

Designing a Competency-based English Oral Communication Course for Vietnamese Undergraduate Business Administration Students

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Abstract: Vietnam's accession into international organizations especially ASEAN Economic Community emphasizes the necessity of an appropriate course of English oral communication (EOC) to prepare the business administration (BA) undergraduates with necessary knowledge, skills and abilities to meet the real workplace requirements. The study, therefore, aims at designing an appropriate competency-based EOC course for BA undergraduates. Both quantitative and qualitative data were collected in a mixed methods study. In order to achieve the aims of the study, the course has been designed from the results of a thorough needs analysis starting from interviews with all the stakeholders and then a survey questionnaire with BA undergraduates in a university in Vietnam. Then it was verified with a survey questionnaire with the teachers, piloted with a group of BA undergraduates with observation, questionnaires and reflective journals before being implemented and evaluated with questionnaires, test scores, reflective journals and focus group interview during and after the course, and a questionnaire survey after the internship. The results from both quantitative and qualitative data revealed the effectiveness of the course in improving BA undergraduates' EOC competencies.

Keywords: Course design, English oral communication, business administration, competency, socio-cultural theory.

1. Introduction

The accession into the World Trade Organization since 2006, Trans-Pacific Partnership and Asian Economic Community since 2015 assisting Vietnam in integrating further into the global trading system has brought up more potential international

business deals than ever before. These opportunities have strengthened the motivation and also set out the urgent requirements for Vietnamese labor force in general and business administration (BA) graduates in particular to acquire a good command of English to interact in real-life workplace. However, the issue of discrepancies between university English language curriculum and English language requirements for jobs have been mentioned in many studies [1-3]. In most of universities in

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Vietnam, BA undergraduates' English for specific purposes (ESP) courses mainly focus on reading or translating ESP materials while "ESP should be redirected away from foreign language education and towards training in communication for professional purposes in which the foreign language arises" [4]. This has resulted in a call for additional English courses designed for their occupational focus on oral communication. [4] also state that "the content of ESP course should be based on evidence, not teacher intuition" so the rationale for choosing to investigate this issue lies in the importance of thorough NA for designing an ESP course and also the necessity of teaching and learning of English for real business communication. Hence, the research questions that the present study seeks to answer are:

RQ1: *What are the components of a competency-based English oral communication course designed to prepare business administration undergraduates for the workplace?*

RQ2: *To what extent is the designed course effective in developing English oral communication competencies for business administration undergraduates?*

2. Competency-based approach

Competency-based education (CBE) referred to an educational movement that advocated defining educational goals in terms of precise measurable description of the knowledge, skills, and behaviours students should acquire at the end of a course of study [5, 6] asserts that competencies as "a description of the essential skills, knowledge and attitude required for effective performance of particular tasks and activities" (p.159). [7] also shares this idea when defining competencies as "sum of knowledge, skills and characteristics that allow a person to perform action". Thus, the structure of a competency is formed by experience that includes knowledge, skills and attitudes which determine an

individual's readiness for activity. The competency-based approach that has been widely used as the basis for the design of work-related and survival-oriented language teaching programs for adults [8] can be introduced in response to growing concerns that students were not being taught what they required after they left school. With the focus on the expected outcomes as a product-based methodology, this approach matches with purpose of the course which is BA graduates enabled with adequate EOC competencies to be ready for the workplace.

3. Socio-cultural learning theory

Socio-cultural views of learning built upon constructivist approaches are often linked together in the psychological and pedagogic literature, and they include the premise that second language teaching and learning take place within the social interactions of learners and more capable others and seek to understand the cultural and historical influences on learning [9, 10]. It is widely believed that SCT of mind and the concept of ZPD form the basis of the notion of scaffolding [11, 12]. The three distinctive propositions of SCT which are selected for the design of the teaching and learning plan in present study are: 1) Roles of social interactions with teachers and peers through others-regulation after object-regulation, and finally self-regulation are pivotal in the learners' learning process; 2) ZPD can be achieved with understanding of what learners have known and how to scaffold their learning further; 3) the socio-cultural context needs to be considered for situated learning.

4. Research methodology

The present study is a mixed methods design that collects both quantitative and qualitative data. The chosen mixed methods design was an exploratory and a convergent design. There were two main phases in the

present study: Establishing course components, and implementing and evaluating course to answer the first and second research question respectively.

4.1. Phase 1: Establishing course components

The first phase of the present study consists of three main stages namely NA, course verification, and pilot study.

4.1.1. Needs analysis

The needs analysis in the present study consisted of two main steps. First, semi-structured interviews were conducted with 35 participants including 12 teachers, 8 BA graduates 15 employers from October 2014 to December 2014. Specifically, 12 full-time experienced teachers of BA undergraduates (4 content teachers and 8 language ones) were selected from 4 universities (A, B, C and D) which have at least 2 cohorts of BA graduates. The selected BA graduates and employers worked in the field of commerce, travel, and manufacturing where employees had frequent chances of using EOC.

Second, a survey questionnaire designed based on the findings of the interviews. Specifically, for the item generation, the construction of the questionnaire was developed on the basis of the results regarding the key EOC competencies, common difficulties and suggestions for the course components from the in-depth semi-structured interviews. After being designed, the questionnaire was piloted with a group of 30 BA undergraduates from university A to see whether the questions were understandable and clear. Then, regarding item reduction after the pilot, the items related to gender and speaking courses they completed were reduced since this information was not necessary for the research results. Besides, some minor adjustments regarding the format were done for the convenience of rating. Next, the questionnaire was conducted with 227 BA undergraduates from the first to third year at university A to investigate their needs of an EOC course in the middle of March 2015.

4.1.2. Course verification

Eight language teachers who had involved in the semi-structured interviews in NA were invited again to evaluate the design of the proposed course in a survey questionnaire administered in face-to face meetings from May 2015 to June 2015. The questionnaire included a set of the criteria that was adapted from [13] to evaluate the design of the proposed EOC course components with some appropriate adjustments.

4.1.3. Pilot study

The course was piloted during the first two weeks of August 2015 with 12 participants having similar characteristics with those in the main study. After each lesson, the participants were required to write a journal, complete questionnaires at the end of each lesson and the pilot study. Finally, they took part in an oral test. The Dean of Faculty of Foreign Languages at university A was invited to observe how the class went each week while another experienced teacher from the university was invited to be a co-examiner with the researcher in the oral test.

4.2. Phase 2: Implementing and evaluating the designed EOC course

The second phase of the present study aims at answering the second research question. The proposed course was implemented with a group of 32 BA fourth-year undergraduates of university A during 15 weeks from September 2015 to December 2015. Different data collection instruments chosen for the present study were tests, questionnaires, reflective journals, and focus group interview. All of those instruments were designed with consultation by two experts in course design field and two practitioner instructors, except for the the test and unit self-assessments, and end-of-course questionnaire which were adapted from [13].

The participants sat for 3 oral tests: pre-test, midterm test and post-test, which were designed following the guidelines of test specifications,

and the description of test task characteristics and specific purpose language ability based on the framework of Language for Specific Purpose (LSP) testing theory by [14]. Besides, the tests were also designed in line with the course learning outcomes and the descriptive level of pre-B1 according to NFRSFLC [15] and with the expert consultation. Then, the oral test was piloted and adjusted appropriately. The test consisted of three main parts for a pair of undergraduates. The first part was a conversation between the interlocutor and each candidate in topics such as giving personal information, talking about present circumstances, past experiences and future plans. The contents of the second and third parts were designed based on the learning outcomes of the course. Specifically, the former part was a mini-talk between two candidates on a business-related topic in socializing such as greeting visitors, making a small talk, developing a conversation, and exchanging information about company products and services while the latter was on making a phone call of taking and leaving messages, selling and buying products or services, making or changing an appointment.

At the end of each unit, they had to finish a self-assessment and a reflective journal to keep fresh idea. Self-assessments after each unit were mainly about assessment on some major aspects of a lesson such as lesson content, materials, activities, speed, teaching methods and finally self-assessment on their achievement of lesson objectives. Reflective journal was divided into three main parts (i.e. classroom environment, awareness of your EOC competencies and affective factors and motivation) with prompts to guide the participants with more focus (e.g. *In as detailed a manner as you can, tell me about to what extent did the classroom environment today support you and your peers to learn?*).

At the end of the course, all the participants completed an end-of-course questionnaire which was adapted from [13] with some appropriate adjustments. Then, they participated

in focus-group interviews to study their opinions towards the overall developed course in terms of their satisfaction, its usefulness and practicality as well as to explore their suggestions for improving the course. After the internship in May 2016, 13 BA undergraduates who used EOC during this time and their internship supervisors completed post-internship survey questionnaires, which were mainly about their confidence in using two general EOC performance areas namely socializing and telephoning.

5. Findings

The summaries of the findings are given for each research question. The first research question is about the components of the EOC course designed based on the results from NA, course verification, pilot study while the second question is related to the course evaluation after implementation.

5.1. Research question 1

The expected *learning outcomes* of the course were seven competencies in socializing and telephoning which were necessary for BA undergraduates to get ready after graduation from the perspectives of all the stakeholders: Build relationship with business partners by greeting them appropriately when they pay visit to one's country; Build relationship with business partners by greeting them appropriately when they pay visit to one's office; Develop a conversation appropriately about one's experiences in past or present life; Develop a conversation appropriately about one's career with cross-cultural understanding; Exchange information about the distinctive features of company products and services; Handle business phone conversations properly from starting to ending a telephone call; Arrange a business appointment appropriately based on a schedule.

Regarding *assessment*, the multiple method assessment of the course included performance-

based assessment in both formative and summative assessment. Formative assessment activities were designed to reflect all the promising areas of developments in the speaking assessment directions proposed by

[16]. Five activities are designed namely teacher and peer assessment, reflective journal and self assessment after each unit, homework and participation as summarized in Figure 1.

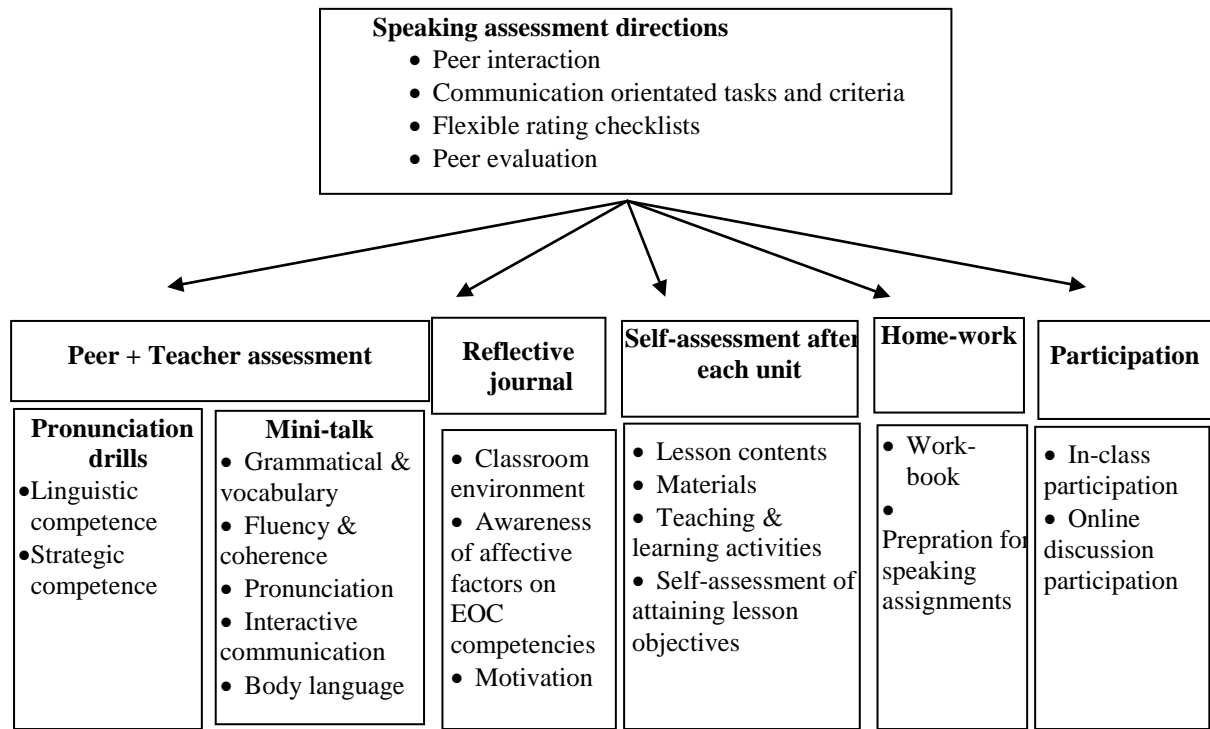


Figure 1. Framework for designing the formative assessment

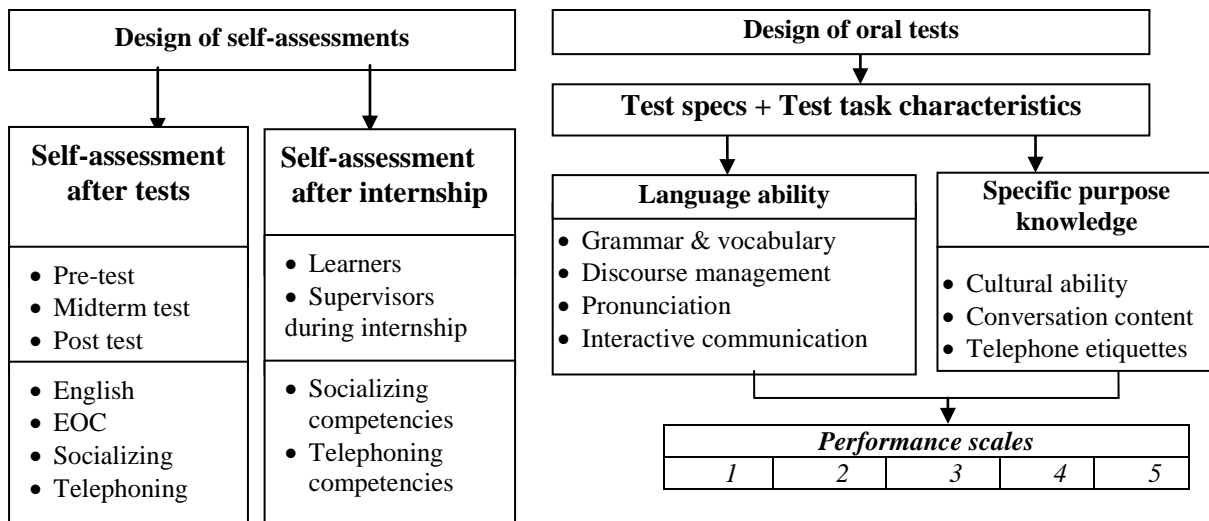


Figure 2. Framework for designing the summative assessment.

For summative assessment, self-assessment after tests and internship, and the oral tests help measure their progress and confidence in performing EOC competencies as illustrated in Figure 2. The oral tests in summative assessment were designed based on the framework of LSP testing theory by [14] who asserts that the two aspects of LSP testing to distinguish it from more general purpose language testing are authenticity of task and interaction between language knowledge and specific purpose knowledge. In this case, the test taker's language ability refers were measured based on language proficiency as in NFRSFLC [15] namely grammar and

vocabulary, discourse management, pronunciation, interactive communication. In the criteria of special purpose content knowledge, "conversation content" representing is added on the scoring rubric for socializing while "telephone etiquettes" is an additional criterion on the scoring rubric for telephoning; and "culture ability" consisting of familiarity with cultural code, appropriate non-verbal behavior, rapport with partner is a general criterion required for both tasks.

In terms of *learning plan*, SCT with Vygotsky's ZPD and scaffolding were used to shed the light on teaching and learning in the course.

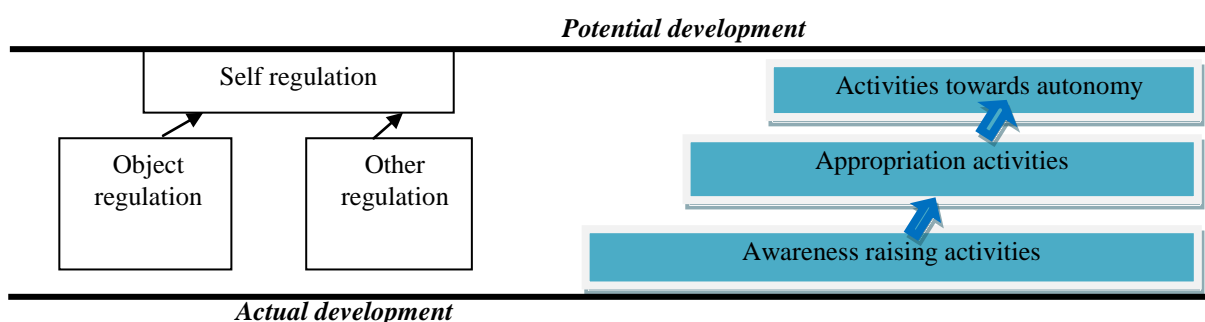


Figure 3. Framework for designing the learning plan

Thus, the learning plan of the proposed course was designed following scaffolding with the three stages of activities (awareness raising activities, appropriation activities, activities towards autonomy) [17]. At the same time, learners' self-regulation could be achieved from object regulation and other regulation. The learning plan of the proposed course was designed following this process as illustrated in Figure 3.

5.2. Research question 2

The results from investigating the proposed course effectiveness involved both quantitative and qualitative data collected from different instruments in different stages of evaluation. Paired-samples t-test with effect-size using Cohen's d was conducted to evaluate the impact of the proposed EOC course on the

undergraduates' scores on the oral tests and their self-assessment after pretest and midterm test; midterm test and pretest; the pretest and posttest.

Regarding test scores, there was a statistically significant increase in their scores from pretest ($M=1.80$, $SD=0.83$), to midterm test ($M=2.70$, $SD=.67$) and posttest ($M=3.92$, $SD=0.52$); and $p<0.0005$ (two-tailed). The Cohen's d statistic (from 1.19 to 3.05) indicated remarkably large effect sizes (the medium effect size is $d=0.5$) (See Appendix 1, Table 1 & 2). With regard to self-assessments of their competencies after tests, there was a statistically significant increase in the self-assessment of their English from Pretest ($M=2.06$, $SD=1.01$), to Midterm test ($M=3.06$, $SD=.76$) and Posttest ($M=4.16$, $SD=.72$); their EOC from Pretest ($M=1.97$, $SD=1.06$), to

Midterm test ($M=2.97$, $SD=.78$) and Posttest ($M=4.06$, $SD=.62$); their socializing competencies from Pretest ($M=1.84$, $SD=.92$), to Midterm test ($M=2.94$, $SD=.88$) and Posttest ($M=4.25$, $SD=.72$); their telephoning competencies from from Pretest ($M=1.72$, $SD=0.85$), to Posttest ($M=4.22$, $SD=.55$); $p<0.0005$ (two-tailed). The Cohen's d statistic (from 1.07 to 3.48) indicated considerably large effect sizes (See Appendix 1, Table 3-8).

In terms of unit self-assessments, the results from the self-assessment of the lesson, materials, teaching and learning activities, and their achievement of lesson objectives indicated positive opinions of the participants toward the lesson. Related to undergraduates' unit reflective journals, the three main aspects of the journals namely classroom environment, awareness of factors affecting their EOC competencies and motivation were observed and there were positive evidences for all of the three aspects.

Concerning the end-of-the course questionnaire survey, its results indicated positive opinions toward the overall course regarding its appropriateness and usefulness (See Appendix 2). The focus group interview with the participants also revealed positive results related to the effectiveness, usefulness and practicality of the proposed course.

In terms of post-internship survey questionnaire, the results showed that 33.33% to 61.54% of the undergraduates felt confident with all of the EOC competencies during internship (See Appendix 3). Besides, 100% of the supervisors reported that the BA undergraduate they were in charge of met the workplace EOC requirements and was prepared to perform their EOC duties during internship.

6. Discussion

6.1. An eclectic combination of complementary theories in the design process of an ESP course

From the whole process of the present study, the proposed framework for designing

the competency-based EOC course was the eclectic combination of different theories that are complementary to each other. First, SCT contributed to build up competencies and therefore complemented competency-based education (CBE). On one hand, the strength of SCT by Vygotsky lies in the interdependence between individuals and socially shared activities in the joint-construction of knowledge [19]. On the other hand, according to [20], competency-based training lends well to the development of skills that have clear and specific content such as operational and technical skills, but it fares worse off in the development of skills that emphasize relationships and processes such as social skills and knowledge-creation. Therefore, SCT that complemented CBE was incorporated as a resolution for developing learners' competencies through interaction and co-construction of knowledge with the teacher and peers. Next, BD by [20] provided the course designer with a logical procedural framework for designing an EOC course while SCT as the underlying learning theories that shed light on designing specific instructional activities to help the learners achieve the learning outcomes of the potential development from their actual one. SCT, therefore, complemented BD in designing effective teaching and learning plan for the design of the course.

6.2. Application of competency-based education

The course in the present study was designed based on the competency-based approach. As stated in the results, there was an improvement in the participants' gained scores after completing the course. The course was designed based on the competencies which were explored from NA and the BA undergraduates must be able to perform at the end of the course. The features of competency-based approach played a pivotal role in the achievement of the course.

First, by putting emphasis on the outcomes, competency-based approach made it easier for the course designer, teacher and learners in their

own activities. As described by [21], the competency-based approach focuses on the outcomes of learning as the starting point of course design by identifying the tasks a learner need to perform within a specific setting. When the expected outcomes were made obvious and explicit at the beginning, it was easier for course designers to create assessment and instructional plan; for teacher to base on these to assess learners during the course, facilitate learners in an appropriate direction, and adjust their instructions when necessary; for learners to be aware of the targets to direct their own learning. The findings showed that the participants found the course outcomes very useful and necessary for their future work, which motivated them to participate in the course, cooperate with the teacher and peers enthusiastically.

Second, a variety of activities were available to help the undergraduates practice their EOC competencies. Different classroom activities such as games, videos, listening, discussion, reading, role-plays, and prepared talks attracted the students' interest. Heavy emphasis on practicing each competency was given in every unit in which class activities as well as homework assignments aimed at helping the participants achieve each competency. Notably, the findings showed that video was necessary for an EOC course because they could not just listen to the dialogue but also observe and learn from businessmen's non-verbal language to improve theirs.

Besides the above mentioned advantageous features of competency-based approach, the multiple methods of assessment with both summative and formative assessment were necessary and beneficial to be applied in a competency-based course because the rich data obtained from these assessment means allow the teacher to analyze and identify the process of achieving the outcomes. Different classroom assessment activities help a teacher construct a "photo album" containing a variety of pictures taken at different times with different lenses, backgrounds and compositions" which

reveals "a richer and a more complete picture of each student than any single snapshot can provide" [22].

6.3. Role of learning theories in designing instruction

[23] has emphasized the importance of learning theories in providing instructional designers with verified instructional strategies and techniques for facilitating learning as well as a foundation for intelligent strategy selection. However, as revealed by the results of the interviews in NA, the process of designing the current ESP courses in the investigated universities simply started from deciding the course goal by ESP teachers and then selecting an appropriate book with no evidence that any underlying theories were applied in the process. This finding of the present study reiterates the findings of the previous research. It is reported by [24] that less than two percent of the courses offered in university curricula in the general area of educational technology emphasize "theory" as one of their key concepts. Also, up to date, the review of 30 previous studies on ESP course design in both other countries and Vietnamese context showed that a majority of those studies did not report to apply any underlying learning theories in their design process, except for only two studies [13], [24]. However, in spite of announcing to use Vygotsky's ZPD and scaffolding, the theories were not clearly reflected in the specific teacher and learners' activities for learning plan, in findings or discussion by [13]. For example, how the teacher and learners co-constructed the knowledge and what learners contributed in the lesson which are the important features of SCT were not specifically reported in their study. Therefore, the researcher in the present study attempted to fill the gap.

7. Conclusion

The present study contributed to ESP course design area through a process with various stages. It managed to offer a broad picture of designing

a competency-based EOC course covering its whole process from a thorough NA to course verification, pilot study, course implementation and evaluation. Notably, the course proposed an eclectic combination of competency-based approach, backward design and socio-cultural theory for designing a competency-based EOC course for BA undergraduates to the ESP course designers and teachers. The results of course evaluation in different stages namely pre-course, during course, end-of-course and post-internship evaluation indicate positive results of and opinion toward the designed course, which emphasizes the importance of applying complementary theories and research instruments in the whole process of course design.

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Thiết kế khoá học giao tiếp nói tiếng Anh dựa trên đường hướng năng lực cho sinh viên Quản trị Kinh doanh ở Việt Nam

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Tóm tắt: Việc Việt Nam gia nhập vào các tổ chức quốc tế, đặc biệt là Cộng đồng Kinh tế Đông Nam Á, nhấn mạnh tầm quan trọng của một khóa học (KH) tiếng Anh trong giao tiếp nói (TAGTN) phù hợp cho sinh viên Quản trị Kinh doanh (SVQTKD). Do đó, mục tiêu của bài nghiên cứu là thiết kế một KH TAGTN dựa trên đường hướng năng lực dành cho SVQTKD. KH được xây dựng dựa trên kết quả của nghiên cứu nhu cầu bắt đầu bằng phỏng vấn với các đối tượng liên quan và một bản khảo sát với SVQTKD ở một trường đại học ở Việt Nam. Sau đó, KH được thẩm định bằng một bản khảo sát được thực hiện trực tiếp với các giáo viên; tiếp theo, được thử nghiệm với một nhóm SVQTKD qua dự giờ, khảo sát và nhật ký trước khi được ứng dụng và đánh giá bằng điểm thi, nhật ký, phỏng vấn nhóm và khảo sát trong KH và cuối KH, cuối cùng bằng bản khảo sát cuối kì thực tập. Kết quả từ dữ liệu định tính và định lượng cho thấy KH hiệu quả trong việc nâng cao năng lực TAGTN của SVQTKD.

Từ khóa: Thiết kế khóa học, giao tiếp nói trong tiếng Anh, năng lực, lý thuyết văn hóa - xã hội, Quản trị Kinh doanh.

APPENDIX 1: TEST RESULTS

Table 1. Paired samples statistics of test scores

		Mean	SD
Pair 1	Pretest	1.80	.83
	Midterm test	2.70	.67
Pair 2	Midterm test	2.70	.67
	Posttest	3.92	.52
Pair 3	Pretest	1.80	.83
	Posttest	3.92	.52

Table 2. Mean scores of pretest, midterm test and posttest including the effect size of Cohen's d

	Paired Differences		t	df	Sig. (2-tailed)	Cohen's d
	Mean	SD				
Pretest-Midterm	-0.90	.70	-7.21	31	.00	1.19
Midterm - Posttest	-1.22	.74	-9.31	31	.00	2.04
Pretest - Posttest	-2.12	.76	-15.84	31	.00	3.05

Table 3. Paired samples statistics of self-assessment after pretest and midterm test

		Mean	SD
English	Pretest	2.06	1.01
	Midterm test	3.06	.76
EOC	Pretest	1.97	1.06
	Midterm test	2.97	.78
Socializing in English	Pretest	1.84	.92
	Midterm test	2.94	.88

Table 4. Paired samples test of self-assessment after pretest and midterm test

	Paired Differences		t	df	Sig. (2-tailed)	Cohen's d
	Mean	SD				
English	-1.00	.84	-6.71	31	.00	1.12
EOC	-1.00	1.02	-5.57	31	.00	1.07
Socializing	-1.09	1.00	-6.22	31	.00	1.22

Table 5. Paired samples statistics of self-assessment after midterm and post test

		Mean	SD
English	Midterm test	3.06	.76
	Posttest	4.16	.72
EOC	Midterm test	2.97	.78
	Posttest	4.06	.62
Socializing	Midterm test	2.94	.88
	Posttest	4.25	.72

Table 6. Paired samples test of self-assessment after midterm and post test

	Paired Differences		t	df	Sig. (2-tailed)	Cohen's d
	Mean	SD				
English	-1.10	.96	-6.43	31	.00	1.48
EOC	-1.09	.89	-6.93	31	.00	1.55
Socializing	-1.31	1.06	-7.00	31	.00	1.63

Table 7. Paired samples statistics of self-assessment after pretest and post test

		Mean	SD
English	Pretest	2.06	1.01
	Posttest	4.16	.72
EOC	Pretest	1.97	1.06
	Posttest	4.06	.62
Socializing	Pretest	1.84	.92
	Posttest	4.25	.72
Telephoning	Pretest	1.72	.85
	Posttest	4.22	.55

Table 8. Paired samples test of self-assessment after pretest and post test

	Paired Differences		t	df	Sig. (2-tailed)	Cohen's d
	Mean	SD				
English	-2.09	.96	-12.31	31	.00	2.38
EOC	-2.09	1.00	-11.90	31	.00	2.40
Socializing	-2.41	.95	-14.40	31	.00	2.92
Telephoning	-2.50	1.02	-13.92	31	.00	3.48

APPENDIX 2: RESULTS FROM END OF COURSE QUESTIONNAIRE

Feedback	1	2	3	4	5
The lessons responded to the needs of the students.	-	-	3.13	34.38	62.5
The lessons were useful.	-	-	-	18.75	81.25
The lessons were understandable.	-	-	6.25	25.0	68.75
The materials were appropriate.	-	-	-	40.63	59.38
The activities were interesting.	-	-	3.13	43.75	53.13
The timing was suitable.	-	6.25	9.38	56.25	28.13
The teaching methods were appropriate.	-	-	3.13	40.63	56.25
Students had opportunities to exchange knowledge and promoted shared learning.	-	-	-	40.63	59.38
The on-going assessment activities were useful.	-	-	6.25	43.75	50.0
The oral tests were clear.	-	-	3.13	43.75	53.13
Overall, you like the course.	-	-	-	21.88	78.13
You think that there should be a course like this one offered for you in the university.	-	-	-	9.38	90.63
You think that there should be some other sequential or related courses (i.e. English written communication course) that are necessary for working as BA personnel.	-	-	-	31.25	68.75
After the course, you are competent in English.	-	-	18.75	46.88	34.38
After the course, you are competent in English oral communication.	-	-	15.63	62.5	21.88
After the course, you are competent to socialize in English.	-	-	15.63	43.75	40.63
After the course, you are competent to handle a business phone call in English.	-	-	6.25	65.63	28.13

APPENDIX 3: RESULTS FROM BA UNDERGRADUATES' POST-INTERNSHIP QUESTIONNAIRE

EOC competencies	1	2	3	4	5
Build relationship with business partners by greeting them appropriately when they pay visit to one's countries (n=13)	0	0	38.46	61.54	0
Build relationship with business partners by greeting them appropriately when they pay visit to one's office (n=13)	0	0	46.15	53.85	0
Develop a conversation appropriately about one's experiences in past or present life (n=12)	0	0	66.67	33.33	0
Develop a conversation appropriately about one's career with cross-cultural understanding (n=13)	0	0	38.46	61.54	0
Exchange information about the features of company products and services (n=12)	0	8.33	33.33	58.34	0
Handle business phone conversations properly from starting to ending a telephone call (n=10)	0	0	40.00	60.00	0
Arrange a business appointment appropriately based on a schedule (n=7)	0	0	42.86	57.14	0