write the order and reply letter. One group writes the order letter to another group who has to reply. After finishing they discuss, in groups, how to improve the order letter.

2.2 Two students write the order and reply letters . One person writes the order letter to another who has to reply. This will be done as homework.

2.3 Students do the post-test.

Teaching aids:

1. textbook
2. worksheets

Evaluation:

1. From observing students while they are doing exercises.
2. From checking students' exercises.
3. From grading students' orders

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Pre- Post Test Unit 3

ABB Co,Ltd.(Thailand)
105 Sathorn Road, Bangkok 10500

July 15,2001

Manager
Susana Co,Ltd.
199 Loikroh Road,
Chiangmai 50000

Dear Sir,

Thank you very much for your enquiry of yesterday. As requested we enclose samples of different qualities of paper suitable for poster work.

We are pleased to quote as follows:

A1 quality Printing Paper white 120 Baht per kg
A2 quality Printing Paper white 100 Baht per kg
A3 quality Printing Paper white 80 Baht per kg
These prices include packing and delivery.

We can promise delivery within one week from receiving your order, and hope you will find both samples and prices satisfactory.

Yours faithfully,

Mr. Surachai Boonmak
Manager

1. What kind of letter is this ?
2. Who is the writer?
3. Why did he write the letter to the manager ?
4. What did he send ?
5. What is the address of the sender?
6. What is the relationship between the two persons? (analysis)
7. Do you think the content is clear and proper ? If so, give the reason. If not, how will you improve this letter ? (evaluation and synthesis)

Lesson Plan

Subject: Business English I

Class: Higher Level Vocational Students

Content: Product Advertisement

Time: 3 periods

Terminal Objective: Students are able to read product advertisement.

Enabling Objectives: Students are able to

1. get information after reading advertisements.
2. compare the differences of product advertisements.(analysis)
1. discuss the techniques in the product advertisement used.
(synthesis)
2. identify the differences of the attractive or unattractive product advertisements appropriately.(evaluation)

Teaching Procedure: Period 1

- 1.1 Teacher tells the objectives and the content of the lesson and asks students to do the pre-test.
- 1.2 Teacher shows examples of the advertisement to students.
- 1.3 Teacher asks students to tell which one is the job advertisement and which one is product advertisement.
- 1.4 Teacher asks the students to look at the product advertisements and answer these questions in pairs.
 - What is the name of the product ?
 - What is the type of product ?
 - Who is the owner of the property?
 - What is the main theme of advertising ?
 - Does it persuade the reader?
- 1.5 Students do the exercise individually.
- 1.6 Teacher asks some students to check the answers.

Period 2 :

- 2.1 Students in groups of 4-5 look at the advertisements and find the attractiveness of them.
- 2.2 Teacher asks some students to give the techniques in making the advertisement be more effective and write on the whiteboard.
- 2.3 Students to work in pairs , look at two advertisements and discuss how effective each one is and why. Then exchange idea with another group.
- 2.4 Students do the exercise individually.
- 2.5 Teacher asks some students to check the answers.

Period 3 :

- 3.1 Students in groups of 4-5 discuss the advantages and disadvantages of the methods in advertisements.
- 3.2 Students in pairs find out the appropriate methods in advertising one product, then give reasons of choosing.
- 3.3 Some pairs present their ideas with the whole class.
- 3.4 Students do the post-test.

Teaching aids:

1. Advertisements in the newspapers, magazines

Evaluation:

1. From observing students while they are doing exercises
2. From checking students' exercises

Read the advertisement and answer the questions



1. Who offers the advertisement?
2. What kind of product is advertised in the ad?
3. Who should be the target group of this ad?
4. After you read the ad from the magazine, do you think this ad is attractive for the readers or not? Give reasons. If it is unattractive, how would you make it more attractive?
5. Do you think this kind of product advertising in magazine is the most effective way to reach the customers? Why and why not? If not, what might be better? Give reasons.

APPENDIX C

**THE TABLE OF SPECIFICATION OF
THE PRE-TEST AND POST-TEST**

Table of Specification for the placement test (used for pre-test and post-test)

Objectives	Bloom's Taxonomy	Test components	Sub- skills	% of Evaluation	Type of Test Items	Total no. of Items	Number of items	Weighting scores (30 points)	Time (97min)
To be able to identify the kind of letter	Knowledge Comprehension	Reading Writing	Recalling fact	3.33	Short answer	1	9	@1	@2
To be able to identify the main idea of the product ad and memo	Comprehension	Reading Listening Writing	Reading for the main idea. Listening for the main idea	6.66	Short answer	2	3,19	@1	@2
To be able to identify the facts from the memo,product ad ,telephone conversation and business letters	Knowledge	Reading Speaking Listening Writing	Scanning	30	Short answer	9	1-2,10,11, 17,18,20, 24,25	@1	@1
To be able to identify the main purpose of materials	Analysis	Reading Writing	Identify issues	6.66	Short answer	2	4,12	@5	@3
To be able to identify the relationships between the	Analysis	Reading Writing	Identify relationships between elements	6.66	Short answer	2	5,13	@5	@3

people or company in the materials													
To be able to support the idea deductively and inductively	Analysis	Reading Speaking Listening Writing	Reasoning deductively and inductively	6.66	Short answer	2	22,28	@5	@5				@5
To be able to select the best way in solving the problem from the information gathering	Synthesis	Reading Writing	Integrating learning from different areas into a plan for solving a problem	6.66	Short answer	2	6,14	@5	@5				@5
To be able to create the best way in solving the problem	Synthesis	Reading Writing	Formulating a new scheme for classifying objects or events, or ideas.	6.66	Short answer	2	8,15	@5	@5				@5
To be able to classify and create the best way in solving the problem	Synthesis	Reading Speaking	Combining independent elements to create new patterns of thought	6.66	Short answer	2	27,30	@5	@5				@5

To be able to justify the quality of work supported by data in the materials.	Evaluation.	Reading Listening Writing	Judging the adequacy with which conclusions are supported by data	6.66	Short answer	2	16,21	@5	@5
To be able to justify the value of work from the internal criteria.	Evaluation	Reading Speaking Listening Writing	Judging value of a work in terms of internal evidence or logical consistency	6.66	Short answer	2	23,29	@5	@5
To be able to justify the importance of work from the external criteria.	Evaluation	Reading Writing	Judging value of a work in terms of external evidence or consistency with facts developed elsewhere	6.66	Short answer	2	7,26	@5	@5

The factual items are 12 items; the knowledge level = 10 items and comprehension level = 2 items

The critical thinking items are 18 items; the analysis level = 6 items, the synthesis level = 6 items, the evaluation level = 6 items

The time is about 100 minutes.

APPENDIX D

**THE PLACEMENT TEST
(THE PRE-TEST AND POST-TEST)**

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Pre Test

Reading and writing

Read the interoffice memo and answer the questions.

Memo	
To : Sales Manager	Date: July 20,2001
From: The President	
Subject :	
<p style="text-align: center;">Mr.David Young, an assistant manager of KFC, is interested in our products, especially frozen chicken. Please come to receive the guest and bring the catalogue and the price list for him tomorrow at 11.00A.M.</p>	

Questions

1. Who wrote the memo?

2. To whom is it written?

3. What is the subject of the memo?

4. What is the purpose of the memo? (Analysis)

5. Do you think the two companies had the business deals before ? How do you know?

(Analysis)

6. Suppose you are the sales manager, what would you prepare for Mr.Young 's visiting? (Synthesis)

7. Do you think whether this meeting is important or not? Why? (Evaluation)

8. Suppose you are the sales manager, what would you do if on that day Mr. Young comes to the office earlier without notifying? (Synthesis)

Read a letter and answer the questions.

	PPB Co.,Ltd.(Thailand) 105 Silom Road, Bangkok 10500
	July 15,2001
Manager Karn & Sue Co.,Ltd. 199 Changkarn Road, Chiangmai 50000	
Dear Sir,	
We are wholesalers and retailers of furniture. We are interested in your products, especially the wooden furniture you are advertising in the website.	
Please send us the illustrated catalogue and price lists with the term of payment.	
Yours faithfully,	
Mr. Kato Watanabe Manager	

9. Who wrote this letter?

10. What kind of product is Mr. Watanabe interested in ?

11. What is the purpose of this letter? (Analysis)

12. Do you think the two companies had the business deals before ? How do you know ?

(Analysis)

13. If you are the manager, what would you do after you receive the letter? (Synthesis)

14. If you are the manager, what would you do to please yours customers? (Synthesis)

15. Do you think the form and the content of this letter are appropriate to this kind of letter? Why or why not? (Evaluation)

Listening & Writing

Listen to the telephone conversation, then fill in the telephone message and answer the questions

16. Who needs to speak with Mr. Simon?

17. Where is the caller from ?

18. What is the conversation about?

19. What is Simon doing?

20. What do you think about Simon's mood? Give reason(Evaluation)

21. Do you think Edgar has an important issue to talk with Simon ? Why or why not?
(Analysis)

22. Do you think Edgar is important to Simon ? Why? (Evaluation)

Conversation

Part 1

Operator: Thank you for calling Pacific Rim Cruises. This is Stephanie speaking. How may I help you?

Edgar : I want to speak to Simon Change?

Operator: And may I say who's calling?

Edgar: Yes. This is Edgar Young of AmCan Travel.

Operator: Thank you. Mr. Young. Please hold.

Part 2

Secretary: This is Simon Chang's phone.

Operator: There's a Mr. Young from AmCan Travel on the line.

Secretary: Simon's in a meeting. Hold on. Simon?

Simon: Yes?

Secretary: Edgar Young's on the line. Do you want to speak with him?

Simon: No! Tell him I'm in a meeting, and tell him that I'll call him later.

Secretary: Hello? Put him through on my extention.

Operator: OK.

Part 3

Operator: I'm putting you through now.

Edgar: Thank you

Secretary: This is Mr. Chang's assistant. How may I help you?

Edgar: Can I speak to Simon, please?

Secretary: Edgar: I'm afraid he's in a meeting, Mr. Young. Can I take a message?

Edgar: I guess so.

Secretary: Does he have your number?

Edgar: Yes, he does. Thank you. Oh, no! He has my number in Vancouver. He doesn't know that I'm in San Diego.

Source from Working English.

Reading and Speaking

Read the advertisement and answer the questions

Once of Experience the Finest
Thai Cuisine, Seafood &
Variety Choices of Taste
 You'll remember us;
Oam Thong Restaurant
 Sukhumvit 33. (beside Novotel Hotel).
 Resv. (02) 6622804-5, 279-5958 Fax. 618-6016

EAT OUT IN STYLE
 AT
KAENG-RON
BAAN SUAN RESTAURANT
 DELECTABLE NORTHERN AND THAI CUISINE
 IN A TRADITIONAL LANNA GARDEN



149/3 Canal Road,
 T. Changpuak, A. Muang,
 Chiang Mai 50300.
 Tel. (053) 221378, 213762
 For Taxi: โทร. ๒๒๑๓๗๘
 ๒๑๓๗๖๒
 (See Centrefold map, B.1)



24. Who offers the advertisement?
25. What kind of product is advertised in the ad?
26. After you read the two ads, select the one which is attractive for the readers and why? (Evaluation)
27. For the unattractive ad, how would you improve it to be more attractive? (Synthesis)
28. What are the advantages of advertising in the newspaper? (Analysis)
29. Is the product advertising in newspapers the most effective way to reach the customers? Why and why not? (Evaluation)
30. What might other method be better? (Synthesis)

APPENDIX E

**THE RESULTS OF THE PRE-TEST AND
POST-TEST**

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Means of the pre- test and post-test of the students who were taught by the traditional group work.

Test item scores	No. of students	Mean
Factual scores= 12	46	7.13
Critical thinking scores=90	46	29.04
Factual scores = 12	46	9.04
Critical thinking scores =90	46	45.15

Means of the pre-test and post-test of the students who were taught by the cooperative learning method.

Test item scores	No. of students	Mean
Factual scores= 12	48	7.18
Critical thinking scores=90	48	29.20
Factual scores = 12	48	9.31
Critical thinking scores =90	48	52.68

APPENDIX F

**THE RESULTS OF THE UNIT PRE-
TEST AND UNIT POST-TEST**

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Means of the unit pre test and unit post-test of the students who were taught by the traditional group work.

Test item scores	No. of students	Mean pre-test	Mean Post-test
Factual items= 3	46	2.93	2.91
Critical thinking items= 15	46	8.06	9.78
Factual items= 3	46	1.89	2.41
Critical thinking items= 15	46	5.67	7.86
Factual items= 4	46	2.32	3.54
Critical thinking items= 15	46	1.58	6.26
Factual items= 3	46	2.45	3.00
Critical thinking items= 15	46	5.77	8.02

Means of the unit pre test and unit post-test of the students who were taught by the cooperative learning method.

No. of test item	No. of students	Mean pre-test	Mean Post-test
Factual items= 3	48	2.91	3.00
Critical thinking items= 15	48	8.04	12.89
Factual items= 3	48	2.00	2.81
Critical thinking items= 15	48	4.60	10.43
Factual items= 4	48	2.54	4.29
Critical thinking items= 15	48	1.87	5.27
Factual items= 3	48	3.00	3.00
Critical thinking items= 15	48	7.50	10.31

APPENDIX G

QUESTIONNAIRE

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Questionnaire

The Effectiveness of Using Cooperative Learning to Enhance the Students' Critical Thinking Skills in Business English I at Chiangrai Commercial School.

Instruction: Please answer all the following questions by marking X on the number which most closely corresponds to your opinions. The five numbers represent the following scales:

5 = Strongly agree

4 = Somewhat agree

3 = Neutral

2 = Somewhat disagree

1 = Strongly disagree

Opinion on Cooperative learning

When I work in the group,

1. Each group member has a specific responsibility.	5	4	3	2	1
2. Group members help one another to achieve the good scores and team rewards.	5	4	3	2	1
3. Group members share materials or resources with the others.	5	4	3	2	1
4. Group members encourage everyone to give effort in learning.	5	4	3	2	1
5. Group members explain ideas to the others orally.	5	4	3	2	1
6. Group members assist one another in learning materials and doing tasks.	5	4	3	2	1
7. I have the responsibility for my own learning.	5	4	3	2	1

8. I contribute my works to the other group members.	5	4	3	2	1
9. I help the other group members to master all of the assigned work.	5	4	3	2	1
10. I give reasons to support my ideas.	5	4	3	2	1
11. I listen to other people's opinions and accept others' ideas, even if I do not agree.	5	4	3	2	1
12. Group members consult one another to make the best decision.	5	4	3	2	1
13. Group members discuss the purpose and the goal of the assignment.	5	4	3	2	1
14. Group members work out by using various strategies to create the group products.	5	4	3	2	1
15. Group members give feedback after doing the task for improving the next task.	5	4	3	2	1
16. I find that I am better able to do the exercise or test about the materials after learning in group.	5	4	3	2	1
17. I find that I am better able to understand the lessons after learning in groups.	5	4	3	2	1
18. I find that I am better in expressing ideas after learning in groups.	5	4	3	2	1
19. I find that I am better in having the various ideas in thinking after learning in groups.	5	4	3	2	1
20. I find that I am better in studying in groups like this than studying in the traditional classroom.	5	4	3	2	1

APPENDIX H

**DESCRIPTIVE STATISTICS OF
THE QUESTIONNAIRE**

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Descriptive Statistics of the Questionnaire

Question Number	Mean	Standard Deviation
1	3.81	.64
2	4.29	.68
3	4.39	.60
4	3.97	.75
5	4.14	.71
6	4.18	.73
7	3.72	.53
8	4.16	.72
9	3.85	.71
10	3.93	.66
11	4.58	.53
12	4.60	.64
13	4.31	.62
14	4.06	.59
15	3.64	.72

Question Number	Mean	Standard Deviation
16	4.00	.58
17	3.95	.65
18	4.06	.56
19	4.04	.50
20	4.58	.57

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APPENDIX I

**THE GENERIC ACADEMIC PERFORMANCE
STANDARD**

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Adopting The ICAT Exam Can Lead to Generic Academic Performance Standards

The ICAT Critical Thinking Essay Examination highlights basic structures in thought and basic intellectual standards. Those structures and standards can be combined to create generic academic performance standards. One possible effect of the adoption of the exam is greater alignment between critical thinking and criteria for grades in courses.

The text below defines the outlines of potential standards for the "grades" of A, B, C, D, and F. These specifications of performance levels are suggestive of common denominator academic values (tested by the ICAT exam). These specifications must, of course, be contextualized at two levels: at the department level (to capture domain-specific variations) and at the course level (to capture course-specific differences).

The grade of A

The grade of A implies excellence in thinking and performance within the domain of a subject and course, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities. A level work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well. Basic terms and distinctions are learned at a level which implies insight into basic concepts and principles. The A-level student has internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and demonstrates insight into self-evaluation. The A-level student often raises important questions and issues, analyzes key questions and problems clearly and precisely, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, frequently identifies relevant competing points of view, and demonstrates a commitment to reason carefully from clearly stated premises in the subject, as well as marked sensitivity to important implications and consequences. A-level work displays excellent reasoning and problem-solving within a field and works consistently at a high level of intellectual excellence.

The Grade of B

The grade of B implies sound thinking and performance within the domain of a subject and course, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities. B level work is, on the whole, clear, precise, and well-reasoned, but does not have depth of insight. Basic terms and distinctions are learned at a level which implies comprehension of basic concepts and principles. The B-level student has internalized some of the basic intellectual standards appropriate to the assessment of his/her own work in a subject and demonstrates competence in self-evaluation. The B-level student often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, typically uses language in keeping with educated usage, sometimes identifies relevant competing points of view, and demonstrates the beginnings of a commitment to reason carefully from clearly stated premises in a subject, as well as some sensitivity to important implications and consequences. B-level work displays sound reasoning and problem-solving within a field and works consistently at a competent level of intellectual performance.

The Grade of C

The grade of C implies mixed thinking and performance within the domain of a subject and course, along with some development of a range of knowledge acquired through the exercise of thinking skills and abilities. C level work is inconsistently clear, precise, and well-reasoned; moreover, it does not display depth of insight or even consistent competence. Basic terms and distinctions are learned at a level which implies the beginnings of, but inconsistent comprehension of, basic concepts and principles. The C-level student has internalized a few of the basic intellectual standards appropriate to the assessment of his/her own work in a subject but demonstrates inconsistency in self-evaluation. The C-level student sometimes raises questions and issues, sometimes analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies some concepts competently, inconsistently uses language in keeping with educated usage, sometimes identifies relevant competing points of view, but does not demonstrate a clear commitment to reason carefully from clearly stated premises in a subject, nor consistent sensitivity to important implications and consequences. C-level work displays inconsistent reasoning and problem-solving within a field and works, at best, at a competent level of intellectual performance.

The Grade of D

The grade of D implies poor thinking and performance within the domain of a subject and course. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The student is not developing critical thinking skills and understandings as requisite to understanding course content. D-level work represents thinking that is typically unclear, imprecise, and poorly reasoned. The student is achieving competence only on the lowest order of performance. Basic terms and distinctions are often incorrectly used and reflect a superficial or mistaken comprehension of, basic concepts and principles. The D-level student has not internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and does poorly in self-evaluation. The D-level student rarely raises questions and issues, superficially analyzes questions and problems, does not recognize his/her assumptions, only partially clarifies concepts, rarely uses language in keeping with educated usage, rarely identifies relevant competing points of view, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject. The D-level student is insensitive to important implications and consequences. D-level work displays poor reasoning and problem-solving within a field and works, at best, at a low level of intellectual performance.

The Grade of F

The student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The student is not developing critical thinking skills and understandings as requisite to understanding course content. F-level work represents thinking that is regularly unclear, imprecise, and poorly reasoned. The student is not achieving competence in his/her academic work. Basic terms and distinctions are regularly incorrectly used and reflect a mistaken comprehension of, basic concepts and principles. The F-level student has not internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and regularly mis-evaluates his/her own work. The F-level student does not raise questions or issues, does not analyze questions and problems, does not recognize his/her assumptions, does not clarify concepts, does not use language in keeping with educated usage, confuses his/her point of view with the TRUTH, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject. The F-level student is oblivious of important implications and consequences. F-level work displays incompetent reasoning and problem-solving within a field and consistently poor intellectual performance.